



# Marian Vian Primary School

## Inspection Report

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**Unique Reference Number** 101592  
**Local Authority** Bromley  
**Inspection number** 286117  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** Sheena MacDonald HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Shirley Crescent
<b>School category</b>	Community		Elmers End
<b>Age range of pupils</b>	4–11		Beckenham BR3 4AZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8658 6524
<b>Number on roll (school)</b>	561	<b>Fax number</b>	020 8663 0704
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Mike Lawrence
		<b>Headteacher</b>	Mr Ian Redgrave
<b>Date of previous school inspection</b>	29 October 2001		

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and two Additional Inspectors.

## Description of the school

Marian Vian is a large, three form entry primary school. A higher than average number of pupils comes from minority ethnic communities although few are at the early stages of learning English. The percentage of pupils eligible for free school meals is around average as is the number of pupils with learning difficulties and disabilities. More than usual numbers of pupils join and leave the school at other than normal times. This affects some year groups more than others. The headteacher is currently seconded to work with the local authority; senior leadership is being provided from within the staff.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Parents are overwhelmingly positive about all that the school has to offer. Inspectors agree with parents who commented that, 'children become confident and self assured, getting an all round education encompassing academic and social skills so important in developing good members of the community'. Pupils are very proud of their school and this is seen in their excellent behaviour in and out of lessons. They develop a thirst for learning and their enthusiasm is infectious. They become mature and confident learners, able to express their ideas and take account of the views of others. Pupils have total trust in the staff and are rightly confident there is always someone who will help them.

Excellent care, guidance and support, good quality teaching and a rich curriculum combine to ensure that pupils' personal development and wellbeing and academic progress are outstanding. Pupils thrive in a safe environment where they know exactly how well they are doing and what they need to do to improve their work and behaviour. This consistency of approach has a strong positive impact across all aspects of the school. Strengths in teaching include high expectations, clear learning goals which are shared and evaluated with the pupils and lively, practical lessons. The good curriculum caters for the needs of all pupils so that they are inspired and motivated to learn. Not all lessons are of an equally high standard but good teamwork is in place so that the skills and knowledge of the best teaching is shared and developed.

Children get off to a good start in Reception and this sets the tone for pupils' continuing outstanding progress as they move through the school. Children arrive with skills similar to most pupils of their age: by the time they leave at the end of year six standards are significantly higher than average. This represents outstanding achievement. The progress of all pupils is systematically tracked and analysed with very effective 'catch up' programmes to support any pupils at risk of underachieving.

The success of the school's strong emphasis on developing leadership at all levels is apparent from the outstanding leadership and management currently being provided by the senior leadership team. They make very accurate and perceptive judgments about the strengths and weaknesses of the school based on rigorous monitoring, consultation with all concerned and thorough analysis of performance data. The resulting focus on improving aspects such as achievement at Key Stage 1 has led to steadily rising standards. The school is less rigorous in making sure that issues for improvement arising from lesson observations are effectively followed up. Excellent systems are in place to evaluate the quality of provision and pupil's progress, although planning for improvement is overambitious and the school tries to improve too many aspects at once.

The school has made good progress since the last inspection and has successfully addressed the issues highlighted for improvement at that time. Their success in continuing to raise standards is evidence of its excellent capacity for further improvement.

## **What the school should do to improve further**

- Ensure that issues for improvement identified by lesson monitoring are rigorously followed up to further raise the standard of teaching and learning.
- Refine the key priorities identified in the school improvement plan to ensure that action taken is more manageable and more focused.

## **Achievement and standards**

### **Grade: 1**

The overall attainment of pupils when they start school is typical for their ages. They get off to a good start in the Reception classes, achieve well and develop good attitudes to learning. By the end of their first year, most achieve just above the expected levels. In Years 1 to 6, regardless of gender, ethnicity or learning difficulties and/or disabilities, pupils make excellent progress. By the time they leave the school, standards are significantly above average in English, mathematics and science. Pupils in Year 2 and Year 6 increasingly attain high levels in national tests and they meet challenging targets. Standards have risen steadily because staff expect the best of pupils and school leaders ensure that data is used very well to identify where extra help is required for individuals and groups. Children make good progress across the curriculum and there is evidence of high quality work in most curriculum areas.

