

# Kelvin Grove Primary School

Kirkdale, Sydenham, London, SE26 6BB

**Inspection dates** 11–12 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders at all levels, including governors, are very ambitious and have high expectations for the pupils.
- The Early Years Foundation Stage is well led and managed and as a result children make good progress in Nursery and Reception.
- Pupils make good progress in reading and mathematics and they are making more rapid progress in writing.
- The quality of teaching is good and most teachers plan exciting and engaging lessons. Consequently, pupils make good progress throughout the school.
- Pupils in the resource unit receive good guidance and support from adults and the manager of the unit continuously monitors their progress.
- There are good systems in place to monitor behaviour and pupils are aware of how to keep themselves safe while in or outside school.
- Pupils' attendance is improving and they enjoy coming to school. They make broadly similar progress to that of their peers, especially in reading and mathematics.
- Governors thoroughly challenge and hold leaders to account for pupils making better progress in reading, writing and mathematics.
- Pupils' spiritual, moral and cultural development is promoted well through the range of subjects and topics that meet their needs.
- Parents and carers are very supportive of the school and praise the work of leaders and teachers.

### It is not yet an outstanding school because:

- In some lessons, teachers do not deploy supporting adults effectively to work with pupils who are having difficulty.
- Although pupils' books are marked regularly, teachers' comments vary and there is sometimes insufficient guidance in books to help them improve the quality of their work.
- Pupils are not always given enough opportunities to read teachers' comments and some do not respond to the feedback.

## Information about this inspection

- The inspection team observed 26 lessons, of which six were joint observations with the headteacher. The inspection team also spent time in the Early Years Foundation Stage observing the quality of teaching and support given to children in Reception and Nursery.
- Meetings were held with the headteacher, deputy headteacher and the local authority's school improvement adviser.
- Meetings were held with other senior leaders and staff and with members of the governing body.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the first day of the inspection and the 40 responses to the online questionnaire, Parent View. The inspection team also examined the school's most recent parental survey and staff questionnaires.
- The inspectors ate lunch with the pupils, interviewed them and also listened to some of them read.
- Inspectors examined a number of documents, including the school's own information on pupils' current progress, and planning and monitoring documentation. They looked at attendance figures and pupils' work.

## Inspection team

Janice Williams, Lead inspector

Additional Inspector

Teresa Davies

Additional Inspector

Juliet Ward

Additional Inspector

## Full report

### Information about this school

- This is a larger than average size primary school which serves a diverse inner city community.
- Around 50% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for children looked after by the local authority, those eligible for free school meals and children with a parent or carer in the armed services. This figure is above the national average. There are very few pupils who are looked after by the local authority, and no pupils from service families.
- Over a half of the pupils are from ethnic backgrounds other than White British and nearly half speak English as an additional language. Most of the pupils are from Black British Caribbean and Black British African heritage.
- The proportion of pupils supported at school action is well above the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision.
- Since the last inspection, the school has expanded to become a three-form entry intake.
- The school moved into an additional refurbished building in September 2012 which currently has the new resource unit (the Rainbow) for statemented pupils with autism spectrum disorder. There are currently seven Key Stage 1 pupils in the unit. Leaders have plans to extend the unit to include Key Stage 2 pupils from September 2013. The new building also has the Years 5 and 6 classes.

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

- Improve the quality of teaching so that it is consistently outstanding by:
  - ensuring that teachers deploy supporting adults more effectively so that they consistently provide guidance to vulnerable groups
  - ensuring there is a consistent approach to marking with feedback that is more evaluative and focuses on the quality of the work
  - ensuring pupils respond to feedback from teachers in books to improve the quality of their work and extend their knowledge and skills.

