

# Marvels Lane Primary School

Riddons Road, Grove Park, London, SE12 9RA

**Inspection dates** 26–27 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement. In 2013, the Year 6 results in national assessments showed that fewer pupils were reaching or exceeding expected levels in reading and mathematics than are seen nationally.
- Attainment in reading, writing and mathematics by the end of Key Stage 1 has been low throughout the past three years.
- Inconsistencies in the teaching of reading, writing and mathematics hinder pupils' progress.
- Pupils' handwriting and presentation are not of a high enough standard as the teachers' expectations of these aspects are too low.
- Behaviour in classes and around the school is not consistently good and this affects pupils' progress.
- School leaders are not thorough enough in checking that the marking of pupils' work and their aims for pupils to improve their work are effective in raising achievement across all classes.
- Governors have not been sufficiently rigorous in holding senior leaders to account for the school's performance.
- Attendance remains low despite recent improvements.

### The school has the following strengths

- On joining the school, pupils settle quickly into a harmonious and very diverse community.
- Children in the Early Years Foundation Stage get off to a good start and make good progress.
- On occasions teaching is imaginative and dynamic and enables pupils to progress well.
- Pupils are polite and helpful and feel safe in school. They show a real pride in their school, which helps them to acquire attitudes that support their learning and personal development.
- Parents have confidence in the school, which communicates well with them, and families feel very well supported.

## Information about this inspection

- The inspectors observed teaching and learning in 23 lessons or part-lessons. Some of these were seen jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors, pupils and parents. Inspectors heard some pupils in Years 1 and 4 read.
- The inspectors took account of 25 responses to the online survey (Parent View) and correspondence from one parent.
- Responses to the inspection questionnaire from 57 staff were analysed.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's development planning.

## Inspection team

Robert Eyre-Brook, Lead inspector

Additional Inspector

Maura Docherty

Additional Inspector

Brian Hooper

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average sized school. The number of pupils on roll has risen since the last inspection.
- Pupils come from many different ethnic groups, with the largest being White British, Black African and Black Caribbean.
- A higher than average proportion of the pupils is eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is about average. The proportion supported through school action plus or a statement of special educational needs is also about average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that it is consistently good and increasingly outstanding by using checks on pupils' progress accurately to ensure that work is always pitched at the right level for all groups of pupils and that the most able are sufficiently challenged.
- Raise attainment by the end of Key Stage 1 by ensuring that pupils consistently apply the skills they have learnt in all their work in all subjects.
- Strengthen leadership and management by:
  - ensuring all available information on how different groups of pupils have progressed in each subject is used to identify clear priorities for improvement
  - ensuring teachers have very clear guidance in areas such as handwriting, presentation, marking, the setting of targets for pupils and the management of the pupils' behaviour
  - ensuring that teaching across the school is rigorously checked.

