

Marian Vian Primary School

Inspection report

Unique reference number	101592
Local authority	Bromley
Inspection number	395629
Inspection dates	21–22 June 2012
Lead inspector	Jacqueline Marshall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	615
Appropriate authority	The governing body
Chair	Richard Loader
Headteacher	Ian Redgrave
Date of previous school inspection	27–28 September 2006
School address	Shirley Crescent Elmers End Beckenham BR3 4AZ
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Age group	4–11
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Introduction

Inspection team

Jacqueline Marshall

Additional inspector

Nicholas Capron

Additional inspector

Kanwaljit Singh

Additional inspector

Nicholas West

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 38 lessons and part lessons, taught by 20 teachers, amounting to approximately 17.5 hours in total. For approximately half of the lessons, inspectors were accompanied by the headteacher or deputy headteacher. Some teaching assistants were also observed at work with pupils. Inspectors held meetings with groups of pupils, staff, school leaders and representatives of the governing body. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's documentation: policies, including those relating to safeguarding, data on pupils' progress, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 206 questionnaires received from parents and carers.

Information about the school

This is a larger than average-sized primary school. The pupils come from predominantly White British families as well as from a range of other minority ethnic backgrounds. The proportion of pupils learning to speak English as an additional language is below average, and of these, a few join with little or no English. The proportion of disabled pupils and those who have special educational needs is average, and an average proportion are at school action plus or have a statement of special educational needs. Their range of needs includes moderate learning difficulties, speech and language needs and social, emotional and behavioural difficulties. The proportion of pupils known to be eligible for free school meals is average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school, where pupils achieve well and make good strides in their learning. It is not outstanding because most teaching is good rather than outstanding and not all leaders play a robust enough role in monitoring teaching.
- From starting points in line with those expected for their age, pupils make good progress. Standards by the end of Year 6 are in some years significantly above average overall, particularly in mathematics. However, standards in English, particularly in writing, are not always at this level. Current Year 6 pupils are working at above average levels, in all subjects, for their age.
- Pupils enjoy school, are keen to learn and feel safe and well looked after. Their behaviour and attitudes are good. As a result of the effective efforts of staff, attendance has risen and is now high.
- Teaching is good. Teachers make effective use of assessments in English and mathematics to plan activities that meet the academic needs of pupils and work is marked consistently well. However, tasks are not always adapted quickly enough during lessons to take account of how pupils are getting on. Where teaching is strongest and pupils achieve well, every opportunity is used to engage and challenge all the pupils, including at the start or end of lessons when the whole class are together. Where this is not yet a consistent feature, pace and learning slows.
- Leaders' and managers' plans to improve the school demonstrate their understanding of its strengths and areas for improvement. Performance management procedures and the leadership of teaching are good overall. Middle leaders and members of the governing body are increasingly developing their role in checking how well the school is doing. However, the programme of classroom visits by middle leaders is not yet rigorous enough to help secure greater consistency in teaching or pupils' progress.

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What does the school need to do to improve further?

- Accelerate progress so that it is rapid and sustained across the school and that standards in writing consistently match those in reading and mathematics by:
 - ensuring all teachers respond to pupils' changing needs during lessons more quickly
 - increasing the pace of lessons so that all pupils are actively engaged and involved in their learning at all times.
- Raise achievement and ensure a greater proportion of lessons are good or better by enabling middle leaders to follow up on suggested improvements from observations so that high quality teaching and learning are developed and maintained.

Main report

Achievement of pupils

Children in the Reception classes achieve consistently well, both academically and in their personal, social and emotional development as a result of the rich learning environment and skilled staff. In Years 1 to 6, any variation in the progress between classes and subjects is monitored closely by senior leaders to minimise possible impact on pupils' learning. As a result, pupils make good progress overall. Where teaching is consistently good or better, progress accelerates. Standards in English at the end of Year 6 have been more varied than in mathematics. However, progress for pupils in Year 6 has greatly accelerated as a result of the successful focus on writing. Consequently, work in books and the school's data show that the proportion of pupils achieving above expected levels of attainment in writing by the end of Year 6 is continuing to rise and is currently above average. This matches achievement in reading and mathematics and demonstrates the good gains pupils, including those known to be eligible for free school meals, have made.

A very large majority of parents and carers agree that children make good progress. Pupils, including those from different minority ethnic backgrounds as well as those with English as an additional language, make good gains in their literacy skills because of the school's strong focus on developing reading skills. For example, the youngest pupils make good progress in learning to read because, following training, teachers pay careful attention to developing pupils' understanding of phonics (linking letters to the sounds they make). Standards in reading are securely average and rising in Year 2, while by Year 6 they are consistently well above average. Progress in writing is improving but standards have yet to consistently match the high levels achieved in reading and mathematics. Pupils who are disabled and those with special educational needs learn particularly well in small groups because the work is closely matched to their needs and the support staff are highly skilled.

Pupils talk eagerly about what they have learnt and about what strategies they might need to solve mathematical problems. They respond with enthusiasm to interesting

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and engaging tasks that are well matched to their abilities. For example, Year 1 pupils, investigating the addition of 10 or multiples of 10, used equipment to help solve the problems, discussed ideas and successfully challenged each other to add larger and larger numbers. Pupils worked with considerable concentration and perseverance because they were effectively encouraged to challenge themselves and to explain their answers. More-able pupils were further stretched as they randomly picked larger numbers to add together and discovered strategies to help them with calculations.