## Inspection judgements

### The achievement of pupils is good

- Although pupils make good progress overall and achieve well, their progress in writing is not as strong as in reading and mathematics.
- Children enter the Nursery with skills that are well below expectations for their ages in communication and language skills and personal, social and emotional development. They make good progress because teachers use assessment information well to plan clear focused activities that engage and sustain their interest.
- Around half of the children starting Reception do not come from Nursery.. Children's skills are still at low levels when they start Reception. Although there are a few children with challenging behaviour, they continue to make good progress because adults have high expectations and provide good support in the linking of letters and sounds (phonics) sessions.
- In Key Stage 1, pupils' attainment in reading and mathematics is broadly in line with the national averages but their attainment in writing has been below. Pupils, including those in the resource unit, are now making better progress in all subjects and their current attainment in writing has also improved. Their attainment in the Year 1 phonics check is above national expectations for their age.
- In 2012, Key Stage 2 pupils' attainment in English was below the national average while their attainment in mathematics was in line. Leaders have monitored pupils' progress thoroughly and as a result, pupils are now making more rapid progress in reading and writing.
- Most pupils, across different year groups, make good progress in reading and mathematics. They make good progress in reading because teachers ensure that their blending and decoding of sounds is well developed and they have a wide range of books to read that capture their interest well.
- They make good progress in mathematics because of good teaching. Teachers ensure that pupils consistently apply their mathematical skills in different situations and they conduct many parent workshops so that parents and carers are aware of the methods of problem solving that are taught in the school.
- Pupils' progress in writing has accelerated this year because the planned topics are interesting with many discussion opportunities that appeal to both girls and boys.
- Most pupils who are eligible for extra support from the pupil premium funding and disabled pupils and those who have special educational needs make similar progress to their peers, especially in reading and mathematics, because leaders ensure that they receive effective support in reading and mathematics. Their progress in writing is variable because in some lessons they do not get sufficient help in developing their ideas.
- Although Black Caribbean pupils get good support from teachers and their progress is monitored rigorously, a few do not progress as well as their peers in reading, writing and mathematics because they join the school at different points during the school year.
- Pupils with English as an additional language make similarly good progress to their peers in school.
- In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a term behind their peers in English and mathematics. The gap is narrowing faster in reading and mathematics because of the intensive support they receive in mathematics, phonics, reading support and comprehension.

### The quality of teaching is good

- The quality of teaching is good because teachers collaboratively plan engaging lessons and frequently check pupils' understanding in lessons.
- Pupils are consistently encouraged and given opportunities to improve their formation of letters. In a Year 5 lesson, the teacher provided time for pupils to improve their handwriting skills.

Consequently, pupils' handwriting was neat and great pride was taken to ensure letters are formed properly.

- At the time of the inspection, Year 5 pupils were writing a balanced argument on whether a '10 year old should carry a mobile phone'. Most pupils wrote interesting extended pieces because they were able to discuss their ideas and explore how they would structure the content of their written pieces. Pupils have contributed written pieces that are published in a book called, 'We are Writers'.
- Most teachers adjust their lesson plans to ensure that all pupils are engaged in the activities and there is a strong emphasis on pupils using their literacy skills in other lessons through discussions. In a Year 6 lesson, the teacher changed his plan and created an interesting scenario where the pupils became detectives who examined several diary entries to discover why a young boy decided to take drugs and end his life. Pupils had already studied the negative effects of drugs and the lesson allowed them to become very reflective as their attitudes changed from being judgemental to showing empathy as they got into the mind of the character.
- In an excellent music lesson, the teacher encouraged pupils to perform various actions to different beats to get their attention. They were engaged in the task of improvising a rhythm and took great pleasure in performing with the teacher. The performances were very good and all made exceptional progress.
- In an outstanding mathematics lesson, the teacher used pupils' contribution to create a Carroll diagram. They had many opportunities to work independently with tasks that effectively linked to the school fair that was happening later. The tasks and activities appropriately matched pupils' abilities and they were gradually given more challenging work, and as a result, they made accelerated progress in the lesson.
- In some lessons supporting adults are not used effectively. They often work with their groups but sometimes do not extend assistance to other less able pupils while the teacher is supporting other groups of learners. Consequently, in a few lessons, less able pupils' progress is not as rapid as their peers'.
- Although pupils' books are marked regularly with feedback from teachers, sometimes the comments do not provide sufficient guidance for pupils to improve their work.
- Some teachers provide pupils with response time but this is inconsistent as some pupils do not get enough time to read teachers' comments and so they often do not improve the quality of their work or extend their skills.

### **The behaviour and safety of pupils are good**

- Pupils behave well and are polite to their peers and adults. Occasionally, their behaviour is less than good when tasks and activities do not match their needs or capture their interest.
- In the playground, pupils are loud and lively and they enjoy playing clapping games. The playgrounds are well supervised and pupils are safe. They have a good range of areas for eating fruits and they are not lonely because there is always a friend to talk to.
- Pupils say they love coming to school because teachers 'care for you, lessons are fun and we are taught to aim high'.
- In the Nursery, children are caring and enjoy playing many games together. During free-flow activities they work well independently or in small groups. Boys helped each other build cars while a few girls played supermarket games. One child told the inspector, 'This is a special stone. Hold it in your hands and make a wish, then all your dreams will come true.' All children played responsibly outside with adult supervision.
- There have been no racist or homophobic incidents this year. Pupils are aware of how to keep themselves safe while using the internet and they confidently explain the rules of using the internet safely. They walk in a mature manner in their queues to classes and respond well to instructions.
- They are aware of the different types of bullying and a few had said that there is cyber bullying through mobile phone texting. The school's records show that effective action has been taken

and there are e-safety workshops for parents and carers. A few pupils say that bullying exists but teachers and leaders deal with such incidences appropriately. There are good behaviour support plans to help pupils with challenging behaviour.

