

# Oasis Academy Enfield

## Inspection report

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<b>Unique Reference Number</b>	134311
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	345501
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Carmen Rodney HMI

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

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<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	544
<b>Appropriate authority</b>	The proprietor Mr Jonathan Dutton
<b>Headteacher</b>	Mr John Walton
<b>Date of previous school inspection</b>	2 March 2010
<b>School address</b>	Kinetic Crescent Innova Park Enfield
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Approximately 50% of the time was spent looking at learning. Altogether, 31 lessons were observed and 30 different teachers were seen. A telephone conference was held with the chair of Oasis Community Learners and the chair of the academy council. Meetings were held with a few parents, groups of students and various members of the senior team and middle managers. The inspectors observed the academy's work, and looked at a range of policies including equal opportunity, disability, safeguarding, and anti-bullying and community cohesion. They also looked at the academy's development plan and analysed 196 parental questionnaires as well as 89 from students and 22 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the academy's work to improve students' progress and the extent to which it meets the needs of all groups of students
- the impact and use of the tracking system on achievement
- the extent to which leadership and management at all levels are embedding the vision and have the capacity to secure further improvements.

## Information about the school

Oasis Academy Enfield opened in September 2007 with 180 Year 7 students. With three year groups on roll, the academy is smaller than the average sized secondary school. The academy is part of Oasis Community Learning with a distinctive Christian ethos which accepts students from all religious backgrounds. The academy serves an ethnically diverse community. The largest groups of students are from White British background, Turkish descent and African and Caribbean backgrounds. The proportion of students for whom English is not their first language is well above average but few are at the early stage of learning English. The proportion of students entitled to free school meals is high. The academy has provided specialism in Enterprise since 2007 but plans to seek another designation. The academy is heavily oversubscribed and when full will have 1150 students. A sixth form is planned and will open in September 2012. In 2008, the academy gained the Healthy Schools Award and the Specialist Schools and Academies Trust (SSAT) Award as the "RM school of Talent".

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Oasis Academy Enfield is a good school, and within this category it has a number of outstanding features. This message comes across strongly from staff and virtually all students and parents who responded to the different questionnaires on the academy's provision and effectiveness. One parent summarised the essence of the academy's achievements by writing, 'It is working extremely hard to drive up standards and create a wide and exciting curriculum. My child often comes home and says, "I've had a good day".' The academy has a very special partnership with parents and the vast majority embrace all that it offers to their children. In particular, they recognise that the 'excellent learning experience' allows their children to 'flourish and is effectively preparing them for the next stage in life'.

The curriculum is distinctive and provides students with excellent opportunities to experience different pathways from as early as Year 8. It helps them to excel in some aspects of their personal development and it promotes good progress. There is very strong evidence of it inspiring and motivating students to do very well. One boy summed it up by saying that 'the experience gives us that extra push to be what we want to be'.

Outstanding care, guidance and support contribute to highly effective preventative work and transition to the academy all of which lead to students making good and often better progress. This is linked to the unique and tightly structured pastoral and academic structures and the outstanding provision for students' moral, social, cultural and spiritual development which give students a sense of belonging as they are shepherded by Learning Guides within the Learning Family system. Students and parents rightly see Oasis Enfield as a 'big family' where everyone respects each other, 'work together and succeed together'.

Academic attainment is satisfactory overall and achievement is good. Students enter from a low base and achieve well because there is a culture of high expectations. This is supported by good teaching and rigorous use of monitoring to ensure that weaknesses are identified and support given so that students can meet expectations. All of this provides a solid basis for future learning. While most students reach and many exceed their targets, excellent teaching practices and consistent use of assessment are not fully embedded. Furthermore, the monitoring of teaching and learning is not always incisive to ensure better outcomes. The academy has identified further changes to develop teaching and monitoring as priorities for further improvement and readily acknowledges that the best practice is not yet shared as effectively as it might be.

The principal gives an exemplary lead in all areas of the academy's work and is very well supported by the senior team, middle managers, staff and the excellent governing body.

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He ignites their passion for high achievement and as a result, middle managers describe their work as 'dynamic' and 'exciting' because the academy is 'on the threshold of changing students' lives'. This has been possible because the principal and staff work together as a team and there are clear lines of accountability at all levels from the governors through to the student council. The academy's commitment to further improvement is illustrated in its approach to championing equality of access and achievement for all students. A good example is its use of data to measure the gap between groups of students and the actions taken to narrow this. The academy knows its strengths and weaknesses well. This knowledge when combined with the innovative partnership work and in-depth development planning ensure that its capacity for further improvement is good and improving.

