

Inspection of a school judged good for overall effectiveness before September 2024: Marvels Lane Primary School

Riddons Road, Grove Park, London SE12 9RA

Inspection dates:

24 and 25 June 2025

Outcome

Marvels Lane Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils feel safe and happy at this school. They know that adults will always listen and support them. Many pupils describe the school as a family where everyone belongs. Parents and carers echo this view, praising the school's inclusive and nurturing approach. They typically describe Marvels Lane as 'an example of a school that truly values every child'.

The school aims for its pupils to be 'the best that they can be'. Staff and leaders set high expectations, and pupils usually rise to meet them. Pupils typically achieve well in many subjects. In lessons, pupils engage positively and show determination to complete tasks. They respond to challenges with resilience. Pupils are proud of their work and talk confidently about what they have learned.

Pupils behave well and treat each other with kindness and respect. They understand the school's values and try hard to follow them each day. Around school, pupils are calm and polite towards adults and each other. When behaviour slips, staff use clear routines and fair consequences to help pupils get back on track. Pupils are kind, confident, and articulate. Their positive behaviours reflect the school's highly positive culture and shared values.

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

The curriculum is carefully structured to build pupils' knowledge and skills in a clear and well-ordered way. It sets out the key knowledge that pupils need to know and remember. The school has also thought about when it is best for pupils to learn and revisit this knowledge. This helps to ensure that learning builds securely over time. For example, in

the early years, children begin by learning about their local area. This prepares them for when they compare their area with different locations such as Lancashire and Andalusia in Year 2 geography.

In most subjects the curriculum is delivered well. Staff support pupils' learning through clear explanations and effective use of resources. The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) as early as possible. It adapts the teaching of the curriculum to take account of pupils' needs. As a result, pupils, including those with SEND, learn the curriculum well. Sometimes however, teaching does not identify and address pupils' misconceptions when they arise. When this happens, pupils' understanding of what they are learning is not as deep as it should be.

The school ensures that pupils make a strong start in their early reading. In Nursery children prepare to learn phonics as they listen to and distinguish sounds around them. When they move up to Reception, they begin using phonics to learn how to read. Staff have the expertise to teach reading well. The school provides effective support for pupils who fall behind in their phonics knowledge so that they catch up quickly. However, the school does not provide pupils with enough opportunities to practise their spelling, grammar and punctuation. As a result, this reduces the impact of the school's work to promote pupils' writing achievement.

The school works to promote regular attendance for pupils. It is persistent in its work with families, but in some cases, the school's actions are not leading to clear improvements. A few pupils still miss too much of school and are therefore unable to take advantage of all that is available to them here.

The school prepares pupils well for life in modern Britain. They learn about respect, equality and the value of different beliefs and identities. Pupils also take part in activities that celebrate a range of cultures and identities. These include, for example, 'proud to be' displays, and events such as the international summer fair. Pupils get involved in local charitable work such as carol singing and tree planting. Pupils access a wide variety of enrichment opportunities. These include clubs, performances and sporting events. These experiences help pupils to grow in confidence as well as develop character and a sense of social responsibility.

Leaders and governors know the school well and identify areas for improvement accurately. They act quickly to address issues and check the impact of their actions. Staff feel well supported with their workload. Staff are proud to work at the school and feel part of a strong team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that teaching identifies and addresses pupils' misconceptions when they arise. As a result, some pupils develop gaps in their understanding of subject content. The school should ensure that teaching checks pupils' understanding effectively and responds to misconceptions as they arise.
- The school does not provide sufficient opportunities for pupils to practise and consolidate their spelling, grammar, and punctuation skills. As a result, pupils' achievement in writing is not as strong as it could be. The school should ensure that pupils secure their knowledge of spelling, grammar and punctuation and apply these skills effectively in their writing.
- The persistent absence rates for some pupils remain high. This results in pupils missing learning and wider school experiences. The school needs to strengthen strategies and approaches for improving attendance of these pupils.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2016.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100696
Local authority	Lewisham
Inspection number	10379079
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	398
Appropriate authority	The governing body
Chair of governing body	Christine Turner
Headteacher	Edward Dove
Website	www.marvelslane.lewisham.sch.uk
Dates of previous inspection	14 and 15 January 2020, under section 8 of the Education Act 2005.

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector also considered the views of parents through their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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