

Inspection of Kelvin Grove Primary School

Kelvin Grove, London SE26 6BB

Inspection dates: 7 and 8 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school community of which pupils, staff, governors, parents and carers are proud to be a part. One parent shared their view, typical of many: 'It is not just a school, but a community, and I feel that everyone is welcomed and included.' Leaders have embedded a culture which values all individuals and provides support for those who need it. This extends beyond pupils to families also.

Pupils feel happy and safe here. They know who they can speak to if they are worried or struggling. Adults support pupils quickly and effectively. Pupils behave well and, as a result, learning is not interrupted. Children in the early years take turns and share. They are highly motivated to learn through a wide variety of activities and learning experiences.

Pupils take on different roles and responsibilities across the school, including being part of the school council or eco warriors. They discuss topics on how the school can improve as well as problem-solve issues that arise. Leaders ensure that there is a wide range of clubs that develop pupils' interests and nurture their talents. This includes 'groove school', where pupils are taught to play a range of instruments such as the fife and flute. Pupils have opportunities to perform in front of others.

All staff have high aspirations for all pupils. This is reflected in the breadth of learning opportunities. Pupils visit a range of places to consolidate their learning in class, including residential to France and to Nethercott Farm in Devon.

What does the school do well and what does it need to do better?

Leaders have organised an ambitious curriculum that is designed to meet the needs of all pupils, including children in the early years. Subject leaders are knowledgeable and put actions in place that improve the quality of curriculum thinking. Leaders have clearly detailed the essential knowledge and skills that they want children and pupils to know and remember.

Generally, teachers have secure subject knowledge and teach with clarity. They follow the intended curriculum and draw on the expertise of subject leaders to develop their practice. In some subjects, pupils talk enthusiastically about what they know and can do. They are proud of their achievements. In other subjects, pupils' recall of prior learning is not as clear when pupils remember the activities teachers gave them to do, rather than the important knowledge and skills that they should have learned. In some subjects, teachers' checks of what pupils have committed to their long-term memory and the identification of any gaps in knowledge are not thorough.

Leaders are knowledgeable about how children learn to read and prioritise the teaching of reading. Staff who teach early reading know how to build fluent and confident readers. They ensure there are lots of opportunities for pupils to practise

the sounds that they have been taught and learned. Teachers accurately match books to pupils' reading abilities. They have had rigorous training to ensure the quality of delivery. Leaders have put systems in place to identify if any pupils fall behind. Pupils who struggle are given the support that they need to catch up and keep up. Sometimes, in early reading lessons, pupils' understanding is not checked as thoroughly. This means that, on a few occasions, teachers may not know whether a pupil has grasped important new content.

Leaders, including those in the early years, are skilled in identifying the additional needs of pupils with special educational needs and/or disabilities (SEND). They work well with other professionals to make sure that thorough assessments are carried out. Leaders ensure that pupils with SEND access the curriculum, through adaptations to teaching and suitable resources. For those pupils with more complex SEND, leaders have established a curriculum in which pupils' learning is tailored to their needs and they develop necessary contextual life skills.

The school is calm and orderly, including in the early years. Pupils learn routines and socialise well together. Pupils are respectful of one another. They work and play alongside each other, regardless of needs or differences. Pupils value the school's token system and are proud to be rewarded for behaviours such as personal improvement and compassion. Pupils are encouraged to be reflective of their behaviour and this contributes to their development of resilience.

The development of character and preparing pupils for modern Britain is underpinned by the school's values. Leaders place a high emphasis on including pupils in all aspects of school life. The values focus on building a community and on pupils feeling happy and safe within this, as well as knowing how they contribute to other people feeling safe and happy. Pupils demonstrate active citizenship within their community, for example visiting care home residents and fundraising for charities.

The governing body is aligned and committed to the vision of the school's leaders. It holds leaders to account and provides leaders with rigorous challenge and support. The governing body members have received training for their roles and apply this effectively.

Staff appreciate the willingness of leaders to provide support and help to develop their practice. They feel that their workload and well-being are considered.

Safeguarding

The arrangements for safeguarding are effective.

All staff have regular training that enables them to recognise signs that a pupil may be vulnerable to abuse. Staff raise concerns and leaders act swiftly to ensure that pupils are safe.

Leaders have built strong relationships with families in the school's community. They know the local potential safeguarding issues. Leaders work in partnership with different agencies and are robust in their efforts to ensure that the right support is in place.

Pupils are taught how to keep themselves safe and healthy through the school's personal, social and health education programme. This includes how pupils can keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' understanding and recall are not checked as routinely as in other subjects. The essential knowledge that leaders want pupils to know and remember is not explicitly delivered as leaders intend. As a result, when pupils talk about their learning, they can recall activities and experiences, rather than demonstrate a breadth of knowledge and skills. Leaders should ensure that all teachers have the expertise to check routinely what pupils know and remember, to strengthen knowledge as well as identify and address any gaps or misconceptions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100690
Local authority	Lewisham
Inspection number	10242180
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	602
Appropriate authority	The governing body
Chair of governing body	Eleanor Marie Fairford
Headteacher	Ian Hyde
Website	www.kelvingrove.lewisham.sch.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2016.
- The school does not use any alternative provision.
- The school runs a specialist resourced provision for up to 24 pupils with autism spectrum disorder.

Information about this inspection

The inspector carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the executive headteacher and other senior school leaders. The inspector also met with members of the governing body, including the chair of governors, and spoke to the school's improvement partner.

- The inspector carried out deep dives in reading, mathematics, art, geography and English. As part of each deep dive, the inspector met with subject leaders, visited lessons and spoke to teachers. The inspector spoke to a range of pupils about their learning and viewed a sample of pupils' work.
- The inspector reviewed a range of school documents, including school policies, records of behaviour, school improvement documents and a sample of provision documents for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector checked the procedures for recruiting new members of staff, spoke to the designated safeguarding leads and spoke to staff about how they report concerns.
- The inspector spoke to parents and considered responses to Ofsted's online survey for parents, Ofsted Parent View. The inspector also took into account the views of staff and pupils through the Ofsted online surveys for staff and pupils.

Inspection team

Kieran Bird, lead inspector	His Majesty's Inspector
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