## **Personal development and well-being**

### **Grade: 1**

The school's drive to ensure that all pupils have a good all round education has resulted in their spiritual, moral, social and cultural development being excellent. Pupils reflect maturely on issues such as the dangers of not wearing a seat belt when in a car. Through initiatives such as 'Health Week', pupils really understand about how to maintain a healthy lifestyle and many choose to eat healthy meals in school. They fully understand about the issues they will face when growing up, and speak confidently about the dangers of smoking and abusing alcohol and drugs. Specific lessons are very well planned so that pupils know how to keep safe in and out of school. Pupils in Year 6 spoke about the opportunities they have to take an active part in the life and development of the school. They are especially proud of the contribution the school council has made to improve the playground. Pupils across the school learn to be good responsible citizens. Many aspire to being trained as 'play leaders', supporting younger children in the playground at break times, ensuring they are safe and have a friend to play with. Attendance is good. Although too many parents take their children out of school for holidays in term time the school does all it can to encourage good attendance and punctuality. Pupils are extremely well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and there is some outstanding practice. Throughout the school children are surrounded by high expectations and positive attitudes. This promotes excellent attitudes to learning. There is some variation in the quality of lessons but most are active and lively, learning objectives are clear and children have good opportunities to talk in pairs about what they know and what they are going to learn. Lessons are less effective when work is not well matched to all abilities and where the pupils have fewer opportunities to be actively involved in their learning. Learning assistants provide good support for pupils with learning difficulties and disabilities making sure that they achieve as well as they can.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum enhances pupils' enjoyment through the many opportunities it offers for them to achieve. The curriculum provided in the reception classes has a strong focus on practical experiences and the children become confident learners. Careful planning has resulted in programmes of learning that motivate pupils and are well matched to their learning needs. Links between subjects are beginning to be used so that learning becomes more relevant and pupils use their skills in a variety of situations. The programme for developing pupils' personal, social and emotional education is particularly strong and has a significant impact on their personal development and academic achievement. A good range of visitors and careful use of visits, drama and artefacts bring subjects such as history alive. The good range of well attended extra-curricular activities includes plenty of sport to encourage healthy exercise.

### **Care, guidance and support**

#### **Grade: 1**

The quality of care, support and guidance is outstanding and makes a significant contribution to pupils' personal and academic development. The safety of pupils is a priority and rigorous policies are in place to ensure that all children are safe. The school sets high expectations for behaviour and pupils respond very positively to consistently implemented systems. Academic support is outstanding. Staff build up and use a very thorough understanding of each child's potential from the moment they start school and progress is carefully and accurately tracked. Teachers make sure that pupils are aware of what they are expected to learn and how they can improve. The school provides good support for pupils with learning difficulties, enabling them to take a full part in school life.

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## Leadership and management

### Grade: 1

Recent changes in leadership have been seamless and the emphasis on improvement is still sharp. There is a determined focus on developing pupils' very positive attitudes to learning: this has been particularly successful in raising and maintaining high standards. One parent wrote, 'Great school, great results.' Leaders at all levels are knowledgeable and keen to improve provision further by setting challenging targets and they have high expectations for success. They set themselves high professional goals and work together very well to achieve these. The governors are becoming increasingly involved in the work of the school and are very supportive. They have been instrumental in ensuring that the recent changeover has been a positive experience for the pupils, with as little disruption as possible. The work of the school is very carefully monitored and evaluated. Monitoring of teaching and learning is particularly robust with strengths identified and areas that need to be developed shared with staff. However, following up these areas to ensure teaching continues to improve is still at an early stage of development. The school improvement plan is a thorough and comprehensive document with clear guidance on what needs to be done to raise standards further. Systems for evaluating each strategy are in place and personnel identified to carry out all of the tasks. Although the areas that need to be developed are accurately identified, there are too many key priorities and the plan is overambitious.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

As you know we visited your school recently to find out how well you were doing. We really enjoyed our time in Marian Vian and agree with you and your parents when you told us your school is excellent. We particularly enjoyed spending time in lessons and having the chance to talk to you and find out how much you enjoyed school.

Here are some of the things we liked about your school:

- Your excellent behaviour, enthusiasm and good manners.
- All the adults make your school a very friendly, safe place to be where everyone is very well looked after.
- You make excellent progress during your time at the school and we saw some lovely examples of all sorts of work.
- Your teachers plan lots of interesting and exciting activities which help you enjoy yourselves and do very good work.
- Your teachers keep a very close eye on your progress to make sure that everyone does as well as they possibly can.
- Your school leaders are doing an excellent job of making sure the school becomes even better. They're a great team!

Because we know that the adults in your school are always keen for things to keep improving, here is what we've asked them to do.

- Don't try to do too much at once and make sure that they check to make sure that the improvements they want to see are really happening!

Thank you again for helping to make our time in your school so enjoyable. Keep up the good work!

Yours sincerely, Sheena MacDonald Her Majesty's Inspector On behalf of the inspection team