

Kelvin Grove Community Primary School

Address: Kelvin Grove, Gateshead, Tyne and Wear, NE8 4UN

Unique reference number (URN): 108323

Inspection report: 31 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Curriculum and teaching

Strong standard ●

Leaders continually review and refine the broad and ambitious curriculum. They monitor the quality of teaching and from this make informed decisions as to where further improvements should be focused. For example, leaders' work to improve the writing curriculum has had a positive impact. Decisions are focused on the best interests of pupils.

Pupils regularly revisit learning. This helps them to embed the key concepts and knowledge set out in the school's high-quality curriculum. Short sequences of learning, followed by staff checks, pinpoint any misconceptions that pupils may have. Pupils develop an increasingly secure base of skills in reading, writing and number. Teachers ensure that pupils effectively acquire language and vocabulary. Leaders prioritise this when children join the early years. Where pupils might need additional provision to catch up across school, this support is highly effective.

Ongoing professional learning provides staff with a very secure base of subject knowledge. Staff expertly adapt teaching to meet pupils' emerging needs. Teachers successfully develop pupils' enthusiasm for learning. Children in the early years enjoy writing adjectives to describe characters such as 'the bad troll' from a story. Pupils accurately calculate and convert measurements in science, and confidently work with fractions in mathematics. Older pupils eloquently discuss the qualities of leadership that the explorer Ernest Shackleton displayed.

Inclusion

Strong standard ●

Leaders, including those responsible for governance, leave no stone unturned in their pursuit of highly inclusive practice. Leaders precisely identify pupils' needs and make skilful use of additional funding. Well-trained staff rigorously monitor pupils' progress over time. As a result, support can be finely tuned to meet pupils' varied needs. Provision across the school for pupils with barriers to learning is purposeful. It has a notable impact on the pupils who need it. This includes pupils with special educational needs and/or disabilities, those who speak English as an additional language and pupils experiencing disadvantage. Leaders' work to positively engage with parents is exemplary. This means that more pupils benefit from the highly positive and nurturing offer in school.

The school draws on appropriate external expertise to strengthen its inclusive practice further. A well-considered system of additional support is in place for those pupils who need highly personalised provision in school. The support in the 'sunshine', 'rainbow' and 'enchanted' rooms allows pupils who access these provisions to thrive. In mainstream classrooms, staff adapt their teaching and resources and tailor learning tasks to help individual pupils. Every young person at Kelvin Grove is successfully supported to succeed and make progress over time.

Pupils at Kelvin Grove benefit from a well-considered and highly tailored personal development programme. This programme is an entitlement for all groups of pupils. It is designed to celebrate and highlight the diverse community that the school serves. Leaders seek to embrace every opportunity to promote acceptance and respect for people from different ethnicities, religions and backgrounds. For example, religious leaders speak with pupils in school, and pupils visit local places of worship. This develops pupils' understanding of common values shared across the community, including tolerance for others. Alongside the school's religious education curriculum, these opportunities develop pupils' appreciation of spirituality and respect for all.

The school's extra-curricular programme of clubs, educational visits and other experiences enriches the school's academic and pastoral provision. Staff identify and remove any barriers to pupils' participation. 'Kelvin's Got Talent' is a popular annual event that showcases the pupils' many talents and interests across the school. Pupils are also proud to be young interpreters or school councillors.

Pupils know how to make the right moral choices from an early age. The school's approach to personal safety ensures that pupils know how to keep themselves safe beyond the school gates. This also applies to pupils' actions online. For example, pupils understand the signs and dangers of online scams. Pupils also develop a secure understanding of healthy relationships, consent, peer pressure and conflict resolution, preparing them very well for later life. Pupils feel comfortable to challenge discrimination in any form, including the features that make us different that are protected by law. They have a highly developed understanding of equality and equity.

Expected standard ●

Achievement

Expected standard ●

Pupils, including those with special educational needs and/or disabilities, at Kelvin Grove typically make secure progress over time, whatever their starting points. Published outcomes in national tests do not reflect the progress that pupils make. This is because many pupils join and leave the school at irregular times. The longer a pupil remains at the school, the better the progress they make. This means that they are generally well prepared for their next stage.

Leaders focus on the right areas to make a difference for pupils. For example, they recognise that pupils experiencing disadvantage have not historically achieved as well as their peers in mathematics. As a result of leaders' effective action, this achievement gap is now closing. Pupils' writing is currently an area of continued focus for the school. Leaders' work here is having an impact. However, it is too soon to see improvements in pupil outcomes across all year groups.

Attendance and behaviour

Expected standard 

Pupils' attendance and persistent absence were historically below national averages. However, leaders' work to improve pupils' attendance and punctuality has had a demonstrable positive impact. As a consequence, school attendance is now typically in line with national averages. The persistent absence of pupils who are disadvantaged or of pupils with special educational needs and/or disabilities has halved over time. As a result, more pupils benefit academically and socially because they are in school more often. Leaders are striving to ensure that this positive trend of attendance continues.

From children's first days in early years, staff act as excellent role models for respect and tolerance. All staff promote and emphasise the school's nurturing ethos. Children quickly become familiar with the school's high expectations for behaviour and attitudes to learning. Pupils manage their own behaviour, and that of others, with empathy and maturity. Across school, staff and pupils contribute to the highly respectful and positive environment. In and out of classrooms, all pupils socialise together in harmony. Poor behaviour, including bullying and discrimination, is rare and is not tolerated. Where some pupils struggle with their emotions at times, well-trained staff give these pupils sensitive and effective support.

