

Inspection of Manor Park Primary Academy

Church Lane, Aston, Birmingham, West Midlands B6 5UQ

Inspection dates: 16 and 17 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Early years provision	Good
-----------------------	-------------

Previous inspection grade	Good
---------------------------	-------------

The headteacher of this school is Ms Christine Chapman. This school is part of REAch2 multi-academy trust, which means other people also have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine and overseen by a board of trustees, chaired by Gavin Robert.

What is it like to attend this school?

Manor Park is an inclusive community of pupils from diverse backgrounds and faiths. Pupils warmly welcome overseas pupils, and those who speak English as an additional language. This helps new arrivals to settle quickly. The diverse culture within the school ensures that all pupils develop a common understanding of the wider world.

The school values pupils as individuals and as important members of the school community. Caring relationships between staff and pupils underpin the school's positive ethos. Pupils feel safe in school and know how to keep themselves safe online and in the local area. They know that they can speak to a trusted adult if they have a problem. They are confident that they will receive any support needed.

Pupils' behaviour is typically good. Pupils show good levels of respect for others. Most conduct themselves in lessons and around school sensibly. Pupils know the difference between bullying and isolated behaviour incidents. Staff manage behaviour fairly and consistently.

Pupils enjoy the variety of extra-curricular opportunities the school offers. This includes a range of clubs, visits and visitors. Unique events are offered to provide pupils with memorable experiences. The '11 before 11' initiative includes a residential visit to France and a powder paint, colour race.

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

The curriculum is carefully designed to reflect the diversity of pupils within the school. It is well constructed and consistently implemented by staff. From the early years to Year 6, pupils build successfully on their prior learning. They also develop their subject vocabulary in clear and well sequenced steps. For example, children in the Nursery learn words such as 'angry, sad, happy' to describe their feelings. This progresses to words like 'emotions and excitement' by Reception Year.

There is a sharp focus on developing teachers' subject knowledge and leadership skills. Effective support is provided both by school and trust leaders. This results in staff having the expertise needed to deliver the curriculum well.

The school has worked hard to overcome the many challenges they face in meeting the needs of pupils within the school. Challenges include high levels of mobility, deprivation, and a lack of pre-school experience for most children in the early years. Nevertheless, pupils make strong progress from very low starting points. Recent improvements made, and ongoing monitoring and curriculum adaptations, ensure that standards in English and mathematics are rising and closer to national expectations.

The school ensures that reading is a top priority. From the early years onwards, pupils follow a structured phonics programme. Staff check regularly on how pupils are learning. Books are well matched to pupils' phonic knowledge. Despite this, not all staff have had the training they need to deliver this programme effectively. Across the school, pupils enjoy a good range of reading material and enjoy stories read by staff. However, pupils who struggle to learn to read do not read frequently enough to master the skills needed to become fluent and confident readers.

The school has sharpened processes and provided effective training to ensure that staff identify pupils with special educational needs and or disabilities (SEND) early. Individual targets, which are precise and measurable, are set for pupils and reviewed regularly. Adaptations made help pupils access the same curriculum as their peers. Specialist input is also sought for those with specific needs.

The school has an increasing number of pupils with SEND with complex needs, who require a bespoke programme and high levels of support. The school is highly effective in including these pupils in lessons wherever possible, and managing their behavioural and emotional needs.

Children in the early years settle quickly. Staff pay particular attention to their speech and language development. Adults ensure that children develop the skills and knowledge needed to be successful across all areas of learning. This prepares them well for Year 1.

The school monitors pupils' attendance carefully. It has effective systems in place to make sure it responds quickly to any absences. However, the number of pupils who are persistently absent remains too high, especially those with SEND.

Pupils benefit from a planned programme of personal and social education. They learn about different cultures and traditions and the importance of respect and treating others equally. Pupils enjoy taking on responsibilities such as school councillors and house captains. Educational visits and extra-curricular clubs help extend pupils' enjoyment of school and develop their wider talents and interests.

Staff recognise and appreciate the different ways that leaders show support for them. They are proud to work at the school.

The trust and governing body provide a good balance of challenge and support. They know the school well and utilise their skills and resources effectively to ensure all pupils get a good quality of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The delivery of phonics is inconsistent, and some lower-attaining pupils do not receive the support needed. This means that some pupils do not learn to read as well as they should. The school should ensure that staff have the skills needed to deliver phonics consistently well and provide the support needed to help pupils who fall behind catch up quickly.
- Attendance for some pupils remains too low, especially pupils with SEND. This means they miss vital lessons and school opportunities. The school should continue to work with parents to instil the importance of regular attendance.

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	141977
Local authority	Birmingham
Inspection number	10322873
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
CEO of the trust	Cathie Paine
Headteacher	Christine Chapman
Website	www.manorparkprimary.co.uk
Date of previous inspection	4 and 5 December 2018 under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in June 2023.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the deputy director of education for this cluster of schools within the trust, the headteacher and senior leaders. An online meeting

was held with the chair of standards for the trust, and two members of the governing body, including the chair of governors.

- Inspectors carried out deep dives in these subjects: English, reading, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plan. Minutes of governing body meetings were also scrutinised.
- Inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying, and welfare.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and their free-text responses. They also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.
- To evaluate the effectiveness of safeguarding, the inspectors: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of 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.

Inspection team

Heather Simpson, lead inspector	His Majesty's Inspector
Sally Snooks	Ofsted Inspector
Anne Potter	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024