

Kelvin Grove Community Primary School

Inspection report

Unique Reference Number	108323
Local authority	Gateshead
Inspection number	377733
Inspection dates	13–14 September 2011
Reporting inspector	Janette Corlett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Peter Mudie
Headteacher	Andy Jones
Date of previous school inspection	30 April 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 teachers and 19 lessons, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and analysed 50 questionnaires from parents and carers, 85 from pupils and seven from staff. The team also looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current attainment and progress, particularly the progress boys make.
- In lessons, how effectively teachers challenge pupils with a range of different levels of ability to achieve to their full potential.
- Whether actions taken by the school's leadership to overcome barriers to learning are leading to sustainable improvements in the quality of provision and pupils' outcomes.

Information about the school

This is a larger-than-average-size primary school. The proportion of pupils known to be eligible for free school meals is much higher than average. The proportions of pupils with special educational needs and/or disabilities, from minority-ethnic backgrounds and of those who speak English as an additional language are all above average. The proportion of pupils who enter and leave school during the school year is very high. The school has a variety of awards, including Healthy School status for its promotion of a healthy lifestyle.

The school manages a breakfast club. Separate childcare provision shares the school site, but this is not managed by the governing body and is subject to a separate inspection.

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 is a good multicultural school which provides excellent care, guidance and support for its pupils. Pupils feel extremely safe and thoroughly enjoy coming to school. Outcomes for pupils are good because their achievement is good and many aspects of their personal development, including spiritual, moral, social and cultural development, understanding of a healthy lifestyle, contribution to the community and behaviour, are good. The school is highly regarded in the local community and staff and pupils are very proud to belong to the school. Parents and carers speak positively about all aspects of the school. They typically comment on the friendly and welcoming staff and appreciate the opportunities the school provides for family learning.

Since the previous inspection, outcomes for pupils and many aspects of the school's provision have improved, particularly in respect to pupils' learning and progress. For example, recent actions to develop links between subjects in the curriculum have stimulated boys' interest in reading and writing leading to rapidly improved progress in English. Safeguarding is good with secure quality-assurance and risk-assessment systems. Pupils are known well as individuals and there is a strong focus on respect, resulting in good relationships and behaviour. Teaching has improved considerably and is good overall. Occasionally, teachers' marking does not give pupils enough information on how to improve their work, and pupils do not always have enough opportunities to use technology, computers, for example, to support their learning within the classroom. Nevertheless, the combination of an interesting curriculum and effective teaching ensures that pupils from all minority-ethnic backgrounds and of all abilities make good progress and are closing the gap towards expected levels for their age. Members of staff are particularly skilled at supporting pupils who enter the school from outside the country, many of whom speak English as an additional language. As a result of excellent individual and small group support, these pupils swiftly become part of the school family and make good progress. This is also the case for any pupils who are in danger of falling behind in their work.

The headteacher and strong leadership team are central to the success of the school. School leadership at all levels has improved, especially in relation to the monitoring of pupils' progress and identification of priorities. As a result pupils' progress continues to improve throughout the school. Engagement with parents and carers is good leading to recent improvements in attendance, which is average. However,

there is still too much absence due to a very small minority of families having extended visits abroad.

The school's accurate self-evaluation has led to improved outcomes. This, along with the dedication, drive and ambition of the staff and the well-focused support of the governing body, indicates that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and accelerate progress by:
 - ensuring that teachers' marking gives pupils enough information on how to improve their work
 - ensuring that pupils routinely use information and communication technology to effectively support their learning.
- Raise attendance to above average by convincing all parents and carers of the detrimental effect on their children's progress of extended absence.

Outcomes for individuals and groups of pupils

2

Pupils' good behaviour and positive attitudes to learning play a major part in their good achievement. This was seen to very good effect in a Year 5/6 English lesson on planning a balanced argument, where pupils cooperated very well with each other and developed a lively and highly articulate debate for and against the case for graffiti art. Their evident engagement spilled over into further discussions over lunch. Similarly, pupils in Year 2 enjoyed re-telling the story of Grace Darling, enthusiastically using musical instruments to help reinforce their learning. The learning and progress of all groups of pupils are good, including those with special educational needs and/or disabilities, those who speak English as an additional language and those who enter partway through the year. This is because they have well-targeted support and the work is matched well to their individual needs. Although attainment overall is generally slightly below that found nationally at the end of Year 6, currently it is rising securely in reading, writing and in mathematics, with more pupils reaching higher levels. This represents good progress from children entering the Early Years Foundation Stage with skills that are much lower than expected, with many having very limited speech.

