

# Oasis Academy, Enfield

Kinetic Crescent, Innova Park, Enfield, EN3 7XH

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The Principal, supported by leaders and governors, has acted with determination to secure improvements in teaching and students' achievement. The school's capacity to improve further is strong.
- There have been sustained improvements in standards at GCSE in English and mathematics. The proportion of students achieving five or more GCSE examinations at grades A\* to C, including English and mathematics, was above average in 2014 and this is set to be sustained.
- Teachers use skilled questioning to support and extend learning so that students make rapid progress. The gap between the achievement of disadvantaged students and that of their peers is narrowing fast as a result of good teaching.
- Achievement is good: students make good progress from their below-average starting points and achieve well across a broad range of subjects.
- Behaviour and safety are good. Attitudes to learning have developed well and contribute to good achievement in lessons. Students feel safe in school, and are confident in adults' ability to deal with any concerns they raise.
- Students' spiritual, moral, social and cultural development is promoted strongly through a wide range of purposeful learning experiences, both in and out of the classroom.
- The sixth form provision and leadership are good. Students value the inclusive nature of the sixth form and benefit from the appropriate range of practical and academic courses provided. As a result, standards in the sixth form are rising rapidly.
- Governors offer strong challenge and support for senior leaders. They monitor regularly the impact of actions taken by the school to improve teaching and raise achievement.

### It is not yet an outstanding school because

- Teachers do not always provide the high-quality guidance students need about how to improve their work.
- Not all teachers ensure that the most-able students have regular opportunities to deepen their learning in lessons.
- Poor presentation coupled with uncorrected or incomplete work is not always challenged by all teachers.
- Not enough students achieve the top grades in science, in particular, the most-able.
- Sometimes, in science classes, teachers are not sharp enough at checking students' progress in lessons and adapting their teaching accordingly.

## Information about this inspection

- Inspectors observed 39 part-lessons, four of which were observed jointly with school leaders. In addition, inspectors scrutinised students’ books and looked at how students were learning across a range of subjects.
- Meetings were held with three groups of students, four governors, including the Regional Director for Oasis Community Learning, the leader of the Oasis Academy Improvement Team, and school staff.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s attainment and progress information, planning and monitoring documentation, the school’s improvement plan and self-evaluation summary, the safeguarding policies and behaviour and attendance records.
- Inspectors took account of the 31 responses to the online questionnaire, Parent View, and the 34 responses to a staff questionnaire.
- Inspectors talked to students about the school’s work and listened to some students read.

## Inspection team

Nasim Butt, Lead inspector	Additional inspector
Michael Elson	Additional inspector
Susanne Staab	Additional inspector
Kewal Goel	Additional inspector

## Full report

### Information about this school

- The academy is slightly larger than the average-sized secondary school. A new sixth form was opened in September 2012.
- The academy, established in September 2007, is part of Oasis Community Learning and has a distinctive Christian ethos but accepts students from all religious backgrounds. All Oasis schools nationally belong to the Oasis Multi-Academy Trust, governed by the Oasis Community Learning Board.
- The proportion of students eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals or in the care of the local authority, is higher than the national average. The majority of students currently at the school are in receipt of this funding.
- The largest groups of students come from White British, White Other and Black African/Caribbean heritages.
- The proportion of students who speak English as an additional language is well above the national average, but few are at the early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- A few students attend off-site education provision for one day a week to study for a course in construction at Enfield College.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The current Principal commenced his post in January 2015.

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

- Improve teaching by ensuring that:
  - all students receive high-quality marking and feedback across the school so that they are always clear about what they need to do to improve their work
  - all teachers give the most-able students regular opportunities to deepen their learning, and move these students on to more challenging tasks when they are ready
  - all teachers insist on good presentation of work and ensure that no student leaves work uncorrected or incomplete.
- Raise achievement in science by:
  - focusing on increasing the percentage of GCSE A\* to A grades achieved by all students, particularly for the most-able students
  - ensuring that all teachers check regularly on students' progress in lessons and adapt their teaching when needed so that more students make rapid progress.

