

# Inspection of Blossomfield Infant and Nursery School

Eastcote Close, Shirley, Solihull, West Midlands B90 3QX

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Inspection dates: 12 and 13 July 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

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

Blossomfield Infant and Nursery is a welcoming school. One parent voiced the views of many, when they said, 'My children love attending; each morning they look forward to going.'

Pupils feel safe. They understand what bullying is but say that it rarely happens in school. Pupils know that if it did, they would tell an adult and it would be dealt with. Pupils also know how to keep themselves active and healthy. They enjoy growing vegetables in the school allotment and eating them as part of their school lunch.

Pupils are polite and well-mannered. They behave well in lessons and remind each other of the routines as they move around school. Pupils show tolerance of others, and respect difference. Pupils in breakfast club talked about characters in the book they were reading, who were being poorly treated because of their differences. They said, 'We must not treat people who are different badly.'

Leaders are ambitious for pupils. They want pupils to achieve well in their lessons but also to have experiences beyond the classroom. For example, pupils in Year 2 took part in a golf festival. All pupils have the chance to join the school choir. There are plenty of opportunities for all pupils to 'blossom at Blossomfield'.

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

This is an inclusive school. All pupils, including those with special educational needs and/or disabilities (SEND) are fully involved in school life. From 'Disney football' to French club and cheerleading, boys and girls alike have opportunities to take part.

Pupils learn how to care for others. For example, they vote to decide which charity to raise money for. They collect food for local projects during harvest. Pupils also have a voice in their school community. For example, elected representatives of the school council asked for an area in which to play football. Leaders responded and are organising a new pitch.

In Nursery, pupils get off to a good start. They learn to listen to their teachers and follow routines. They enjoy using the outdoor area. For example, they follow recipes to mix potions in the mud kitchen. Leaders plan engaging activities to help children hear sounds in words. This gets them ready to start learning phonics.

Phonics teaching starts as soon as children begin in Reception Year. Leaders ensure that pupils practise the sounds they are learning in the books they take home. They have also ensured that the library area is an inviting space for all pupils to enjoy. However, current teaching in phonics is not consistent. Some teachers do not have strong enough subject knowledge. As a result, some pupils do not learn to read as fluently as they could. Leaders have plans to adopt a new phonics scheme, but this is not yet in place.

In some parts of the curriculum, leaders have ensured that teachers have the resources and subject knowledge they need. This includes mathematics and music. This is not yet the case across the curriculum. In mathematics and music, lessons are well sequenced to enable pupils to learn key concepts. Teachers break content down into appropriate, small steps. They choose resources which help pupils to understand what they are learning. In some other subjects, leaders have not identified the important content that pupils need to learn. Lessons are not organised so that pupils have the opportunity to practise the skills and knowledge they need as they work towards end-points. In some lessons, teachers do not have the subject knowledge to show pupils correct examples. This means that pupils do not achieve as well as they could. Leaders monitor subjects across the curriculum. However, they do not always use this information to help them target where support is needed.

Pupils with SEND are well catered for. Leaders are very knowledgeable about their pupils. They ensure that pupils with SEND are well supported. When it is appropriate, teachers adapt learning for pupils so that they can achieve well. Leaders also ensure that they use external support, if needed.

Pupils behave well around school and in lessons. They know the routines and know what is expected of them. For example, pupils lining up for lunch remind each other of the rules. In the dining hall, pupils talk quietly to their friends. This makes lunchtime a calm, enjoyable experience.

Leaders are keen to provide pupils with opportunities to develop. For example, pupils talk about developing their 'growth mindset'. They learn about stranger danger, road safety and water safety. Pupils also know how to keep themselves safe online. Pupils in Year 2 enjoyed visiting the countryside on their residential trip.

Staff are proud to work at Blossomfield Infant and Nursery School. They say that leaders are mindful of their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and families well. They ensure that staff are well trained and that systems are in place to report concerns. Staff follow these systems. Leaders follow up concerns promptly. They seek advice and support from external agencies when appropriate.

Leaders think beyond the school day to ensure the safety of pupils and their families. They offer the 'holiday activity and food programme' to vulnerable pupils and their siblings throughout the year.

Through the curriculum, pupils learn to keep themselves safe and healthy.

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

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

- There are inconsistencies in the teaching of phonics and in teachers' subject knowledge. This means that some pupils, including those who need extra support, do not learn to read as fluently and confidently as they could. Leaders should ensure that all staff receive the training they need to deliver the new scheme that leaders plan to adopt. Leaders should also ensure that they use their monitoring of the teaching of reading to assure themselves that the reading curriculum is delivered consistently across school.
- In several subjects, leaders have not identified the important content that pupils need to learn. They are not clear about the precise steps and skills pupils need to take to learn this content. As a result, learning is not consistently sequenced in a way to help pupils build on what they already know and to get ready for what they will learn next. Leaders should ensure that they identify what pupils should know and remember and support teachers in devising the steps to enable pupils to do so. Leaders should also ensure that they use their monitoring of the curriculum in all subjects to check that it is being delivered as intended.
- In some subjects, teachers do not have strong enough subject knowledge to be able to model content to pupils accurately, using appropriate resources and the correct language. Leaders should ensure that they identify where teachers need support to develop their subject knowledge, so that they can model accurately to pupils and select appropriate resources and language to enable all pupils to succeed.

## 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.

If you are the school and you are 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>	104039
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10228764
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sophie Garraty
<b>Headteacher</b>	Bernadette Farkas
<b>Website</b>	<a href="http://www.blossomfield.solihull.sch.uk">www.blossomfield.solihull.sch.uk</a>
<b>Date of previous inspection</b>	15 October 2008

## Information about this school

- The school offers wraparound care for pupils at the school.
- The school does not use alternative provision.

## Information about this inspection

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

- 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.
- During the inspection, inspectors carried out deep dives in these subjects: reading, mathematics, art, physical education and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum plans and spoke to leaders about other subjects.

- The inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator and governors.
- The lead inspector spoke to the local authority school improvement adviser who works with the school.
- Inspectors observed some pupils reading to staff. Pupils were observed at lunchtime and on the playground. Inspectors spoke to groups of pupils.
- To evaluate safeguarding, inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- Inspectors considered the 60 responses to the online survey, Ofsted Parent View, including 58 free-text comments. Inspectors spoke with parents at the school gate. The inspectors took account of 29 responses to the online questionnaire for staff. The inspectors also reviewed 56 responses to the pupil questionnaire.

### **Inspection team**

Rachel Henrick, lead inspector	Her Majesty's Inspector
Julie Griffiths	Ofsted Inspector
Susan Hughes	Ofsted Inspector

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