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Mr Ian Redgrave  
Headteacher  
Marian Vian Primary School  
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Dear Mr Redgrave

### **Short inspection of Marian Vian Primary School**

Following my visit to the school on 8 February 2018 with Stephen Hall, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You set clear expectations for pupils to achieve their potential. As a result, attainment and progress at key stage 2 remain high. School leaders share the desire to provide pupils with a 'well-rounded' education. Pupils enjoy a stimulating curriculum, which is reflected well in each classroom across the school. The variety and range of extra-curricular clubs, including a space for outdoor learning, promotes pupils' interests effectively.

The leadership team and governors have made progress on the areas identified for improvement in the previous inspection. These included strengthening pupils' progress in writing. Opportunities for extended writing are now a strength of the school. Teachers plan activities which effectively meet the needs of pupils. As a result, progress in writing is now strong. Nevertheless, there remains scope to challenge the most able pupils further at both key stages 1 and 2. You have taken effective steps to improve the culture of reading in the school, and all classes have reading areas which are helping to promote pupils' enthusiasm for books. However, leaders agreed that a more systematic approach to the development of pupils' reading skills is required to improve progress further.

The school provides a safe and orderly environment. Pupils across year groups behave well in and out of classrooms and report that they feel safe at school. Pupils' positive attitudes support their learning in class and they make good progress as a

result. As one parent said in response to the Ofsted survey, 'Children are well looked after and happy to go to school.'

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. All checks on the suitability of staff to work with children are in place. Effective training for staff is regular and they are aware of the latest safeguarding guidance. You, together with your staff and governors, ensure that safeguarding and the well-being of pupils are priorities. Leaders know individual pupils and families well; they liaise with external specialists when required. Staff and parents value this approach. For example, the overwhelming majority of parents who replied to Parent View, Ofsted's survey for parents, agree that their children are safe at school.

Leaders have made sure that pupils know who to speak to if they have any concerns. As a result, pupils have a clear understanding of the actions they can take to keep themselves safe; this includes when using new technologies and staying safe online. Pupils report that they see the school as a safe place and that any instance of bullying which might occur is dealt with swiftly. Governors regularly carry out appropriate checks on safeguarding to ensure that pupils are helped to be kept safe.

### **Inspection findings**

- We first agreed to look at how leaders are ensuring that pupils make good progress in reading. In 2017, the national assessments for 11-year-olds indicated that progress in reading, although still above national expectations, had declined from 2016. This was particularly the case for low-attaining and disadvantaged pupils.
- You have promoted a range of strategies, particularly at key stage 1, to promote progress in reading for all groups of pupils. You have thought carefully about developing pupils' comprehension skills through the teaching of reading, ensuring that lower-ability pupils receive effective support.
- Pupils across the school enjoy reading and read fluently and accurately. They have access to appropriate and engaging texts, which stimulates their interest and enthusiasm for reading. Weaker readers receive regular help to develop both their fluency and comprehension skills. Home reading is actively encouraged and supported. However, at key stage 2, teachers do not consistently monitor pupils' skills in reading. As a result, pupils, particularly the most able, do not always make the progress of which they are capable.
- We next agreed to look at the work you have done to improve pupils' progress in writing. In 2017, progress in writing for all pupils, including low-attaining and disadvantaged pupils, was well above the national average. Through an in-depth review of pupils' books across a wide range of subjects, inspectors found that pupils have extensive opportunities to develop their writing.

- Reviewing books and the school's assessment information provided us with compelling evidence to show that all pupils make strong progress in writing. Teachers consistently apply the school's feedback policy.
- We next agreed to consider the attainment of pupils at key stage 1. This was because pupils' attainment in the 2017 tests was below average in reading, writing and mathematics. Leaders are tackling this successfully, and evidence from pupils' books and visits to classrooms shows that achievement is improving. Progress in Reception is strong and teachers are effectively building on this in Years 1 and 2. Teachers know their pupils well and plan work that engages their interest. However, inspectors found that challenge for the most able pupils is variable. As a result, these pupils are not making the progress of which they are capable.
- Finally, we looked at the effectiveness of provision for pupils who have special educational needs (SEN) and/or disabilities. In 2017, outcomes in reading and mathematics for these pupils at the end of key stage 2 were well below those of their peers nationally. In addition, in 2017, disadvantaged pupils and pupils who have SEN and/or disabilities were persistently absent more than is typical when compared with the national average. Some pupils have complex needs and struggle to attend school regularly.
- Provision for the small number of disadvantaged pupils and for those who have SEN and/or disabilities is effective. Senior leaders have a clear overview of provision and impact. Skilled support staff provide a range of interventions across the school. The school tracks the progress of these pupils effectively and targets support accordingly. Consequently, disadvantaged pupils and those pupils who have SEN and/or disabilities are now making better progress. However, attendance for the small number of disadvantaged pupils and those who have SEN and/or disabilities remains below the national average. Leaders work effectively with the family worker and external agencies to maintain good contact with families; action is swift when pupils do not arrive in school. Nevertheless, leaders agreed that this remains an area of focus for the school.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- a more systematic approach to developing pupils' reading skills at key stage 2 is established so that all pupils make strong or better progress
- teachers consistently challenge pupils, especially the most able, so that even more pupils achieve at a greater depth
- disadvantaged pupils and those who have SEN and/or disabilities attend school as regularly as their peers.

I am copying this letter to the chair of the governing body, the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Bromley. This letter will be published on the Ofsted website.

Yours sincerely

Carolyn Dickinson  
**Her Majesty's Inspector**

### **Information about the inspection**

- We met with you and other leaders and governors, and spoke with the chief executive officer of the multi-academy trust on the telephone.
- We evaluated pupils' progress by looking at their work in class, their books and by listening to pupils read.
- Inspectors met with groups of pupils formally and informally to understand their views about the school.
- Documentation was scrutinised relating to the school's evaluation of performance, safeguarding, attendance and statutory policies.
- Responses to Ofsted's online surveys, including 188 responses from parents and 45 responses from staff, were reviewed.