

Inspection of a good school: Oasis Academy Short Heath

Streetly Road, Erdington, Birmingham B23 5JP

Inspection dates:

10 and 11 April 2024

Outcome

Oasis Academy Short Heath continues to be a good school.

The principal of this school is Elaine Darnbrough. This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

What is it like to attend this school?

This school is at the very heart of its local community. Pupils experience a compassionate and friendly environment in which they feel safe and can learn well. They are consistently encouraged to develop 'The Oasis 9 Habits' and these are regularly celebrated. Leaders have created a culture in which pupils grow to develop their character and be part of the school community.

Pupils work together very well in lessons. They display very positive attitudes to their learning and the subjects they study. Pupils enjoy breaktimes. They play together well and know the routines. Children in Nursery and Reception show sustained interest in what they do. They enjoy engaging in a variety of activities that help them get ready for further learning.

Pupils live up to the high expectations that the staff have for them. They know if things go wrong, staff will be there to support and guide them. Pupils speak confidently of the help they receive from adults and know who to go to if they need to. They have a variety of opportunities to contribute to the life of the school. Pupils of all ages contribute as well-being champions and represent the school in a wide variety of sports. Older pupils can be part of the mini senior leadership team, who have an active role in school life.

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

Strong and very positive relationships are the distinctive thread in all that this school does so well. There are high aspirations for all pupils. The school has spent time improving the

adaptations in place for those pupils with special educational needs and/or disabilities (SEND). This has improved the experience for these pupils; their parents reflect this as well. Teachers receive detailed information on how to help pupils with SEND and put effective support in place during lessons. When pupils struggle to engage positively with learning for any reason, they are helped to return to what they should be doing as quickly as possible.

The school has a strong set of values and routines that help speedy transitions at unstructured times and a focus on learning in lessons. Staff manage pupils' behaviour fairly and consistently. This helps pupils meet the high expectations for their behaviour. Pupils benefit from the opportunities they have to discuss ideas in lessons. Classrooms are respectful and purposeful spaces in which learning can thrive.

Children in the early years benefit from the well-considered environment, both outdoors and indoors. They enjoy the songs and rhymes that help them learn and develop their confidence. Children make a good start in learning to read. They read books that are matched to the sounds they know. This helps them learn to read quickly and fluently. Teachers deliver the phonics programme with consistency to all pupils. When pupils struggle with reading, they receive extra help. For most, this helps them catch up quickly. Teachers model reading with expression very well with pupils. Pupils have access to a wide variety of texts and enjoy reading.

Pupils do well in English and mathematics. For example, in mathematics, they can make links to their prior knowledge and use this to help them to learn new concepts. Pupils experience a rich and diverse curriculum. This curriculum has been in place for the last year. Teachers select activities well and check carefully on how well pupils make progress in their learning. However, due to the recent nature of curriculum changes, pupils are often not able to build on what they have learned or connect back to key knowledge in other subjects beyond English, mathematics and science.

Pupils have an age-appropriate understanding of healthy relationships. They are taught how to keep themselves safe. This includes understanding risks they may face beyond their own home. Pupils' wider development is threaded through the curriculum, including spiritual, moral, social and cultural aspects. They are aware of fundamental British values and enjoy the opportunities they have to take a lead within the school. Pupils feel listened to and know that they have a say in their school.

The trust supports and checks on the work of the school well. Leaders at all levels are aware of what the school needs to improve. They are reflective and clear in their drive for improvement. Staff enjoy working in a close-knit team and know their workload and well-being are always considered by leaders. The school and hub councillors work together to support the wider community, which includes engaging with a range of external agencies to support pupils and their families.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The recent curriculum changes in all foundation subjects are in the earlier stages of implementation. Consequently, pupils cannot consistently recall what they have learned in these subjects over time. The school should ensure that pupils are able to know and remember the key knowledge they are taught in the foundation subjects.

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 second ungraded inspection since we judged the school to be good in October 2014.

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	139125
Local authority	Birmingham
Inspection number	10322846
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	468
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor OBE
CEO of the trust	John Barneby
Principal	Elaine Darnbrough
Website	www.oasisacademyshortheath.org
Date of previous inspection	12 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Oasis Community Learning.
- The school does not use any alternative provision.

Information about this inspection

- 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. 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 principal, hub councillors, representatives from the trust, other senior leaders, subject leaders, teachers and pupils. The inspector also talked informally to pupils and staff to gather general information about school life.
- The inspector carried out deep dives in early reading, mathematics and music. 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.

- 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 reviewed the personal, social, health and economic education curriculum plan, spoke with leaders and visited the breakfast club.
- The inspector looked at records and spoke to staff in relation to attendance, behaviour and bullying.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- The inspector took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

Inspection team

Richard Wakefield, lead inspector

His Majesty's Inspector

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