

Inspection of a good school: Oasis Academy Blakenhale Infants

Blakenhale Road, Garrett's Green, Birmingham, West Midlands B33 0XD

Inspection dates: 11 and 12 October 2022

Outcome

Oasis Academy Blakenhale Infants continues to be a good school.

What is it like to attend this school?

Oasis Academy Blakenhale Infants is a large school with a caring ethos. Pupils enjoy coming to the school because leaders and staff have created a safe, pleasant and stimulating environment for them.

The school motto, 'healthy bodies, healthy minds, promising future', reflects leaders' high expectations for all the pupils at the school. Leaders and staff have designed a curriculum that supports pupils' personal and academic development well. From Nursery to the end of Year 2, pupils develop their skills, knowledge and interest in learning. They leave the school well prepared for key stage 2.

Pupils behave well in lessons and during breaks and lunchtime. Relationships between pupils and staff are harmonious. Pupils say that bullying does not happen at the school. Staff encourage pupils to be kind to each other. They are prompt to deal with issues when they arise.

The school has close links with the local community. Leaders encourage parents and carers to get involved in their children's education. The school's community hub provides a range of services to parents and the wider community. Parents value this.

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

Leaders and staff have planned a well-structured programme of learning for children from Nursery to the end of Year 2. In the Nursery and Reception classes, children become gradually familiar with the routines of formal learning. In Nursery, children learn to socialise and to start to make sense of the world around them. Teachers have created an effective programme of personal and social development in Reception. Teachers also plan activities that prepare children well for the key stage 1 curriculum.

In Years 1 and 2, pupils follow a well-planned programme that covers all the national curriculum subjects. Leaders have a good understanding of what pupils need to know

before they leave the school. They use this to good effect in organising the curriculum, ensuring that pupils are ready for their next stages of education.

Teachers make sure that pupils retain what they learn and apply their learning to make further progress. For example, geography lessons start with questions about previous learning. Year 2 pupils revisit Year 1 topics in greater breadth and depth. In mathematics, pupils develop their knowledge step-by-step with frequent revision of key concepts. Teachers help pupils to practise what they have learned.

Teachers use assessment well. They systematically check that pupils have understood what has been taught. When gaps in knowledge are identified, teachers skilfully adapt their teaching to ensure that these gaps are closed.

Pupils behave well in lessons. They enjoy the activities that teachers plan for them. Lessons are calm and purposeful.

There has been a deterioration of the standard of pupils' handwriting following the COVID-19 disruption. The presentation of work in pupils' books in key stage 1 is often poor. Leaders are aware of this issue and are taking appropriate action to address this.

Leaders want pupils to develop a love of reading. Leaders have recently begun a new scheme to teach phonics. Leaders have made sure that staff have received training to deliver the scheme. Teachers are developing their expertise well. Pupils who are having difficulties with learning to read get effective support to keep up. The scheme is having a positive impact. Pupils want to learn to read. They enjoy reading.

The school provides a range of activities to support the pupils' well-being and their personal development. Many pupils attend the clubs that staff run. Pupils can practise athletic skills, racquet skill, gymnastics, team sports and dance. Pupils learn about the rule of law and democracy in personal, social and health education. The school's 'nine habits' code of conduct develops pupils' moral and social awareness.

Leaders and staff are attentive to the needs of every pupil in the school. Pupils with special educational needs and/or disabilities (SEND) receive effective support. The special educational needs coordinator makes sure that staff have accurate information to support pupils' needs. Teachers adapt activities for pupils with SEND. Staff make sure that pupils with SEND can access the full curriculum.

Relationships between leaders and staff are positive. Staff are very appreciative of the way leaders care for their well-being.

The multi-academy trust supports the school well. Governance provides effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff attend training sessions to update their knowledge and raise their awareness of the risks to pupils. Staff are confident to identify and report concerns. Leaders have effective systems in place to follow up any concerns they might have. They support families and work well with external agencies when pupils are at risk of harm.

Leaders have devised robust systems to ensure safe recruitment of staff and the management of complaints.

Teachers make pupils aware of risks they may encounter in their daily lives. They teach pupils how to avoid being exposed to danger. They raise pupils' awareness of the risks that exist online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' implementation of the writing element of the English curriculum is not as effective as it should be. Consequently, many pupils in key stage 1 have difficulties forming their letters accurately. Leaders should ensure that teachers support pupils effectively to develop their writing skills, addressing inaccuracies in letter formation so that pupils can write well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in December 2016.

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](#)' 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

Unique reference number	139120
Local authority	Birmingham
Inspection number	10205185
Type of school	Infant
School category	Academy sponsor-led
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
Principal	Clare Hoods-Truman
Website	www.oasisacademyblakenhaleinfants.org
Date of previous inspection	13 and 14 December 2016, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The hub council provides links with parents and the local community but has no statutory governance role.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the executive principal, the deputy principals, one of whom is also designated safeguarding lead (DSL), the assistant principals and the special educational needs coordinator. The inspector also spoke with the multi-academy trust's regional director of education and national director of education.
- The inspector carried out deep dives in these subjects: early reading, geography and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector checked safeguarding arrangements and school records. The inspector discussed safeguarding policies and case studies with the DSL. He talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice.
- The inspector observed pupils' behaviour at break and lunchtimes and talked to parents at the end of the school day.
- The inspector considered responses to Ofsted Parent View, Ofsted's online questionnaire, including written responses. He also considered responses from staff to their online inspection questionnaire.

Inspection team

Patrick Amieli, lead inspector

Ofsted Inspector

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