## Inspection judgements

### The leadership and management are good

- The Principal has successfully created an ethos of high expectations and commitment to improvement, where teaching and students' behaviour are good. Teachers are very positive about the changes brought about by the current leadership team and the support they have received to improve their teaching.
  - Teaching is improving rapidly because leaders have created a culture of openness and a willingness to learn from each other. For example, they have established school improvement groups where staff share ideas on how to improve specific aspects of teaching, including assessment, marking and feedback. As a result, students are making good progress across a wide range of subjects.
  - Leaders have put in place robust systems to monitor the quality of teaching across the school. As a consequence, their evaluation of the quality of teaching is accurate and is used well to make improvements. They closely monitor the progress, attendance and behaviour of students attending the off-site provision.
  - The detailed analysis of progress information and a clear focus on reducing gaps in achievement between different groups of students through successful support arrangements are evidence of the school's good promotion of equal opportunities. The school effectively fosters good relationships and tackles discrimination robustly. The school's use of the pupil premium funding, for example, through focused group tuition, is effective in reducing the gap between the performance of disadvantaged students and that of others in the school and nationally.
  - Middle leaders are increasingly effective in using accurate self-evaluation to inform their subject improvement planning. Leaders recognise that achievement and teaching in science are not as strong as they are in English and mathematics. The new subject leader for science now has the support needed to make rapid improvements in the quality of teaching and to raise students' achievement.
  - The management of teachers' performance is robust and identifies the skills they need to improve. This is used to plan appropriate professional development. Effective practice within the school, and in other schools that are part of the Oasis Multi-Academy Trust, has been shared well to improve teaching that previously required improvement.
  - Students are well prepared for life in modern Britain, partly as a result of the rich and varied curriculum that caters well for their needs. A good range of practical and academic courses ensures that students gain the key skills they need for further training, education and employment. In addition, the school provides a wide range of extra-curricular activities, ranging from sports to music and drama, that cater for all interests and abilities. This, coupled with rich opportunities to discuss and debate important issues of the day, for instance, in the daily 'Family Learning Time' sessions, successfully promotes students' spiritual, moral, social and cultural development and consolidates their understanding of British values.
  - The school provides a range of effective guidance to students when they are making decisions about the next stage in their lives. Students in Year 8, for example, recognise the value of this advice and enjoy the positive relationships they have with staff which ensure they are well informed about their Key Stage 4 options.
  - The improvement advisor, appointed by the Oasis Multi-Academy Trust, has supported the school's own self-evaluation and provided helpful moderation for their quality assurance activities.
  - The school's safeguarding and child protection arrangements fully meet statutory requirements. Highly skilled practitioners work with parents and a range of external agencies to ensure that students are kept free from harm.
- **The governance of the school:**
- Governors have been successful in securing strong leadership of the school after a brief period of turbulence. Members of the Academy Council have considerable professional experience, such as in education, finance and building.
  - Governors describe their 'determination and resilience to move the school forward' which is evident in their practice. They are receptive to training and have an accurate understanding about the quality of teaching and the school's outcomes compared to national ones.
  - Governors meet frequently to assess the school's progress using a range of performance measures on teaching, achievement, behaviour and attendance. The academy improvement team undertake focused reviews of the school's work and provide clear recommendations. The outcomes of this process are used well by governors to hold leaders to account.
  - Governors skilfully evaluate whether additional funds are spent effectively and ensure that teachers are rewarded only when better progress is evident. For example, last year, some staff did not move up the

pay scale after careful scrutiny of every teacher's performance. Governors fully support the Principal's actions to eradicate poor teaching.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good, including at the off-site provision. There is mutual respect between students and their peers and with adults. These positive relationships motivate students to achieve well.
- Students display a positive attitude to learning, reflected in a strong desire to learn. As a result, they respond well to the high expectations of their teachers. In the few instances where expectations are not high enough, there are occasional interruptions to learning resulting in some students not making enough progress in lessons. This is why behaviour is not outstanding.
- Since the school began its own internal programme of exclusion this year, very few students have been permanently excluded. The few short, fixed-term exclusions which have happened have been successful in improving individual students' behaviour, with the result that it is rare for a student to be excluded on more than one occasion. School records show that the number of negative behavioural incidents has decreased significantly since January of this year.
- Students are proud of their school and come smartly dressed and ready to learn. Movement between lessons is mostly sensible and considerate of the needs of others. During break and lunchtime, students mostly mill around in groups and mix well with each other. Students are courteous to adults and visitors and willingly give honest replies to questions asked of them.
- Attendance is broadly average. The school analyses absences carefully and has good arrangements in place to support the improvement of some students' attendance, for example, those of White British heritage. There is clear evidence of the positive impact of these strategies, partly reflected in the rise in achievement of this key group.

### Safety

- The school's work to keep students safe and secure is good. Almost all parents who responded to the online questionnaire agreed that this is the case. Attendance at the off-site provision is closely monitored.
- Good provision is made by the school for students to discuss potential risks, including gang culture, extremism and sexual exploitation, in a safe environment. As a result, awareness is raised and students are equipped to make good choices about personal safety. The school's approach to online safety is robust: students know how to recognise and report abuse.
- Students say that they feel safe and that bullying is rare. Records show that there have been rare instances of the use of homophobic and racist language. Where these have occurred, they have been reported and recorded. Students involved have then reflected on the impact of this language, as the perpetrator or the recipient. This approach has helped students to develop respect and tolerance.
- All staff receive regular, up-to-date training and are clearly aware of the correct procedures to follow if they have any concerns about safeguarding, including potential grooming and radicalisation.

## The quality of teaching is good

- Teaching is good. Changes in staffing, alongside strong focused coaching and development for staff, have resulted in an overall improvement in the quality of teaching. This is contributing to an increase in the rate at which standards are rising.
- Teaching throughout the school is characterised by good-quality questioning that encourages students to develop their thinking. Teachers structure lessons so that there is an interesting blend of activities along with time for students to review their work.
- There is a positive rapport between students and teachers. Teachers and support staff provide a safe environment in which students are comfortable to share their thoughts and opinions. As a result, they are able to discuss topics from different perspectives, work collaboratively in groups and pairs, and express themselves well.
- When teachers' expectations are high and supported by good modelling, students respond positively and engage purposefully with their learning. For example, in a short period, less-able students studying mathematics learned how to work out the algebraic rule for a set of sequences and then proceeded to perform the reverse operation.
- Most teachers use information about the progress students are making skilfully to close the gaps in their knowledge, skills and understanding. They design lessons which address the gaps and build on the

knowledge already gained. Occasionally, however, teachers do not give the most-able students enough opportunities to deepen their learning and move them on to more challenging tasks when they are ready.

