

# Inspection of Maney Hill Primary School

Maney Hill Road, Sutton Coldfield, West Midlands B72 1JU

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Inspection dates: 17–18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this school?**

Pupils achieve really well at Maney Hill Primary School. Adults want every child to achieve their very best. They plan the work pupils do carefully to make this happen. Pupils work hard and enjoy learning. They talk enthusiastically about the different subjects they study through interesting topics such as Ancient Greece. They cooperate when learning together. Pupils quickly learn to read. This helps them with their other work.

Pupils are happy and enjoy coming to school. They support and encourage each other. Older pupils act as buddies to the youngest children in school. Pupils of all ages get on well together and make strong friendships.

Most of the time pupils behave well. They try to be 'ready, respectful and safe'. They like collecting team points and 'didi dots'. Some pupils say that others disturb their lessons. When this happens, teachers deal with it quickly. This helps everyone concentrate on their learning.

Pupils understand what bullying is. They say that it doesn't happen at school very often. If it does, they trust adults to help them sort it out quickly. Pupils say that they feel safe and well cared for.

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

Leaders have designed and put in place a highly ambitious curriculum. All pupils study a broad range of subjects, including music and physical education. Learning is carefully sequenced so that pupils develop secure skills and a deep understanding. Teachers build on what pupils know already. This helps pupils achieve the highest standards by the time they leave the school.

The sequence of learning in mathematics is particularly effective. Step by step, pupils acquire important knowledge. They are given time to practise their skills. They use what they know to solve problems and explain what they are doing. Pupils quickly become confident mathematicians.

Leaders and teachers are passionate about reading and want every child to read well. Leaders make sure that all staff are very well trained in how to teach phonics. Early reading skills are taught from the moment that children start school. Pupils who start to fall behind are given help to catch up quickly. Pupils develop a love of reading through the books that teachers read with them. Pupils can read fluently and understand what they read extremely well by the time they leave the school.

Visits, visitors and special themes days bring the curriculum alive. Leaders make sure that these events are linked to learning. For example, a recent visit to Dovedale helped pupils understand the impact that rivers have on the environment.

Pupils relish the opportunity to take on responsibilities. They are proud to be school council members or buddies to younger pupils. They understand how democracy

works when making decisions. Pupils of all ages show tolerance and respect to others. Pupils enjoy representing the school in sporting or musical events.

Most of the time, pupils are well behaved. They listen to their teachers, follow instructions and start their work quickly. Sometimes, some pupils take a while to settle down to their work. Adults remind them to concentrate and get on with the task. The new behaviour policy is helping to deal with these interruptions to learning. It makes it very clear what is expected and helps adults deal with low-level disruption in a consistent way.

When they start in Reception, children get off to a flying start because staff have high expectations of them. Children concentrate deeply on what they are doing. They are eager to join in. Adults help children to do things for themselves. The high-quality provision has been further developed since the last inspection. Activities inside and out enable children to practise what they have been learning. Adults challenge the children to do their very best.

The special educational needs coordinator (SENCo) knows which pupils in school need extra help or support. She supports all staff, especially those new to the school, to help the pupils they teach. Together they plan and adjust the sequence and delivery of the curriculum to support individual pupils.

Governors are highly committed to the school. They work closely with leaders. They continually ask: 'Are we doing the best we can and are we getting the best outcomes for every child that we can?'

Most parents are supportive of the school. However, some parents would like the school to communicate better with them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is seen as everyone's responsibility. A culture of 'it could happen here' is evident in the school. All staff are well trained and know what to do if they have a concern about a child. Leaders work with external agencies to support vulnerable children and their families. Pupils have opportunities to learn how to keep themselves safe. For example, e-safety workshops help pupils when using the internet and social media. Pupils say that they feel safe when they are at school. They are confident that adults listen to them.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- While behaviour in the school is good, there are times when pupils do not concentrate as hard as they could. The school needs to help pupils develop even

better attitudes to learning. Pupils should be supported to develop greater self-control. This will ensure that all pupils can learn without being disturbed.

- Nearly all parents are positive about the school. They say their children are happy, safe and do well at Maney Hill Primary School. However, parents who spoke to inspectors raised concerns about the school and the way in which school leaders communicate with them. Leaders should continue to engage with stakeholders, including parents, and further develop the positive relationship between home and school.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	103353
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10105719
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Co-Chairs of governing body</b>	Andrew Doyle/Melissa Griffiths
<b>Headteacher</b>	Sarah Whitehead
<b>Website</b>	<a href="http://www.maneyhill.bham.sch.uk">www.maneyhill.bham.sch.uk</a>
<b>Date of previous inspection</b>	3–4 February 2009

## Information about this school

- The school is part way through an expansion from one-form entry to two-form entry. Currently there are two classes in each year group from Reception up to and including Year 4. There is one Year 5 class and one Year 6 class.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors visited lessons in all year groups, sometimes accompanied by a senior leader.
- An inspector listened to several pupils read and observed phonics teaching in the Reception and key stage 1 classes.
- Inspectors talked to pupils about their learning and experiences at school. They looked at their work in a range of different subjects to see how well the curriculum was applied. Inspectors focused on reading, mathematics, science and PE.

- The lead inspector met with the headteacher, who is also the DSL, and the assistant headteacher. She met with three members of the governing body, including both co-chairs of governors. She also spoke to the local authority on the telephone.
- Inspectors met with groups of pupils, senior leaders and some subject leaders and staff to talk about the quality of education at Maney Hill Primary School.
- An inspector met with the SENCo to discuss provision for pupils with special educational needs and/or disabilities (SEND).
- The lead inspector met with a group of newly qualified teachers to evaluate the support they receive and their induction into the school.
- Inspectors considered a range of documents provided by the school. They looked at the school's website, school policies, curriculum documents, safeguarding information including the checks that leaders make on staff prior to employment, SEND records and published information about pupils' performance.
- Inspectors considered the 106 responses to Parent View. They spoke with several parents informally on the playground at the end of day one and at the start of day two of the inspection. The lead inspector spoke to one parent on the telephone and considered written responses from two parents.

### **Inspection team**

Nicola Harwood, lead inspector

Her Majesty's Inspector

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