Early years

Expected standard 

Leaders understand the importance of early years provision in school. They ensure that children receive high-quality care and education. Over time, the curriculum supports pupils to make progress from their starting points. As a result, children typically make swift progress. This means that they are well prepared for the next stage of their education as a direct result of the school's work.

Staff interactions with children are high quality. Teachers model vocabulary to strengthen and extend children's communication and language skills. For example, children talk excitedly about insects, such as 'caterpillars that have made cocoons' and can explain the life cycle of a butterfly. Others accurately point out the differences between circles, triangles and squares using the correct terminology.

Teachers carefully develop children's love of stories throughout the early years curriculum. Staff introduce children to a range of quality texts. Pupils participate in well-planned activities that deepen their knowledge of these texts. In the outside area, children happily re-enact their favourite stories using appropriate language. Children develop their phonics knowledge and early reading skills. Leaders plan many opportunities to develop pupils' early writing skills. Staff prioritise children's physical development so that they build up the stamina that they need to write.

Leadership and governance

Expected standard 

Leaders insightfully analyse all areas of the school's work. They understand the challenges that pupils and families may face. This allows leaders to pinpoint areas where further improvements can be made. Once identified, leaders act in line with the school's values and address these areas.

Leaders always consider what is in pupils' best interests. Over time, leaders have crafted a highly inclusive environment in which all pupils can thrive. For example, the provision in place to strengthen the support for pupils with special educational needs and/or disabilities has a notable positive impact. Leaders' work to remove the barriers for pupils who speak English as an additional language is particularly noteworthy.

Staff's ongoing professional learning is a high priority for leaders. This builds staff expertise appropriately across all aspects of their work. There is a clear emphasis on staff workload and wellbeing. Staff are well supported in school. Leaders know that change can bring additional workload. They seek to minimise the impact of any changes and take into account staff's professional and personal commitments.

Governors fulfil their statutory functions. Senior leaders provide high-quality information to the governing board. Governors use this information to help triangulate information that they receive from external agencies and their own visits to school. However, the level of scrutiny and challenge that governors give across all aspects of the school's work varies.

What it's like to be a pupil at this school

Pupils at Kelvin Grove are superb ambassadors for their school. They belong proudly to an exciting and diverse community. Pupils embody the school values. These include respect, aiming high and caring for others. They clearly understand and care for their friends and classmates. Pupils at this warm and welcoming school enjoy many opportunities to achieve, flourish and thrive. They feel valued, safe and included.

Leaders successfully seek to remove barriers to pupils' learning and wellbeing. Well-trained staff provide effective support. This means that pupils of all ages, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, typically make expected progress in their learning. From the early years to Year 6, pupils enjoy their lessons. Their attitudes to learning are highly positive. Over time, they develop a secure base of knowledge and skills. The longer pupils stay at the school, the better progress they make.

Pupils across the school demonstrate high standards of behaviour and conduct. Bullying and discriminatory language are extremely rare. Staff contribute well to the friendly atmosphere throughout school.

Pupils' attendance and persistent absence has been an issue over time. Leaders' actions successfully address this. For example, the proportion of pupils who experience disadvantage or pupils with SEND who are persistently absent from school has decreased significantly. As a result, these pupils benefit from the school's high-quality educational and pastoral support.

The school prepares pupils very successfully for life in modern Britain. Pupils demonstrate their understanding of equality, respect and tolerance through their words and actions. The 'young interpreters' are proud to support their peers who may arrive at the school speaking English as an additional language.

Next steps

- Leaders should ensure that improvements to the writing curriculum have a positive impact on pupils' achievement in writing across all year groups.
 - Leaders should ensure that their work to improve pupils' attendance results in further improvements for all groups of pupils.
 - Those responsible for governance should use the high-quality information that they gather about the school's performance to provide robust challenge to leaders across all areas of the school's work.
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About this inspection

The chair of the board of governors in this school is Ian Mearns.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school staff, members of the board of governors and a representative of the local authority.

Inspectors confirmed the following Information about the school:

The school does not use any alternative provision.

The school has undergone a significant change since the last inspection. New spaces in school have been created for some pupils with special educational needs and/or disabilities (SEND).

Headteacher: Jill Thompson

Lead inspector:

Richard Beadnall, His Majesty's Inspector

Team inspectors:

Lianne Dixon, Ofsted Inspector

Sharon Common, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

373

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

390

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

47.43%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.14%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.24%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	48%	62%	Below
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	41%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	74%	Below
2024/25 (revised)	64%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	51%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (revised)	62%	72%	Below
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	59%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	64%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	43%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	59%	Close to average
2024/25 (revised)	45%	59%	Below
2023/24 (final)	66%	58%	Close to average
2022/23 (final)	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Close to average
2024/25 (revised)	77%	61%	Above
2023/24 (final)	75%	59%	Above
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	43%	78%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	78%	-24 pp
2024/25 (revised)	45%	78%	-33 pp
2023/24 (final)	66%	78%	-12 pp
2022/23 (final)	47%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (revised)	77%	81%	-3 pp
2023/24 (final)	75%	79%	-4 pp
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	8.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.2%	13.3%	Above
2023/24 (3 term)	28.3%	14.6%	Above
2022/23 (3 term)	27.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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