An external review of the governing body should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because, although there are pockets of good progress across the school, most notably in the Early Years Foundation Stage, Year 4 and Year 6, it is not consistent.
- Standards reached by pupils by the end of Key Stage 1, in reading, writing and mathematics, have been well below average over the past three years and improvement has been slow. The standards achieved by pupils supported by the additional pupil premium funding in Key Stage 1 are particularly low.
- Pupils do not make sufficiently rapid progress across Key Stage 1 because of inconsistencies in teaching. Teachers' expectations of pupils are too low and pupils are not challenged appropriately. On occasions this leads to a small number of pupils displaying poor behaviour and this hinders learning.
- The proportion of pupils reaching the expected levels in the phonics (letters and the sounds they make) screening check at the end of Year 1 has increased from a very low level in 2012 to one closer to that achieved nationally. Of those who were unsuccessful in 2012, most reached the threshold when assessed again at the end of Key Stage 1. However, there are still some pupils in Key Stage 2, especially boys, who find it difficult to use phonics to help them read unfamiliar words.
- Progress in reading improves in Key Stage 2 with an increasing proportion reaching the expected level by the end of Year 6. However, there is still work to do to ensure boys, the less able and those who speak English as an additional language make more rapid progress and achieve the standards of which they are capable.
- No pupils reach the highest level by the end of Year 6. This is because the use of checks on pupils' progress and subsequent planning leads to expectations that are insufficiently high and work is not sufficiently challenging or well enough matched to the needs of the most able.
- Standards of pupils' writing in books are not of a consistently high standard. Pupils are not applying the writing skills acquired previously, especially in their punctuation and handwriting.
- Many children start the Early Years Foundation Stage at levels well below those expected for their age. They make good progress because they are well taught, but because of their low starting points, attainment is below average by the end of Reception.
- The school's internal data checks on pupils' progress indicate that achievement by pupils currently in Year 6 is better than that of previous years and this is confirmed by the analysis of pupils' work and the observations of teaching.
- Pupils supported by the pupil premium achieve in line with their classmates. In the 2013 National Assessments they attained similar levels to their peers in both English and mathematics.
- Disabled pupils and those with special educational needs progress well as a result of good teaching and carefully tailored support that focuses specifically on their needs.

### The quality of teaching

### requires improvement

- The quality of teaching is too variable and not strong enough to promote consistently good progress. Although teaching is good in the Early Years Foundation Stage and in Year 6, across the school expectations of pupils are too low and work that is not of a high standard is too readily accepted by teachers.
- The school has yet to establish a clear handwriting policy and pupils are not taught effectively to form their letters correctly and to establish a fluent, neat handwriting style.
- Key literacy skills are not sufficiently well developed through other subjects, such as history. Again weak standards of written English in these subjects are too readily accepted.
- When teachers work with a group of pupils to develop their reading, their progress is sometimes

reduced by distractions such as noise from elsewhere in the classroom. This happens because other pupils are not able to complete their activities quietly without adult help.

- Pupils sometimes find books they are asked to read too easy. They complain that they have read the same book many times before.
- The quality of teaching in mathematics is too variable. Marking does not consistently provide clear guidance to pupils on how to improve.
- Where teaching is more effective, it is better pitched to the needs of the pupils. However, in some year groups there is not enough challenge for the most able, although they are stretched by some excellent after-school sessions.
- The marking of pupils' work is improving, but too little specific guidance is provided by teachers on how pupils can improve. Marking does not consistently challenge pupils to do better.
- Although teachers provide targets for pupils to know how to improve their work this practice is not consistent in all classes. This limits the impact of these checks on the progress of pupils.
- On occasions dynamic and imaginative teaching inspires pupils. Consequently, this teaching enables rapid progress. For example, in a Year 4 lesson on fractions, pupils were captivated by the idea of cutting up a five pound note and successfully tackled a range of tasks that were well matched to their ability. Pupils responded very well to the teacher's enthusiasm and encouragement and supported each other in their learning.
- Teaching assistants make a strong contribution to pupils' learning. They are especially effective in helping the less able to make good progress.
- Specialist teaching is provided in a range of subjects, including dance and music. This motivates pupils well and helps them make good progress in performing arts.

