

# Inspection of a school judged good for overall effectiveness before September 2024: Maney Hill Primary School

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

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Inspection dates:

7 and 8 January 2025

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

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

This school has a steely determination that pupils reach their full potential, including those with special educational needs and/or disabilities (SEND). Pupils thrive. They have a willingness to learn and take every opportunity to live out the school's values of respect, responsibility, teamwork, adaptability, ambition and resilience. Pupils want to do well, and they do.

The school wants pupils to feel safe in school. Strong and meaningful relationships between adults and pupils help make this a reality. Staff treat pupils with respect. Pupils treat others with respect and kindness in return. They describe it as a happy school. Pupils have beautiful manners. Class ambassadors provide a friendly welcome to visitors, and all pupils demonstrate the same level of courtesy and politeness. Behaviour is exceptional at all points of the day.

The school's ambition for pupils extends beyond the classroom. It provides a wealth of opportunities and experiences that broaden pupils' understanding of the world they live in. There are many different ways for pupils to develop leadership skills and responsibilities. These help pupils to feel a sense of responsibility and pride. They support pupils to be confident and help them to recognise the difference they can make.

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

Pupils achieve very well at this high-performing school. Even the very youngest children show excellent attitudes to learning. They settle quickly to the range of engaging activities planned for them. They show a high level of perseverance and resilience to complete a

range of tasks. They do this with an impressive level of accuracy, making them well prepared for Year 1.

Pupils learn to read very well. Phonics sessions address their precise stage in learning. Many children in key stage 1 can read at a standard beyond that expected for their current age. This is due to effective teaching, assessment, and many opportunities to apply phonics skills to read unknown texts. Some pupils need a little extra help. They receive additional support regularly. This is effective in supporting them to catch up with their peers. Pupils also write to a very high standard, using the phonics skills they have learned. They build on these strong foundations as they progress through the school.

Pupils achieve equally well in other curriculum areas. A carefully designed curriculum allows pupils to recall prior learning. This helps to deepen future understanding. The approach is highly effective in mathematics. Pupils revisit prior learning and apply this to more challenging calculations. Pupils make meaningful links in history. For example, they use their knowledge of the Vikings and the Norman Conquest to suggest reasons for invasions in more modern times.

Pupils with SEND are very well supported. Staff identify pupils who might need additional support. They understand each pupil's individual needs very well. Staff make carefully considered adaptations to learning and the environment. This means that pupils with SEND not only learn alongside their peers, but they achieve the same high standards. The support they receive is highly effective.

A small number of parents and carers have concerns about behaviour in school and how staff respond to incidents. However, evidence gathered during the inspection does not suggest that these views are commonly held. Pupils speak positively about how well other pupils behave. They recognise and appreciate the improved atmosphere in school. Behaviour is exceptional. Pupils show excellent attitudes in lessons and always strive to do their best. They talk enthusiastically about learning, and their high-quality work in books reflects this. Pupils are not distracted from working hard because attitudes to learning are second to none.

There is a vast range of opportunities for pupils to take part in beyond the classroom. Pupils get to go on many visits to help bring learning to life. Pupils undertake a wide range of responsibilities in school. All pupils are proud that their friends or their teachers have chosen them to fulfil these roles. The team of sports leaders have transformed playtimes by planning, overseeing and supporting games and competitions on the playground. The many opportunities are impressive, allowing pupils to be as active as possible during social times.

The school is very well led. New leaders have built on the many strengths the school already had and have made many improvements. Governors understand their role well. Their high skill set enables them to fulfil their duties remarkably well. This already successful school is continuing its journey of improvement, with staff and pupils proud to say they are part of the 'Maney family'.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in 17–18 September 2019.

## 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

<b>Unique reference number</b>	103353
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10343738
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Co-Chairs of governing body</b>	Conor Savage and Ed Loveday
<b>Headteacher</b>	Paul Edgerton
<b>Website</b>	<a href="http://www.maneyhill.bham.sch.uk">www.maneyhill.bham.sch.uk</a>
<b>Dates of previous inspection</b>	17 and 18 September 2019, under section 5 of the Education Act 2005

## Information about this school

- This school provides before- and after-school wraparound provision.
- The school does not make use of any alternative provision.
- There is a new headteacher in post since the previous inspection.
- The two co-chairs are new to role since the previous inspection.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other senior leaders.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, 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.
- The inspector spoke with three governors, including the two co-chairs of the governing body.
- The inspector spoke on the telephone with a representative from the local authority.
- The inspector listened to a sample of pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons, at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspector talked with pupils and staff to gather information about school life. In addition, they took account of the responses to Ofsted's surveys for staff, pupils and parents.

### **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

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