

# Kelvin Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	100690
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	335581
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Beryl Richmond

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Curlita Campbell
<b>Headteacher</b>	Andrew Mathieson
<b>Date of previous school inspection</b>	7 December 2006
<b>School address</b>	Kirkdale London SE26 6BB
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<b>Email address</b>	headteacher@kelvingrove.lewisham.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and held meetings with the chair of governors, the governor who is responsible for safeguarding, members of staff, groups of pupils and parents. They observed the school's work and looked at systems for assessing and monitoring pupils' progress, pupils' work in books, the quality of teachers' marking and the 165 questionnaires completed by parents and carers. Analysis was made of the school's development plans and safeguarding information was scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement of more able pupils to determine whether teaching is sufficiently challenging
- the effectiveness of all leaders and managers in monitoring and evaluating the school's provision and bringing about sustained improvement in outcomes
- the effectiveness of actions taken by the school to improve the achievement of boys and other significant groups who have been achieving less well than their peers
- the effectiveness of actions taken to improve achievement in reading by the end of Year 2 and in writing by the end of Year 6.

## Information about the school

Kelvin Grove is a large school. The proportion of pupils known to be entitled to free school meals is more than double the national average. Most pupils are from minority ethnic groups, the largest of which are Eastern European, African and Caribbean. High proportions of pupils are learning English as an additional language or have special educational needs. About a quarter of the school's pupils join or leave the school annually other than at the normal times. There is provision for children in the Early Years Foundation Stage in two Nursery and two Reception classes. There is a children's centre on the school's site which is inspected separately. The school provides breakfast and after-school clubs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Kelvin Grove Primary is very successful in ensuring that pupils do well, both academically and personally. This is reflected in the very positive views expressed by both pupils and parents. The headteacher's strong leadership has developed an efficient staff team that works together well. Senior leaders have successfully built staff knowledge and expertise to provide good teaching and learning so pupils enjoy school and achieve well. One parent summed up the views of many in saying, 'The school is led and managed by an effective and listening headteacher, ably supported by hardworking members of staff.'

Pupils progress well from very low starting points to standards that are broadly average by the end of Year 6. A high priority is placed on the development of language. Vocabulary is highlighted and promoted well in lessons with visual support, such as displays with key words for topics, to help pupils remember words. Speaking and listening skills are developed effectively through, for example, the well-established practice of 'talking partners'. Standards in writing remain a priority for improvement, particularly for more able pupils, because the proportion attaining the higher Level 5 in writing by the end of Year 6 is low. Good opportunities for pupils to apply their writing skills are identified within subjects such as writing reports in science but there are too few opportunities to write at length. Pupils are not as fully involved as they might be in understanding how they can achieve at a higher level in their writing through a dialogue with their teachers. The school recognises that pupils need to get off to an even quicker start with their literacy skills in Key Stage 1 and has plans to extend the way that it teaches letters and sounds in the Early Years Foundation Stage to Key Stage 1.

Pupils enjoy a stimulating and interesting curriculum that has been adapted well by making creative links between subjects. After-school clubs and activities, which the pupils value greatly, provide further enrichment. Pupils benefit from high quality specialist teaching of singing and of musical instruments. Good opportunities are provided for them to perform. Another strength is provision for physical education, which gives pupils opportunities to participate in a wide range of sporting and other activities including competitive events. Pupils have a very good understanding of the importance of recycling materials because it is part of everything that the school does.

An exceptional strength of the school is the care, guidance and support it provides for its pupils, described by a parent as 'second to none'. It often goes the extra mile to help pupils facing challenging personal situations. There are excellent links with parents, including through art and drama club, fathers' group and the parents' forum. Pupils are friendly, caring and supportive of each other. They have a good understanding of how to stay safe, including how to use the internet safely. Behaviour is good and the school

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has effective systems to promote it. Attendance levels are just below average, despite the school's best efforts.

The school promotes community cohesion well, with the governing body playing an important role. It has reached out extremely well to its own community in many ways. Each family is known on an individual basis and parents are made to feel very welcome in school. The school runs frequent parents workshops to familiarise parents with teaching methods, including providing a crèche for younger siblings. To ensure that all parents are kept fully informed, interpreters translate for parents who are beginning to learn English. Links with communities globally are also developing well. Pupils have opportunities to meet pupils from other schools through many sporting and cultural activities.

The school has an accurate view of its performance. The headteacher and other leaders have correctly identified any weaknesses in provision and set clear direction for improvement. It is the drive for further development shared by all, and the demonstrable impact of current leaders and managers, that confirm the school's good capacity for sustained improvement.