Pupils enjoy and participate very willingly in the many opportunities provided for responsibility, such as playground buddies, helping to support younger children at breaks and lunchtimes, peer mediators, who help to sort out problems, and the gardening club which helps to maintain the beautiful 'secret garden' in the school quadrangle. The school council has an influential voice and councillors take their role seriously. Pupils are proud of their involvement in the 'Britain in Bloom' initiative and their fund-raising efforts for local and national good causes. Pupils recently contributed to a local festival, performing a ballad they had written about the 1916 Bensham train crash. Pupils' basic skills, including their involvement in business enterprise activities and a 'Careers' Week' to raise aspirations, prepare them well for

their future. Pupils leave the school as effective problem solvers and confident learners, with the ability to reflect critically on the effect of their own and others' ideas and actions. Occasionally, they do not make enough use of information and communication technology, including computers, as a routine tool to support learning. Spiritual, moral, social and cultural development is good. Pupils are courteous and thoughtful and say that they know so much about other cultures because they have so many friends of different ethnicities in their school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A key strength of the school is the way it looks after its pupils as individuals, particularly those who are potentially most vulnerable because of their circumstances, from the start of the day at the breakfast club. Planning to meet individual needs, including those with special educational needs and/or disabilities and those who speak English as an additional language, is robust and the pupils' progress is carefully monitored. Those pupils who join the school beyond the normal starting points are quickly integrated into the life of the school, so that they make similar progress to others. This is aided by the competent and confident support given by learning support assistants, both in class and in small groups. The school is rigorous in following up absences and this has contributed significantly to the pupils' improved attendance, although there are still some absences due to extended family visits abroad.

The good curriculum is effective in supporting pupils' personal development, as well as their academic achievement. Displays around the school highlight the wide range of experiences provided for pupils to enrich their learning and improve their progress. For example, a recent visit to Hamsterley Forest led to some fine examples of writing and a group of older pupils benefited from a visit to London, taking in Kew Gardens and the Houses of Parliament. The taught curriculum meets individual pupils' needs well and is helping to raise standards in reading, writing and mathematics.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Teaching is good, and occasionally outstanding. The majority of lessons are planned well, based on what pupils know and what they need to learn next. The key aims of each lesson are shared with pupils so that they have a clear sense of what is expected of them. There are high levels of engagement and enjoyment, with paired talk being a key feature of activities. Teachers question pupils well, targeting different questions at different ability groups. In the best lessons, learning moves on at a cracking pace and not a moment is wasted. Role play is used well to enhance learning. In a Year 1 English lesson, for example, the teacher dressed up as Mr Grinling, the lighthouse keeper, to encourage pupils to develop their skills in asking questions. Whilst teachers' marking is regular it does not consistently provide pupils with enough information on the next small steps in their learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

An effective leadership and management team is driving the school forward, ably steered by the headteacher. Leaders and managers at all levels are providing the school with a very clear vision and direction that has had a significant impact on maintaining and improving outcomes. The whole staff share a clear commitment to raising achievement, team spirit is high and everyone's contribution is valued. Self-evaluation is rigorous and leads to secure improvement planning. Any previous gaps in performance, such as that of White British boys, are closing rapidly. This, along with the cohesive and harmonious nature of the school community and the school's zero tolerance to racism, indicates that equality of opportunity is good. The school clearly knows its strengths and what to do to improve even further very well. High expectations can be seen in the challenging targets and rigorous monitoring of progress towards these.

The school promotes community cohesion well. Pupils demonstrate a good awareness of their school, local and worldwide community, and increasingly have opportunities to develop their understanding of their place in wider British society. Engagement with parents and carers is good and there are effective lines of communication which are enhanced through the dedicated family support worker. Strong partnership working with the local authority and other outside agencies provides further effective support, particularly for vulnerable children and their families.