- The teaching of mathematics and English has been strengthened through changes in staffing and training; as a result, students in these key subjects are making good progress. This is evidenced in students' books and through the results of the regular assessments and tests that students undertake.
- Additional support, such as small group tuition, is provided for many students who join the school with well-below-average standards in literacy. These sessions are effective in helping students to make rapid progress, especially in reading.
- Teachers regularly mark students' work and offer feedback. However, the guidance that teachers provide is sometimes too general and not helpful in driving learning forward. Occasionally, further opportunities are lost for students to make stronger progress as a result of a few teachers not challenging poor presentation and students' incomplete or uncorrected work.

### The achievement of pupils

**is good**

- Students enter the school with standards in English and mathematics that are below the national average. By the end of Year 11, their attainment is broadly average in these key subjects, indicating good achievement.
- In 2014, the proportion of students attaining five A\* to C grades, including English and mathematics, was above average. The school's achievement information shows that current Year 11 students are on track to sustain this. Students' progress has been particularly strong in English, partly because of a sharper emphasis on the teaching of reading and writing skills, which are often low when students join the school.
- The school has analysed in detail the reasons why last year some students who joined the school with average levels of attainment made less progress in mathematics than they did in English. Appropriate targeting this year is driving forward the achievement of this group of students in mathematics in Years 10 and 11. The school has entered some students early for GCSE mathematics to enhance their engagement, and most have already achieved the top A\*/A grades.
- The attainment of disadvantaged students at the end of Year 11 in 2014 was almost a grade behind their peers in school in English, and just over a grade behind in mathematics. The attainment gap with other students nationally was one third of a grade behind in English, but a whole grade behind in mathematics. Extensive additional support is ensuring this group of students – who comprise just over half the cohort – is continuing to close achievement gaps with their non-disadvantaged peers.
- The most-able students make good progress in English and mathematics, but only steady progress in science. Teachers do not always check students' progress well enough in science lessons and adapt their teaching accordingly. This results in some students, including the most-able, not making maximum progress. Although still below average, a higher proportion of Year 11 students are on track to achieve the top A\*/A grades in science this year. Moreover, some White British and Black African students underachieved in science last year. Both groups are now making reasonable progress in this subject as a result of improved teaching.
- Students achieve well in humanities and languages, where progress, as in English and mathematics, is above that seen nationally, including for less-able and disadvantaged students. Students' work in books analysed by inspectors supports the school's judgement that students are making good progress in these subjects across the school.
- Disabled students and those with special educational needs make good progress, in line with that of their peers. Teachers and teaching assistants use learning resources effectively to meet their needs. Progress is also rapid for the few students at the early stages of learning English. Good teaching along with effective additional support gives them the confidence they need to engage purposefully with their learning.
- Appropriate arrangements have been made for a few students to study construction at a local college for one day a week. The progress of these students is closely checked and they have all gained the qualification indicating good achievement.

### The sixth form provision

**is good**

- Students enter the sixth form with standards that are broadly average. As a result of good teaching across a range of subjects, they make good progress. Students' progress is particularly strong in practical subjects which prepare them for the world of work.
- The sixth form is well led and managed and leaders have a clear and accurate picture of the strengths

and areas for development. Leaders have been successful in ensuring that the large majority of students leave Year 13 to go on to further education; 75% of these are disadvantaged students.

- In many lessons, students make decisions and take responsibility for their own learning, which leads to greater understanding and enhanced achievement. Teachers are adept at probing students' understanding by providing frequent opportunities for students to think and reflect at a deep level.
- The curriculum is varied and well matched to the needs of students. This includes the introduction of practical courses such as applied science targeted for less-able students. This is allowing more students to continue onto appropriate post-16 education.
- Students receive effective guidance before joining the sixth form. As a result, students choose appropriate courses and the number staying on to Year 13 is improving quickly.
- Those students who do not gain a grade C or better in English and or mathematics at Key Stage 4 are well supported and most now make good progress to gain these or equivalent qualifications.
- There is effective support in place for students, including high-quality advice and guidance provided to help them achieve their next steps in education.
- Behaviour in the sixth form is exemplary. Students have well-developed attitudes to learning which enable them to lead their own learning effectively and safely during times when they have private study.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134311
<b>Local authority</b>	Enfield
<b>Inspection number</b>	448867

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,050
<b>Of which, number on roll in sixth form</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Breslin
<b>Principal</b>	Neil Hassell
<b>Date of previous school inspection</b>	2–3 March 2010
<b>Telephone number</b>	01992 655400
<b>Email address</b>	admin@oasisenfield.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)  
Textphone: [0161 618 8524](tel:01616188524)  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

