

Maney Hill Primary School

Inspection report

Unique Reference Number	103353
Local Authority	Birmingham
Inspection number	323806
Inspection dates	3–4 February 2009
Reporting inspector	Michael Merchant

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	211
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Keith Cross
Headteacher	Jane Thomas
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Maney Hill Road Sutton Coldfield B72 1JU
Telephone number	0121 464 9673
Fax number	0121 464 2721

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to other primary schools. The majority of pupils are from White British backgrounds and the number of pupils whose first language is not English is much lower than is typically found. The proportion of pupils identified as having learning difficulties and/or disabilities is higher than average and most of these have speech, language and communication difficulties. Very few pupils have a statement of special educational needs. The school has one Reception class in the Early Years Foundation Stage. Lollipops Playgroup is a privately managed childcare provision, which occupies premises on the school site.

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. It has many excellent features. Parents endorse this as they attach a high priority to education, and encourage and support their children very well. As one parent said, 'I feel very lucky that my family are part of Maney Hill Primary School. The children receive an excellent education and are always happy to go to school.' Pupils are proud of their school and enjoy it greatly. The headteacher, ably supported by her senior team, provides strong leadership. She inspires and supports staff and pupils to get the best out of themselves and others.

Pupils join the school in Reception with attainment that is higher than that expected for their age. By the end of Year 6, standards have risen considerably. They have been very high in national tests for the last six years. This represents outstanding progress and achievement from their starting points and nearly all pupils meet or exceed their challenging targets.

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development. Their behaviour in class and around school is impeccable and they have a high regard for both their classmates and for the adults who work with them. Pupils display an enviable generosity of spirit, support a range of national and global charities and are always concerned, through their Eco School work, to take care of the environment. Staff have created a school in which all pupils get on well together. A very positive atmosphere permeates the school and relationships are exceptionally strong.

In addition to the clear and purposeful leadership, several factors contribute to the pupils' very high standards and achievement. Teaching is outstanding and makes a significant contribution to pupils' impressive rates of progress. Teachers have very good subject knowledge, give clear explanations and plan their lessons well. Pupils play their full part too. They come to school ready to learn and are eager to contribute to lessons. Their exemplary behaviour means that lessons are rarely disrupted and can be conducted at a good pace and in a positive climate. The carefully planned curriculum ensures that learning is meaningful and fun. There is an emphasis on celebrating aspects of a wide range of cultural traditions in school. This makes a good contribution to pupils' spiritual, moral, social and cultural education. All pupils, at whatever level of ability or need, are very well cared for and guided watchfully through the school. Teachers use assessment criteria skilfully to encourage learning, to analyse and improve performance, and to set challenging targets for individual pupils. The headteacher and her senior team rigorously monitor all areas of the school's work and this results in improvements to teaching, learning and the standards achieved by learners. Governors hold the school to account well. The school uses its resources and accommodation imaginatively and efficiently, and offers outstanding value for money.

There is a strong sense of teamwork and pride in what has already been achieved, coupled with a total absence of complacency. The school knows exactly what to do further to sustain its excellence and this, together with the successful action leaders have taken to ensure improvement since the last inspection, means the capacity to further improve is outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good provision for the Reception class enables children to achieve well and develop good independence. Children love coming to school and parents are very appreciative of the good

start that their children receive in the Early Years Foundation Stage. Staff have created a safe, attractive environment in which the needs of all children are well met. Teaching is good. Children make good progress because a team of well-qualified adults support the children skilfully by asking focused questions to develop their understanding. There is a good balance of activities led by adults and those from which children can choose. Children are developing excellent social skills because they are making choices and fostering independence through working with others. All adults make observations of children and assess their learning so that next steps are sharply focused. By the end of the Reception Year, standards in most areas are securely above those expected for their age. The leader of the Early Years Foundation Stage provides good leadership to her team. She has a very secure understanding of the early years curriculum and constantly reviews her practice to ensure that all children receive high quality care and support. Staff make very good use of the facilities that they have but are hampered from extending learning in the outside area. This is because there are insufficient high quality outdoor resources for the children to improve their climbing, clambering and physical skills.

What the school should do to improve further

- Develop the outside learning areas for the Early Years Foundation Stage so that they are used more effectively for developing all areas of children's learning and, in particular, provide more high quality equipment to extend pupils' physical development.

Achievement and standards

Grade: 1

The progress pupils make from entering the school in the Reception class until the end of Year 6 is outstanding. As a result of excellent teaching, careful tracking of progress and a strong emphasis on literacy and numeracy through Years 1 to 6, pupils attain standards that are exceptionally high. The school's meticulously rigorous tracking of pupils' progress shows that achievement is outstanding. Nearly all pupils attain their challenging targets and many make three National Curriculum levels of progress as they move through Key Stage 2, against the national expectation of two levels in this time. Very high standards have been maintained for the past six years and the rate of improvement has been faster than that seen nationally. The standards attained by the most able pupils are particularly high. The achievement of all groups of pupils is outstanding and there is very little difference in the progress made by the various groups of pupils. This is because the school works very effectively to support pupils with learning difficulties and/or disabilities and those who enter the school with particularly low levels of attainment.

