

# Oasis Academy Shirley Park

## Inspection report

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<b>Unique reference number</b>	135968
<b>Local authority</b>	Croydon
<b>Inspection number</b>	381991
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	John Daniell 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>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1519
Of which, number on roll in the sixth form	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Fuller
<b>Headteacher</b>	Glen Denham
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Shirley Road Croydon CR9 7AL
<b>Telephone number</b>	020 86560222
<b>Fax number</b>	020 86561474
<b>Email address</b>	admin@oasisshirleypark.org

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<b>Age group</b>	3–19
<b>Inspection date(s)</b>	22–23 February 2012
<b>Inspection number</b>	381991



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## Introduction

Inspection team

John Daniell	Her Majesty's Inspector
Catherine Beeks	Additional inspector
David Thomas Hatchett	Additional inspector
Sa'ad Khaldi	Additional inspector
Josephine Lewis	Additional inspector
David Turner	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 38 parts of lessons taught by 37 teachers. In addition, inspectors visited a number of lessons briefly, to focus on specific aspects of teaching and learning. Meetings were held with senior and middle leaders, members of the governing body, and different groups of pupils and students, including those whose circumstances may make them more vulnerable to underachievement. The inspection team scrutinised a wide range of evidence including academy improvement planning documentation, records of behavioural incidents, attendance data and academy policies. Discussions also took place with parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and also analysed the responses to 202 questionnaires received from parents and carers and others completed by staff, pupils and students.

## Information about the school

Oasis Academy Shirley Park opened in September 2009. The academy was created following the amalgamation of three schools, two of which were underperforming. It is larger than the average-sized school and operates from three different sites. The secondary phase houses a sixth form which opened in September 2011. The academy has a specialism in English and creative and visual arts and is over-subscribed. There are more boys on roll than girls. The proportion of learners known to be eligible for free school meals is twice the national average and nearly 75% of learners are from minority ethnic groups. The proportion of learners who speak English as an additional language is well above average. The proportion of disabled learners and those with special educational needs is well above average. The academy meets the current floor standard at the end of Key Stage 4 set by the government, which determines the minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a satisfactory academy. Since its inception in 2009, it has demonstrated noticeable improvement. Most parents and carers, and the large majority of learners who offered their views, are positive about the academy’s work.
- Achievement is variable between different key stages. Results in GCSE and other examinations have risen sharply since 2009 and students make good progress by the end of Key Stage 4. Attainment of pupils at Key Stages 1 and 2 is low and historical data indicate that pupils at Key Stage 2 have been underperforming. Support for disabled learners and those with special educational needs is effective so that those with a higher level of need make better progress than similar students nationally at the end of Key Stage 4. The new sixth form is good.
- Teaching is satisfactory overall. In the more effective lessons, teachers make smarter use of information available on learners’ needs to plan lessons which secure more rapid progress. In some instances, marking is less helpful to learners than it might be, because it does not show them how to improve.
- Most learners behave well, but behaviour is better in the primary phase than the secondary. Responses from parents and carers and students to questionnaires indicate that some lessons are adversely affected by low-level disruptive behaviour. Inspectors found this to be the case, particularly in lessons where planning was weaker, resulting in a greater lack of engagement by students. Most learners say they feel safe in school and attendance has risen to be broadly in line with the national average.
- Astute leadership has been a key factor in creating a cohesive and caring community where the profile of achievement for all, no matter what their background, has been raised. Significant improvement has taken place since 2009 with regard to improving behaviour and attendance, and in developing the quality of teaching. Systems for monitoring the academy’s performance are embedded. The curriculum for older students is well planned and creates a choice of routes to meet their needs. In the primary phase, the good use of commercial programmes to raise levels of literacy and numeracy is starting to demonstrate a positive impact on pupils’ levels of attainment.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

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

- Increase the proportion of pupils who make two levels of progress in English and mathematics between Years 3 and 6 by:
  - embedding the literacy and numeracy programme
  - strengthening data analysis to target pupils at risk of falling behind, particularly those of average ability.
  
- Increase the proportion of good and better teaching by:
  - ensuring all teachers make effective use of information available on pupils and students when planning lessons, so that the needs of all are met
  - eliminating low-level disruptive behaviour in the secondary phase
  - ensuring all teachers mark work regularly and that marking is developmental in focus, indicating clearly the steps learners need to take, to progress to the next level of attainment.

## Main report

### Achievement of pupils

Achievement is satisfactory overall. In the majority of lessons observed, pupils and students display positive attitudes to learning. The progress learners make over time is improving, but is less rapid at Key Stage 2.

Children enter the Early Years Foundation stage with skills which are well below those typically found at their age. Good provision ensures children's attainment on entry to Year 1 is broadly average. Children make good progress based on their low starting points.

In the primary phase, pupils' attitudes to learning are good and they participate in lessons with enjoyment. Although all groups of pupils make less progress than similar groups nationally in reading, writing and mathematics, and attainment at the end of Key Stage 1 is low, there is a rising trend of improvement over time. The proportion of pupils who read at the expected level is lower than the national average. However, since September 2011, due to the implementation of structured, targeted intervention in literacy, and robust and regular monitoring, pupils are making better progress. The picture is similar in writing and mathematics. At Key Stage 2, attainment, including reading, is low for all groups of pupils in all subjects, but current data indicate that intervention strategies are having a positive impact on progress. In the past, pupils of average ability have not achieved their targets. Academy data indicate that the current Year 6 pupils are predicted to meet the floor

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standards in English and mathematics.