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

- Spread the benefits of consistently good or better teaching and learning widely so that students can make even better progress by:
  - developing teachers' skills to seize available opportunities to give students longer and uninterrupted time to (a) develop their learning either through using talk to explore it or (b) independently reflect on their learning
  - building on the use of assessment to help students know how to improve their work
  - ensuring students always take pride in valuing and presenting their work.
- Focus the monitoring of middle managers on what constitutes good teaching to enable them to provide incisive targets to accelerate students' progress further.

### **Outcomes for individuals and groups of pupils**

**2**

Students begin the academy with below average skills, and attainment on entry in the current Year 7 is well below average. Nevertheless, despite their low starting points, they make good progress and attainment is average with a significant minority obtaining above average results in the reliably and externally moderated tests. The academy is successful in helping different group of students achieve more rapidly because of the targeted use of intervention programmes and the rigorous use of tracking data to monitor progress. For example, gaps in attainment have narrowed for students of Turkish descent, those with special educational needs and or disabilities and those entitled to free school meals. The academy is constantly vigilant when tracking progress to ensure that groups all groups can constantly meet expectations. For example, steps have been taken to ensure that White British students perform well as their peers. All other groups, including children in care and those of African and Caribbean heritage buck the trend for their groups nationally.

All of this has been possible, because the academy has created an excellent environment for learning where students have a zest for knowledge. Above average attendance, students very positive attitudes and good and sometimes exemplary

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behaviour in lessons lead to them making good progress in their learning. This is because they listen well, persevere with their work and cooperate very well with each other and their teachers. These skills are well supported by the curriculum and the development of students' competencies such as resourcefulness, resilience and reflection, all of which underpin the academy's work and the specialism. This was well illustrated when Year 7 students successfully grappled in mathematics with concepts of probability.

Students respond well to the high quality care and appreciate the protectiveness of the staff whose vigilance extends beyond the academy even when they are travelling home. Students are secure and understand the requirements of keeping safe in lessons, around and beyond the academy. Students' strong awareness of right and wrong leads to them knowing the consequences of their actions. Consequently, incidents of bullying and racism are rare within what students described as 'a big family' where there are 'no proper arguments'. A strong sense of kinship permeates this ethnically diverse academy and students' awareness of others extends beyond it. For this reason, their contribution to community work is outstanding. All students have a responsibility which provides them with the opportunity to develop workplace and enterprise skills. For example, they are heavily involved in decision-making and use their voice to critique the quality of provision. As a result, the academy turns out young people who are polite and mature beyond their years.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Relationships between staff and students are very positive, a point identified by students as being a characteristic of teaching at the academy, and one which is pivotal to their learning. This contributes to students being attentive and industrious in lessons. Teachers' good subject knowledge, meticulous planning and effective use of well-timed activities and resources, such as interactive presentations ensure that there is good pace. In the outstanding and good lessons, learning needs were fully met. Teaching strategies, including highly effective questioning, short interim assessments and discussions backed up by theory and demonstrations of worked examples of students were expected to achieve were well balanced and used to stimulate students. In these lessons, there was a good buzz because teachers knew how to bring the best out of students. Learning was highly effective and students were resourceful, reflective and confidently demonstrated the ability to develop their own lines of enquiry. However, these features are not always consistent. In satisfactory lessons, independent exploration was not evident, teachers talked for too long and work was not carefully matched to students' learning needs.

Assessment procedures are thorough but teachers' good knowledge of students' progress is not always used consistently well in planning. Target setting is used regularly to involve and motivate students in their learning but marking is not always detailed to provide sufficient guidance for the next steps to improve their work. Whilst students critically evaluate their work and others, this practice is not consistent across this curriculum.