- Pupils in the resource unit are given clear instructions and pictorial images to reinforce teachers' expectations. The manager of the unit has created many 'social books' that explain right and wrong behaviour. The books also help pupils to evaluate the impact of their actions on others.
- Pupils are encouraged to choose the right actions and behave well because there are two reward assemblies each week that celebrate both achievement and behaviour. There is the 'top table' reward on Fridays where a pupil from each class is given a high class dinner for either behaviour or achievement. There are also attendance awards where pupils get certificates and prizes. Although their attendance is below the national average, it is improving year on year.
- The vast majority of the parents and carers interviewed and those who responded to Parent View say that their children are safe and happy at the school. A few parents and carers wrote letters praising the work of teachers and most describe them as 'approachable'. One parent or carer said, 'This is a brilliant school' and another said the headteacher is 'great'. They all say they get regular updates about how their children are progressing.

### **The leadership and management** are good

- Leadership and management is good with some exemplary features. The headteacher is supported well by a good leadership team and excellent governors. Leaders at all levels have high expectations for the pupils and are constantly evaluating how they can improve the learning environment and provision to ensure equal opportunities for pupils to achieve.
- Leaders have used assessment information effectively to identify issues with pupils' writing skills. They have examined the most effective ways of developing pupils' writing and have planned these into the range of subjects. Consequently, pupils are now making more rapid progress in writing.
- The headteacher's excellent analysis of data is thorough and there are regular discussions about pupils' progress in pupil progress meetings where interventions are evaluated and if necessary new strategies identified to support pupils.
- The management of the performance of teachers is rigorous and linked to their pay. All targets relate to closing the gap for pupils who are eligible for extra support from the pupil premium funding. Targets also link to developing pupils' progress in reading. As a result, pupils eligible for free school meals and, disabled pupils and those who have special educational needs are making similar progress to that of their peers, especially in reading and mathematics.
- The local authority has worked effectively with leaders to examine pupils' assessment data and identify progress made in the school. The local authority has worked with the headteacher to ensure that self-evaluation is accurate and robust.
- Leaders ensure that teachers use the behaviour management systems consistently. At the start of the school year, every class focuses on the school's behaviour procedures. This helps pupils' settle quickly with the teacher and provides continuity.
- Leaders work hard to involve parents and carers in many school activities through parents' workshops, attending assemblies, trips, breakfast, tea and challenges. Parents and carers say that teachers willingly demonstrate how they can help their children further. Parents and carers participate in many fund raising events. At the time of the inspection, the school fair was well attended by parents, carers and the community.
- The curriculum is good as leaders have ensured that pupils have a wide range of interesting subjects and topics to study. Pupils are exposed to many artistic works and ideas from their resident artist. Their spiritual development is enhanced by music and dance. Pupils' social skills are developed well through many group discussions and their moral development is promoted well through exploration of various topics that enable more intensive reflection.
- The pupil premium is used to provide a variety of small-group interventions, homework and enrichment clubs, and 15 minute learning sessions in reading and mathematics.

- The funding is also used to provide consultant support for teaching phonics and writing in Reception and Years 1 and 2.

- **The governance of the school:**

- Governors provide exemplary challenge and support to leaders. They have thoroughly analysed pupils' assessment information and know how the school compares to other schools nationally. They are aware of the systems that manage teachers' performance in the school and have an external consultant who assists them in the headteacher's appraisal. There is a clear understanding that staff must make a positive impact on pupils' progress for pay progression and rewards. They monitor the spending of the pupil premium funding to ensure that provision is narrowing the gap for pupils eligible for this funding. They rigorously undertake skills audits and effectively use the information to provide training for the governing body. All new governors give up time on weekends to receive training. Three governors have undertaken the safer recruitment course so that they can assist leaders in recruiting new staff. Each governor is assigned to a year group and has done many evaluative learning visits to examine teaching resources, methodology and support given to pupils. Governors have ensured that all safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100690
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	411993

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	558
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ben Jupp
<b>Headteacher</b>	Andrew Mathieson
<b>Date of previous school inspection</b>	3 December 2009
<b>Telephone number</b>	020 8699 6300
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