Quality of teaching

The teaching observed during the inspection reflects the good quality of teaching over time. A very large majority of parents and carers agree that this is the case. Where teaching is best, such as in a Year 5 numeracy lesson on angles, lessons are lively and stimulating, drawing on pupils' previous work to set challenges and extend learning. Interesting activities well matched to pupils' abilities and good relationships between staff and pupils keep the pupils focused. Teachers' good knowledge of the content they teach enables them to pose questions effectively and also answer pupils' questions fully. Similarly, the regular use of talk partners provides good opportunities to develop pupils' understanding and speaking and listening skills well. Disabled pupils and those who have special educational needs are taught well in class and benefit particularly from individual learning in extra support sessions. Marking is helpful and supports the pupils' next steps in learning, especially in English. Pupils are encouraged to use success criteria for learning to mark each others work, highlighting what worked well and what needs improving. Most lessons are well paced with good use of time. Teachers' planning includes many opportunities through interesting topics, first-hand experiences and themed days to promote pupils' spiritual, moral, social and cultural development well.

However, not all teaching consistently matches that of the best and so progress overall is good and not outstanding. For example, occasionally opportunities to adapt questioning and tasks quickly enough to reflect the differing levels of progress pupils make are missed and, as a result, learning slows. In addition, pupils themselves have rightly identified that in some lessons, too much time is spent listening to teachers talking when they are eager to be getting on with their work and learning.

Teaching of basic skills overall is effective and pupils are regularly given opportunities to use and develop these literacy and numeracy skills in other subjects. Pupils are keen readers because teachers use texts to enhance learning and consistently promote reading and reading skills effectively. Training for all staff on phonics has ensured these lessons are consistently well taught. As a result, pupils are making good gains and raising achievement in reading. Children in the Reception classes and Year 1 are increasingly confident writers and rapidly making up any gaps in their learning in communication, language and literacy.

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Behaviour and safety of pupils

The school's positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in pupils' good behaviour. Pupils have positive attitudes to learning, get on well together and show support for one another, regardless of age, gender or ethnicity. Attendance has improved from the last inspection and is now high. Throughout the school, staff deploy effective strategies to manage behaviour. Pupils respond well to the support of adults working with them, particularly in small target groups and on a one-to-one basis. Pupils have a good understanding of how to behave safely. Parents and carers agree that their children are kept safe in school.

Occasional incidents of bullying occur and are fully recorded. While pupils recognise that it does sometimes occur, they are keen to explain how good behaviour is encouraged and where the school has worked successfully with individuals to improve their behaviour. They are keen to explain how they would deal with a range of types of bullying, such as name calling and cyber bullying, and know exactly whom to ask for help if they need to. The very large majority of parents and carers responding to the questionnaire commented positively on how the school deals with behaviour and bullying. A very small minority believe that their children's learning has been disrupted on occasion and the school does not always act rigorously to solve any problems. Inspectors found that any incidences of bullying are dealt with swiftly and firmly by staff. Pupils also agreed that behaviour is typically good, though attention can dip sometimes when introductions to lessons are too long.

Leadership and management

Strong leadership by senior leaders ensures that the school's ethos is happy and cohesive, with staff feeling valued as part of the team. Together they have driven improvement stemming from regular checking of the progress pupils make. This close tracking of the progress of individuals results in effective identification of any potential underachievement, and any gaps in performance between groups of pupils are quickly addressed. School development planning links very well with professional development activities and performance management. The success of these initiatives can be seen in Year 6 pupils' raised achievement in writing over the last year. Along with rising attendance since the last inspection, these confirm the school's capacity to improve further.

While the quality of teaching has been maintained, consolidated and built on since the last inspection, some inconsistencies in the quality of teaching remain. Opportunities are sometimes missed, especially for middle leaders, to return to classes after observations to check improvements are being maintained and to insist consistently high levels of teaching are sustained. Leaders agree that for a few staff, a greater focus on how well all groups of pupils are learning is necessary to improve provision further and eradicate inconsistency in the quality of teaching and ultimately pupils' learning.

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Leaders, managers and members of the governing body are effective in ensuring that the arrangements to keep pupils safe are rigorous. Statutory requirements concerning safeguarding are met. Leaders and managers promote equality of opportunity well, ensuring that all pupils, whatever their social or ethnic backgrounds or needs, make good progress. Pupils respect one another, and those from all backgrounds get on well together because discrimination is not tolerated.

The curriculum is good and any areas for improvement, such as writing, are quickly identified and prioritised. Pupils report that they enjoy the school's programme of clubs and visits. During the inspection, pupils in Year 4 spent the day in costume, were evacuated and enjoyed the VE day celebrations as part of their Second World War topic. Younger pupils in Year 3 visited a Roman villa and the majority of Year 6 were on a residential visit to the Isle of Wight. The pupils' enjoyment of such shared experiences shows the strength of the school's development of their spiritual, moral, social and cultural qualities.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 June 2012

Dear Pupils

Inspection of Marian Vian Primary School, Beckenham BR3 4AZ

Thank you so much for welcoming us so warmly when we visited your school recently. We enjoyed all the opportunities we had to talk to you and hear how much you appreciate all the interesting activities and clubs the school provides for you. No wonder your attendance is high – well done! We were sorry not to have had the chance to talk to more of the pupils from Year 6, though are glad you were having such a fun time in the Isle of Wight.

We agree with you that Marian Vian is a good school. The curriculum meets your needs well. Standards are high by the time you leave school, especially in mathematics. Teachers work hard so that most lessons help you to make good and sometimes better progress. We think that you get along well together and look out for one another. We agree your school is good at making sure you know how to behave well and keep safe. You understand about different types of bullying; you know it sometimes happens but also know that if it does, your teachers deal with it well.

The leaders in the school are good at knowing what needs to be done to make sure your school keeps on getting better. In order to help you to reach even higher levels, especially in writing, we have asked the leaders to make sure lessons in all classes are always of the best quality. We have asked that you are always actively involved in your learning and the work you have always challenges and stretches you to try your hardest.

You can all help by continuing to enjoy your learning and getting on well together. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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