The outstanding and innovative curriculum offers a range of courses that meets students' needs and aspirations very well. The curriculum has excellent breadth and successfully brings together activities to develop personal skills and academic knowledge and skills. The 3Es - Extend, Enrich, Embed - and the 'immersion' activities give students excellent opportunities to try something new and develop self knowledge about their own capabilities as seen during the immersion day on day two of the inspection. For example, in the Trip in, Trip Out, while Year 7 students were engaged with finding out about the natural world at London Zoo, those in Year 9 delved into pertinent issues around gang culture that affect communities locally and nationally and Year 8 students explored the concept of peace. The specialism is helping to drive and develop the curriculum effectively. The excellent range of clubs and partnership work extends the academy's influence into the local community and business world to enrich and draw on expertise in areas such as technology.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers at all levels have a passion for students to succeed and the vision for high achievement permeates through all levels. Governance is outstanding. The two arms of governance - Oasis Community Learning and the local academy council acquit themselves very well in keeping the school under review and in meeting the requirements for safeguarding and equalities. Highly effective team work and extremely well structured remits provide clear direction for the academy's work. This enables leaders and managers to focus more sharply on the day-to-day management of the academy. The strong systems of accountability ensure that no student will fail expectations; they are expected to achieve against all odds. Outstanding partnership work with parents and significant partners within and outside the school is central to the academy's ethos. The 'hub' of support around students is outstanding with all staff working tirelessly to eliminate barriers to learning and promoting equality of opportunity. The principal provides clarity of direction and he values everyone's contributions to the academy's effectiveness. The academy uses its resources well to ensure that it provides good and improving outcomes and good value for money. The very good investment in professional development informs strategic planning and middle managers make very good use of the opportunities available to extend their studies, research and develop new practices in the academy. Forward planning is therefore well-thought out as is the recruitment and retention of staff. The academy promotes community cohesion well in all areas of its provision though it acknowledges that international and national work is not as extensive as it might be.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

Approximately one third of parents returned questionnaires and a few met and spoke with the lead inspector. The vast majority are overwhelmingly pleased with the academy's achievements. They spoke highly about the impact of the rich curriculum, high quality care, guidance and support in shaping and developing their children. Criticisms were few and when made were constructive. Concerns around healthy lifestyles related mainly to the cost of meals and inspectors are satisfied that this matter is being discussed by the academy. The few concerns about behaviour and meeting individual needs are not supported by the inspection evidence.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oasis Academy Enfield to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 194 completed questionnaires by the end of the on-site inspection. In total, there are 544 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	42	104	53	8	4	0	0
The school keeps my child safe	91	46	96	49	8	4	0	0
The school informs me about my child's progress	118	60	70	36	5	3	3	2
My child is making enough progress at this school	83	42	99	51	12	6	2	1
The teaching is good at this school	74	38	113	58	5	3	0	0
The school helps me to support my child's learning	71	36	109	56	10	5	2	1
The school helps my child to have a healthy lifestyle	61	31	114	58	14	7	4	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	36	99	51	5	3	3	2
The school meets my child's particular needs	59	30	110	56	15	8	4	2
The school deals effectively with unacceptable behaviour	72	37	96	49	15	8	9	5
The school takes account of my suggestions and concerns	58	30	119	61	10	5	1	1
The school is led and managed effectively	73	37	112	57	2	1	1	1
Overall, I am happy with my child's experience at this school	98	50	87	44	7	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Thursday 4 March 2010

Dear Students

Inspection of Oasis Academy Enfield, Essex, EN3 7XH

Thank you for taking part in the inspection. We very much appreciate your help in completing the questionnaire and talking to the inspection team about your work and life at the academy. We were very impressed with your maturity, behaviour and positive attitudes to learning.

There is no doubt that you attend a good school that has a number of outstanding features. You are right to be proud of the achievements because the academy has achieved so much in its short history. The quality of learning and progress is good and a small minority of you make excellent progress. As the first cohort, Year 9 students have shown that diligence and perseverance can make a difference. The test results show that they have exceeded all expectations to reach average standards because you strive to do your best and many of you are taking some examinations early; your behaviour in lessons is good and sometimes exemplary and overall, you respond well to the good teaching. Teachers check your progress regularly and make sure that you are meeting your targets and they use very good strategies to support your learning. It is clear that you enjoy academy life and this is evident in your good attendance and desire to be in lessons all of the time especially when you have the immersion days as we experienced.

The academy is creative and has provided you with some outstanding provision in relation to the curriculum and the quality of care provided. This is really first-class provision which you love as it is helping you to develop a very wide range of skills. It is also helping you to begin thinking about your future beyond Year 11 and the sixth form. The experiences you have are so rich that you were unable to point to any tangible change that you would like. However, the principal, other leaders and staff are committed to improving the academy further and because they do not stand still, they know what needs to be done. They agree with the inspectors that there are two main areas for improvement. The first is to develop teaching more so that you can make even better progress. You can help by taking more pride in your work and presentation. The second area is to ensure that all middle managers can improve the academy's achievement by being very thorough when they monitor and evaluate the quality of teaching and learning.

Within this positive and stimulating environment, you are confident and ambitious. We hope that you will go on to realise your dreams.

Yours sincerely

Carmen Rodney

Her Majesty's Inspector

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