Personal development and well-being

Grade: 1

The outstanding development of pupils' personal skills and their excellent attitudes and behaviour are important reasons why they make such rapid progress in their learning. There is a strong sense of community within the school. One pupil said, 'We all belong together here.' Pupils have a very good understanding of the need for rules and know how to keep themselves safe. They have a very mature appreciation of healthy lifestyles. An exceptionally high level of enjoyment is evident in lessons, and pupils say that they especially like the school's residential visits and clubs. Attendance and punctuality are exceptionally high. Pupils take responsibility for themselves and others as they act as 'buddies' to help younger pupils settle in to school. They make an excellent contribution to the school community as members of the school council

and as they act as playground monitors, but their involvement in the wider community is limited. By the time they leave, pupils' excellent expertise in literacy and numeracy and their outstanding personal skills mean they are equipped exceptionally well for the next phase of their education and beyond.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Sustained challenge and high expectations enable pupils to achieve very high standards and make exceptional progress. Lessons are fast paced and fun. Teaching is lively, tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a swift pace. Pupils' levels of enjoyment and motivation are high because there is mutual respect between teachers and pupils. Praise is used extensively to motivate pupils and teachers' use of questions in lessons to encourage pupils to think is masterly. Teachers take care to ensure that pupils know exactly what is expected of them and what they need to do to improve. Teaching assistants are very effective in their work. All pupils, whatever their learning needs, are fully included in the activities and this has a positive effect on achievement and personal development.

Curriculum and other activities

Grade: 2

The good curriculum contributes positively to pupils' learning. The school ensures that learning is meaningful because it carefully plans themes with strong links between subjects. The development of basic skills, particularly in numeracy and literacy, is a particular focus of the school's work. The use of information and communication technology in other subjects has been greatly improved since the last inspection and makes a good contribution to pupils' high achievement. Pupils value the diversity of their community because there is an emphasis on celebrating multicultural and cultural aspects in school and beyond. This makes a strong contribution to pupils' spiritual, moral, social and cultural education. Visits and visitors significantly enhance pupils' understanding of the wider world. The school provides pupils with a wide variety of sporting activities as part of the school day. These, together with well-supported creative and educational activities outside the normal school day, make a valuable contribution to pupils' learning, their levels of enjoyment and their personal development. However, there are insufficient opportunities for pupils to develop their economic awareness and further their understanding of business through, for instance, participation in enterprise activities

Care, guidance and support

Grade: 1

Parents agree that children are looked after very well. Procedures to identify pupils' learning needs or those who may be vulnerable are very effective. The school then ensures that a good range of support measures is put in place to meet these different needs. Teaching assistants are deployed very effectively to support pupils, especially those with learning difficulties. There are very effective links with parents and access to a range of other local agencies, should the need arise. Careful attention is paid to health and safety and child protection issues. Pupils are given very clear practical advice on how well they are doing and what they need to do to make

even better progress. The excellent use of assessment information is an important reason for the high standards and exceptionally good progress that pupils make. Pupils are set clear learning targets, which are well displayed and reviewed regularly. Pupils confirm that these are helping them to improve and also how much their parents' knowledge of their targets helps to secure support from home.

Leadership and management

Grade: 1

The skill and vision of the headteacher in promoting the clear ethos of the school and in securing the commitment of all staff to sustain high standards and achievement underpins pupils' outstanding progress. She provides outstanding leadership and is very well supported by talented and clear-sighted senior leaders. Together, they engender loyalty among staff, who work with clarity and enthusiasm to meet the school's high expectations for pupils' success. The result is that staff morale is high and there are excellent relationships in the school. Staff have created a school in which pupils from all backgrounds work and play very well together and have a growing appreciation of their own and other people's lives and cultures, although this is at a relatively early stage of development. Consequently, community cohesion is good. Subject leaders manage their areas very well and their careful, rigorous monitoring is contributing highly to the outstanding teaching and so to pupils' very high standards. The school has an accurate view of its work, although several of the judgements in the school's self-evaluation are too modest. Governors support and encourage the school well and are beginning to analyse deeply the reasons why it does so well.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

5 February 2009

Dear Pupils

Inspection of Maney Hill Primary School, Sutton Coldfield, B72 1JU

Thank you all for the warm welcome you gave us when we visited your school recently. We enjoyed meeting and talking to you. Maney Hill Primary School is an outstanding school. It has many excellent features and we know you are very proud of it. Here are some of the good things about your school.

- You make outstanding progress in your lessons and results in national tests are far higher than in most schools. Your results are getting better and better.
- Your behaviour is excellent and you get on well with your fellow pupils. Maney Hill is a well-ordered school and you look after each other really well.
- You show great enjoyment in your learning and know a lot about the importance of staying healthy and keeping safe.
- Teaching is excellent and your teachers are very skilful and concerned to make sure that you do as well as you can.
- The care, support and guidance that the school offers you are outstanding and it means that everyone can do well.
- Your headteacher and other senior staff are excellent leaders and know exactly how to make Maney Hill Primary School even better.

The one thing that we have asked your school to do now to make it even better is to provide good quality outdoor equipment for the Reception class so that children can practise their climbing and clambering skills.

Thank you once again for making such a helpful contribution to the inspection. We really enjoyed watching you learn.

Yours sincerely

Michael Merchant

Lead inspector