**What does the school need to do to improve further?**

- Improve the proportion of pupils attaining Level 5 in writing so that it is at least in line with the national average by July 2011 by:
  - giving pupils more opportunities to write at length
  - involving pupils more fully in understanding how they can improve their written work.
- Accelerate pupils' progress in reading and writing in Key Stage 1 by teaching letters and sounds in a more systematic way.
- Build on the excellent links with parents to improve attendance further.

**Outcomes for individuals and groups of pupils****2**

There is an upward trend in mathematics standards, with the proportion of pupils attaining Level 5 being in line with the national average. The school has successfully addressed some variation in the achievement of different groups, The vast majority now achieve well. This is because the progress of all groups of pupils is tracked rigorously so that any individual who is falling behind is quickly identified and support is provided. However, girls often attain higher standards in national tests and assessments because there is a higher proportion of boys with special educational needs.

Pupils are keen to participate in lessons because teaching is often lively and they have many opportunities to participate fully in learning throughout the lesson. For example, in mathematics lessons, pupils were using number fans to answer quick-fire questions at the beginning of a lesson. In another lesson, individual pupils were explaining decimal number patterns in a session where learning was being evaluated. Teachers expect pupils to work at a good pace and these expectations are well embedded, as can be

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seen in pupils' books in terms of the quantity and quality of work evident since the beginning of term. There are occasions, however, when more able pupils do not learn enough in lessons because they do not always start the more difficult work planned for them to do independently soon enough in the lesson. School records show that pupils' progress is improving and lesson observations and the scrutiny of pupils' work confirm this view.

Pupils are confident that there is always a trusted adult they can turn to if they are upset or worried. Relationships are good. Pupils show a good knowledge and understanding of healthy diets and the importance of taking regular exercise. They are given a good grounding in citizenship and they contribute well to their community as members of the school council. Spiritual, moral, social and cultural development is good. Pupils learn through assemblies about their rights and responsibilities. For example, a good opportunity was taken to explore the history of women's football in an assembly which culminated in the presentation of a tournament trophy to the winning girls' football team. Issues of equal opportunities were discussed well by pupils. Their understanding of the potential for all to succeed was extended through the introduction of positive role models of current players of different ethnic backgrounds. Bearing in mind pupils' broadly average attainment and good personal skills, they are satisfactorily prepared for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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**The extent of pupils' spiritual, moral, social and cultural development**

**2**

## How effective is the provision?

Teaching has many good and sometimes outstanding features. Lessons frequently start with a recap of pupils' previous learning and provide opportunities for consolidation and reflection. Pupils have positive attitudes to their work. The best teaching takes full account of the needs of individual pupils so that tasks are closely matched to their differing abilities. However, on occasions too long is spent with pupils working as a whole class, sometimes sitting on the carpet, and consequently they do not start their independent work soon enough. When pupils are given opportunities to use hand-held games machines in mathematics lessons, this provides added enjoyment and motivation to practise skills. Work in books is well presented. Assessment and record keeping are good so teachers have a clear picture of what pupils can do. Work is marked regularly, with comments on progress towards targets and helpful hints on how pupils can improve in many subjects. Parents are increasingly involved in supporting their children and particularly appreciate receiving text messages, keeping them up to date on how well their children are doing in spelling and mental mathematics tests.

Pupils and staff are involved in adapting the curriculum to make it challenging and fun. There is a good balance between the different subjects. Good attention is given to developing reading, writing and mathematical skills, although the school recognises that more needs to be done on the learning of sounds and letters and extending writing skills. Enrichment activities add much to the enjoyment of learning and provide memorable experiences. The impact of the school's good personal, social and health education is evident in pupils' good personal development.

The vast majority of parents are very confident that the school looks after their children extremely well. The learning mentor and other support staff provide excellent tailor-made support to pupils needing extra help and guidance. Staff are very clear about the importance of ensuring pupils' health, safety and welfare and very comprehensive policies and rigorous procedures are very carefully implemented. Newcomers are very positive about the welcome they received when they started school. Transition arrangements are excellent. Parents appreciate the fact that the headteacher discusses with them individually the best possible options for their child's secondary education. Absence is monitored rigorously by the parent support adviser and this is having a positive impact so that attendance is now just below average. On its website, the school provides a virtual classroom so that pupils can keep up with their work if they cannot attend school for any reason.

*These are the grades for the quality of provision*

**The quality of teaching**

Taking into account:

The use of assessment to support learning

**2**

**2**

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The good leadership of the headteacher and senior leaders has established a clear vision for improvement and set challenging targets to achieve. Staff are working together as a cohesive team and are committed to sustaining improvements. A secure structure is in place to monitor the effectiveness of the school that is successful in embedding ambition and driving improvements. As a result, the school is improving pupils' outcomes, ensuring that no pupil is discriminated against and is promoting equal opportunities well. Systems for safeguarding pupils meet requirements well and are very regularly reviewed.

