

Inspection of a good school: Marian Vian Primary School

Shirley Crescent, Elmers End, Beckenham, Kent BR3 4AZ

Inspection dates:

21 and 22 June 2023

Outcome

Marian Vian Primary School continues to be a good school.

What is it like to attend this school?

Pupils are delighted to be a part of this school. They talk with excitement about how they use the school's huge grounds both for learning and play. Pupils are confident in saying that an adult will come to their aid if they have any worries. They are happy and safe in school.

Leaders have high expectations of pupils. They set ambitious learning and behaviour goals for them. Pupils rise to these expectations. They work hard in lessons. In most cases, they achieve highly. Standards in English and mathematics are significantly higher than those found nationally. Leaders are working hard to ensure that pupils' outcomes are consistently high in all areas of the curriculum.

Pupils are polite, confident and courteous. In rare cases when bullying occurs, leaders deal with it swiftly and effectively.

Pupils cherish the additional responsibilities given to them. They experience democracy first hand when electing their school council representatives. Older pupils are trained to support younger pupils during breaktimes.

Leaders enjoy the support of parents and carers. One parent's comment echoed those of many others: 'Everyone in school supports our children to be well-behaved, well-educated, but also to be happy and well-rounded individuals.'

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

Leaders have put in place a curriculum which is well considered and carefully arranged. It allows for pupils to build on their learning consistently. In computing, for example, children in the early years enjoy getting simple robots to move by drawing instructions on an iPad. This prepares them for Year 1, when they write codes to make these robots move in different directions. In Year 5, pupils start to write codes using more

sophisticated programming language. By the time pupils reach Year 6, they are competent at writing codes to fly drones within the school grounds.

Teachers implement the curriculum as leaders planned it. They introduce subject matter clearly. They support pupils with special educational needs and/or disabilities (SEND) by making adaptations to the way the curriculum is delivered. These pupils' needs are identified and understood. In lessons, pupils develop understanding as they are supported with clear explanations and effective questioning. In mathematics, for example, pupils learn new concepts with teaching, making use of models, images and concrete resources to help them. As a result, pupils, including those with SEND, learn the curriculum well. Occasionally, however, pupils receive too much information in one go. When this happens, they do not know and remember more of the subject that they are learning.

Pupils talk about their learning with confidence. They collaborate well with each other. They listen to adults intently and follow instructions promptly. Their positive attitude to learning is commendable. Disruptions to learning are rare.

Leaders want all pupils to be able to read and enjoy books. They have identified an appropriate phonics programme and trained all staff on how to deliver it effectively. Pupils learn phonics daily. Classroom staff give pupils plenty of opportunities to practise the letter sounds that they already know. Pupils read books with words containing these sounds.

Teachers use assessment information well. They identify those who are falling behind in their phonics at the earliest opportunity. These pupils receive additional support, and they catch up quickly. Across the school, pupils hear adults read to them daily. Pupils have access to high-quality books, which leaders update regularly. Leaders promote 'new release' books, which makes pupils excited about getting their hands on them. There is a genuine love of reading among pupils, and adults too.

The curriculum is enriched by many educational visits. Older pupils enjoy their residential visit to the Isle of Wight. Younger pupils are thrilled by their visits to wildlife centres, museums and galleries. Leaders support pupils to explore their natural environment with a wide variety of bushcraft activities. There is an extensive range of after-school clubs on offer and take up of these is high.

Staff are happy to be a part of this school. They appreciate that leaders are approachable. Staff said that leaders give them additional time if they need to complete some assigned tasks.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and their families well. They are effective at identifying early warning signs which might indicate a pupil is at risk of neglect, abuse, or exploitation. Safeguarding training is up to date. Leaders work well with external agencies to ensure that those who are at risk receive prompt support.

Leaders and governors ensure that checks on the suitability of staff are rigorous. New staff complete a comprehensive induction process before starting work.

Pupils know how to keep themselves safe at home, at school, or online. They learn about internet safety, water safety, stranger danger, and privacy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, pupils receive too much information in one go. When this happens, pupils do not know and remember more of the subject content set out in the curriculum. Leaders should support teachers' work to ensure that pupils process and retain learning more effectively so that they achieve high standards across all areas of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 predecessor school, Marian Vian Primary School, to be good in June 2012.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142299
Local authority	Bromley
Inspection number	10269052
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	611
Appropriate authority	Board of trustees
Chair of trust	Ann Medhurst
Headteacher	Ian Redgrave
Website	www.marianvianprimary-compass.org/
Date of previous inspection	8 February 2018, under section 8 of the Education Act 2005

Information about this school

- School leaders do not use any alternative provider.
- The school is part of Compass Academy Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, and other members of the senior leadership team.
- The inspectors also met with members of the governing body, including the chair of governors. They also met with the chief executive officer of the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspectors carried out a scrutiny of the school's single central record of pre-employment checks as well as other records. The inspectors also considered the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

Martyn Patterson

Ofsted Inspector

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