The school has good procedures in place for safeguarding and all staff receive regular and relevant training. Resources are deployed well. The governing body is well-informed and effectively supports the school in managing its finances and in securing good value for money.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children enter the Nursery with varying skills, but these are generally much lower than those expected, especially in communication, language and literacy. Effective welfare arrangements and close relationships with parents and carers ensure children feel very safe and secure and settle quickly. For example, inspectors observed that children who had only been in the Nursery for a few days were confident with the adults around them and keen to explore their new and stimulating indoor and outdoor environments. Children develop good attitudes to learning, socialise well together and share activities. They particularly enjoy active learning through first-hand experience. For example, whilst playing in the garden children were fascinated by minibeasts and at the same time learned to respect and treat all creatures sensitively. Staff support children well, giving them plenty of opportunities to choose the direction of their learning, whilst at the same time helping them to progress with a variety of appropriate adult-led activities.

Welfare requirements are met. Children learn how to be healthy and to keep themselves safe, including through road safety awareness and general hygiene. The environment is safe and secure with resources well-organised so that children can choose and use them independently. The car wash provided for the children to clean their wheeled toys, for example, proved a very popular activity and was highly effective in supporting children’s language development. Leadership and management of this key stage are good and adults work effectively together as a team and know what is needed to make provision even better.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

Just over 17% of parents and carers responded to the survey. They were overwhelmingly positive about all aspects of the school's work, particularly in relation to the extent to which the school keeps children safe, the good quality of teaching and the extent to which children enjoy coming to school. Parents and carers particularly appreciate the broad range of extra-curricular activities on offer. A very few parents felt that they do not have enough information on their children's progress. Similarly a very few felt that the school does not deal effectively with poor behaviour and that it does not always seek and act on their views and concerns. Inspectors followed up these concerns and found good levels of communication with parents and carers through termly progress meetings, the suggestions box in school and through the availability of teaching and support staff to talk informally at the beginning and end of the school day. During the inspection, pupils' behaviour in and around the school was good and well-managed at all times.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelvin Grove Community 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	52	23	46	1	2	0	0
The school keeps my child safe	24	48	26	52	0	0	0	0
The school informs me about my child's progress	15	30	29	58	6	12	0	0
My child is making enough progress at this school	18	36	28	56	4	8	0	0
The teaching is good at this school	21	42	27	54	2	4	0	0
The school helps me to support my child's learning	18	36	26	52	6	12	0	0
The school helps my child to have a healthy lifestyle	16	32	29	58	4	8	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)	14	28	32	64	2	4	0	0
The school meets my child's particular needs	14	28	34	68	1	2	0	0
The school deals effectively with unacceptable behaviour	12	24	32	64	5	10	1	2
The school takes account of my suggestions and concerns	13	26	25	50	7	14	1	2
The school is led and managed effectively	19	38	29	58	1	2	0	0
Overall, I am happy with my child's experience at this school	22	44	26	52	2	4	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 September 2011

Dear Pupils

Inspection of Kelvin Grove Community Primary School, Gateshead, NE8 4UN

Thank you for warm welcome you gave the inspectors when we visited your school recently. We really enjoyed meeting you and we are very grateful for the excellent contribution you made to the inspection, especially those of you who gave up your lunch break to talk to us.

Your school is good and you make good progress. You behave well and work well together in lessons. You have a good understanding of a healthy lifestyle and make a good contribution to your school and the local community. We enjoyed seeing the beautiful secret garden that you help to look after. You told us that you feel exceptionally safe in school and that adults look after you very well indeed.

We have asked your school leaders and members of the governing body to help you to do better in English and mathematics and to make even more progress by:

- ensuring your teachers give you enough advice on the next steps in your learning when they mark your work
- giving you more opportunities to use information and communication technology in your classrooms to support your learning
- convincing all parents and carers of the importance of you coming to school regularly.

You can help by continuing to work hard and by coming to school as often as you can. I would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Janette Corlett
Lead inspector

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