Monitoring and evaluation of classroom practice is being used to hold teachers to account for each pupil's progress. The school is now focusing on developing pupils' writing skills to raise standards. Middle managers take a full role in school evaluation through monitoring the quality of teaching and learning in order to ensure that pupils make consistently good progress.

Good links have been established with other schools and agencies in the local area, including the children's centre. Most parents say that the school's communication is good and that staff are very approachable if they have a problem.

The governors support the school satisfactorily, share the vision for its future development and ensure that all statutory requirements are met. Increasingly, they ask challenging questions. However, they are at an early stage of devising robust new ways of holding the school to account for its performance.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents are very positive about the school's arrangements for the admission of their children. This means that children are very well settled and happy and routines are quickly established. Parents say that the school has explained to them how their children will learn through play and oral and practical activities. They find the staff friendly and approachable. Home visits are offered to parents to facilitate the settling-in process. Children in the Nursery and Reception classes benefit from extensive outdoor areas that are becoming increasingly well resourced and have covers so that children can learn through practical activities outdoors in most weathers.

Teaching is of good quality and children engage well with their learning and make good progress from very low starting points. A high proportion of children are learning English as an additional language and a significant group of other children have limited personal and literacy skills. Staff are skilled in providing a wide range of activities that help all children make choices and gain the confidence to investigate for themselves.

Improvements have been made to the teaching of letters and sounds and the impact of this work can be seen in an improvement in standards by the end of the Reception Year, although progress in this area could be faster. While children do well in all areas, writing, knowledge and understanding of the world and creative development are still below average by the start of Year 1.

Knowledgeable leadership has set the tone for improvement. Staff work very well as a team so that there is consistency of approach and expectations. Teamwork is very well developed. Assessment is good and children's records are kept diligently using a range of evidence, including photographs. These are used well to plan the next stages of learning, including by the child's key worker in the Nursery. Welfare provision is very good and as a result, children feel secure and develop confidence as learners.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The parents' questionnaires indicate a strong satisfaction with the school. In particular, 100% of parents agreed that their children enjoyed school. This view was endorsed by

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parents that the inspection team spoke to during the inspection and is also in line with the findings of the inspection team.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelvin Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	61	63	38	0	0	0	0
The school keeps my child safe	94	57	67	41	2	1	1	1
The school informs me about my child's progress	82	50	74	45	9	6	0	0
My child is making enough progress at this school	75	46	83	50	7	4	0	0
The teaching is good at this school	85	52	78	47	2	1	0	0
The school helps me to support my child's learning	78	47	77	47	4	2	2	1
The school helps my child to have a healthy lifestyle	65	39	95	58	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	38	82	50	5	3	1	2
The school meets my child's particular needs	61	37	88	53	9	6	1	1
The school deals effectively with unacceptable behaviour	59	36	92	56	6	4	2	1
The school takes account of my suggestions and concerns	53	32	98	59	5	3	2	1
The school is led and managed effectively	78	47	81	49	1	1	1	1
Overall, I am happy with my child's experience at this school	91	55	68	41	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 December 2009

Dear Pupils

Inspection of Kelvin Grove Primary School, London SE26 6BB

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking with you.

You go to a good school. Here are some of the things we particularly liked.

- Your headteacher and the other teachers have good plans to improve your school further.
- You are taught well, make good progress in your work and enjoy school.
- You have a good understanding of how to stay safe, including when using the internet. You know who to talk to if you are worried about anything. Your school looks after you exceptionally well and helps you well if you are experiencing difficulties.
- You behave well and are developing good personal skills.
- You know how to stay healthy and enjoy a wide range of physical activities.
- You enjoy a stimulating and interesting curriculum and the extensive range of after-school clubs. You have excellent musical and sporting opportunities
- Your school has established excellent links with your parents and good links with organisations such as a football club to help you with your learning.
- Children in the Nursery and Reception classes get off to a good start to school life.

We have asked your teachers to help you by making sure you have more opportunities to write at length, particularly if you are quick to learn, so that you attain higher standards in writing. We think that those of you in Years 1 and 2 could learn to read and write more quickly and we have asked your school to teach letters and sounds more systematically.

We would like the school to build on the excellent links that it has with your parents to improve your attendance further. You can help by always coming to school every day so that you do not miss lessons and get behind with your work.

I would like to send you my best wishes for your future success in whatever you choose to do.

Yours sincerely

Beryl Richmond

Lead inspector

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