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

### **requires improvement**

- The behaviour of pupils requires improvement. Although most pupils show a strong desire to learn, occasionally they rely too much on adults to keep them on task. When teaching is less strong, they lose focus, become restless and minor squabbles sometimes break out.
- Pupils tend to be quite boisterous as they move around the buildings. This does not foster mutual respect and can affect the safety of others.
- Pupils co-operate well in social situations such as when working in pairs in lessons. They have a clear understanding of right and wrong and show respect for the rights of others. They show a mature understanding of their responsibilities to each other. Most are consistently courteous and considerate.
- The school celebrates the rich diversity of its community well. Displays around the school reflect this and stories and music from around the world are enjoyed. Pupils particularly enjoyed making music with Senegalese drums.
- The focus on qualities such as 'positivity' (referred to in the school as 'Gem Powers') has been successful in helping pupils to focus on these attributes and become more reflective about their own behaviour. Behaviour on the playground is good. Pupils play together in harmony.
- Pupils are mature in the way they readily take on extra responsibility and show a commitment to improving their school. They talked enthusiastically about the new team of 'Diamond Dudes' who will support the younger children on the playground.
- Pupils elected to the school council from each class take their responsibilities seriously. One school councillor commented, 'All our school is a community. Everyone works and plays together.'
- The school's work to keep pupils safe and secure is good. Pupils feel safe around the school. They say they are well cared for by staff. Bullying or discriminatory behaviour is rare. Pupils and parents say it is dealt with quickly. Pupils are knowledgeable about different forms of bullying, including those related to internet use and mobile phones.
- Attendance, which had been showing signs of improvement, dropped last year and too many pupils are persistently absent. Work in this area has brought about improvements more recently, but absence is still below national averages. Too many pupils arrive late in the morning and the

checking of punctuality also requires improvement.

- Links with the children's centre, which is managed by the school, are well developed. The work of the pupil–parent support worker is greatly valued and provides good support for parents and their families. This has contributed to the good progress children make in the Early Years Foundation Stage.

## The leadership and management

## requires improvement

- The self-evaluation of the school by leaders and managers requires improvement. They believe that the school's performance is better than it is. This is because they do not analyse results in enough detail to enable them to plan for effective improvements in key subjects, including reading.
- The checking of the quality of teaching is not sufficiently rigorous. Insufficient attention is paid to the quality of work in the pupils' books. Teachers are held to account for the levels pupils have reached at around the mid-point of the academic year, but this can be too late for pupils who are not making expected progress.
- The headteacher inspires confidence and respect among staff, parents, governors and pupils. Consequently, staff morale is high and there is a strong sense of team spirit. Leaders at all levels, including subject leaders, have worked hard to bring about improvements. However, they have not focused sufficiently on aspects such as reading and handwriting and this has limited their effectiveness. Improvements are not introduced with urgency, so their impact is limited.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development. Teachers organise a wide range of trips. These, together with the many visitors to the school, make learning more exciting and help pupils make progress.
- The primary school sport funding has been used to provide a range of specialist teaching including Laban dance.
- The local authority provides robust challenge for the school but, as yet, this has not led to significant improvement.
- Some of the ways in which senior leaders make use of the pupil premium funding to support pupils and their families are good. Among the ways this funding is used are employing the pupil–parent support worker, providing additional teaching assistants to target support and employing an additional teacher to provide more targeted teaching in Years 5 and 6.
- The setting of improvement targets for teachers through performance management provides a link between performance and pay. Training needs are addressed and teachers report that this has helped them to improve.
- School leaders and teachers make themselves readily available. Parents express their appreciation of this. Parents, who expressed their views through the Parent View website, spoke to or wrote to inspectors, are supportive of the school. They are appreciative of the improvements that have been made.
- **The governance of the school:**
  - Governors challenge the school leaders and ask questions about achievement and the relationship to the quality of teaching. They appreciate the way in which information on teachers' performance is explained to them and the links to salary progression. However, the overly optimistic picture provided by the school's senior staff means they have not been sufficiently robust in their challenge in key areas.
  - The governors of the school are hardworking and are very supportive of the school. They are committed to the school's motto to 'Be The Best That You Can Be'.
  - Governors bring a range of skills to the school, including financial expertise. This helps the school make good use of its resources.
  - Safeguarding meets statutory requirements.

## 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>	100696
<b>Local authority</b>	London Borough of Lewisham
<b>Inspection number</b>	433247

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>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gavin Berriman
<b>Headteacher</b>	Edward Dove
<b>Date of previous school inspection</b>	25 January 2011
<b>Telephone number</b>	020 88573904
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