Achievement has improved in the secondary phase and is good overall. Students' prior attainment on entry is significantly below the national average. The proportion of students achieving 5 or more A\* to C grades including in English and mathematics increased from 46% in 2010 to 51% in 2011. This remains below the national average, but current available data, some of which is based on examination results already banked in mathematics, indicate that attainment is set to rise further in 2012. All groups of students make better progress in Key Stage 4 than similar groups nationally, including boys, those known to be eligible for free school meals, those who speak English as an additional language, disabled students and those with special educational needs. Gaps in attainment are narrowing for all groups. A smaller proportion of parents and carers of secondary-age students responded to the questionnaire, but most were satisfied with their children's progress. In a Year 8 Spanish lesson on food and drink, students made better than expected progress because they were challenged through activities which were well-matched to suit their needs. They were heavily engaged in their learning and set themselves and their peers challenging targets and assessed each others' performance effectively.

It is too early to judge achievement in the sixth form clearly. Students' starting points are slightly lower than typical, but internal data indicate that students are making good progress in responding to their challenging targets. The quality of learning observed in lessons was good and better. Students and their parents and carers speak positively of the provision and no concerns were raised.

Case studies provided by the academy on how it supports learners with special educational needs or those who face challenging circumstances, demonstrate the highly effective work carried out in the primary phase 'Willow Base' and in the secondary phase 'Ozone' provision. These well-targeted intervention strategies have helped to secure positive outcomes for learners and increased their self-esteem.

## **Quality of teaching**

Teaching is satisfactory overall. It varies considerably with much that is good and a little which is inadequate. The majority of parents and carers who responded to the questionnaires justifiably expressed satisfaction with the quality of teaching, as did pupils and students.

In the Early Years Foundation Stage, good quality care provides a welcoming, secure environment where children feel safe and happy and, consequently, are eager to learn. The nursery environment provides a stimulating place to learn. The introduction of team teaching has enhanced the provision because it makes good use of adults' strengths, and has established very good relationships between them and the children. An engaging session in Reception based on pirates, required the children to paint a treasure map which developed their understanding of colour and their hand/eye coordination.

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In the primary phase, the improved teaching of literacy is developing pupils' reading and communication skills. Across the academy, relationships between teachers and learners are good. Teachers demonstrate secure subject knowledge and include a range of activities in their planning for learning. Where learning is more effective, teachers' high expectations are matched by skilful assessment which takes account of pupils' and students' prior learning. Consequently, lessons are suitably planned to engage and support learners. Teachers' effective questioning skills are often probing and challenge learners to extend their thinking, prior to being expected to answer. Additional adults in the classroom are usually well deployed to consolidate learning for disabled learners or those who have special educational needs. However, in the many remaining satisfactory lessons, teachers are not all making best use of learners' capabilities when planning for learning. Consequently, the teaching is not always well-matched to learners' needs and the rate of progress stalls. These teachers tend to spend too much time talking and not checking for understanding, which leads to learners playing a more passive role in the learning process. Weaker teaching sometimes triggers low-level disruptive behaviour and when learners begin their follow-up work, they require considerable supervision to remain on task. Teaching in the sixth form is characterised by strong subject knowledge and a secure development of students' independent learning skills.

Marking of work is regular, but the quality varies within and between subject areas. Teachers focus on learning in their assessment of work, and the best make it very clear to learners what they have to do to move up to the next level. Scrutiny of learners' work demonstrates that in some cases, presentation of work is poor. However, learners told inspectors that they remedy this swiftly, following a conversation with the teacher.

Spiritual, moral, social and cultural aspects are taught effectively across the curriculum so that learners gain an insight into tolerance and respect for other cultures and religions, as well as having opportunities to reflect on issues such as the environment and human rights.

### **Behaviour and safety of pupils**

Learners' behaviour has improved in a number of important ways and older students in the secondary phase confirm firmly that incidents involving poor behaviour have reduced. Pupils in the primary phase model mostly positive behaviour in lessons and around the academy, and fewer of their parents and carers expressed concern. Following a sharp increase in sanctions in 2010 to 2011, when academy leaders set more exacting demands of behaviour for students, the number of reported behavioural incidents in the secondary phase has steadily declined, as has the proportion of students who are excluded from the academy on a fixed-term basis. The academy has given far more responsibility to students for managing their own behaviour and punctuality between lessons. Most students have responded to this well, but a few still require considerable direction to arrive to lessons on time.

The vast majority of learners say they feel safe when in the academy. Any bullying

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that does occur is quickly identified, and learners are confident it will be dealt with effectively. The curriculum covers well issues around keeping safe and dealing with cyber bullying. For example, many learners have upgraded their social network privacy settings because they were shown how easy it was for them to be unwittingly observed. Strategies to promote better attendance across the academy have proved successful over time, in particular for those whose circumstances may make them more vulnerable to underachievement.

## **Leadership and management**

One parent stated 'The Principal is an inspiration for children and they look up to him'. Certainly, leaders and managers can point to several examples where strategically planned systems and procedures have secured improved outcomes, particularly in Key Stages 1 and 4. The academy leadership structure plays to existing strengths and facilitates effective professional dialogue. Hence, all members of the academy community are clear about the Principal's vision for the academy and how to achieve it. Some aspects of academy improvement planning, for example the acquisition of a data tracking system to monitor learners' progress, are very recent. Middle leaders speak positively of the benefits of the system and feel well supported in its implementation. A key to improving outcomes for learners has been the drive to improve the quality of teaching. Leaders have successfully challenged underperformance and have provided effective support, through well-targeted professional development, including the use of coaching by excellent practitioners. Robust self-evaluation, suitable challenge from the governing body and the strengthening of leadership at all levels, as well as demonstrable improvement in outcomes over time across the academy, indicate a strong capacity to improve. The academy is effective in tackling discrimination in any form and this contributes significantly to nurturing a harmonious community. It also implements its equal opportunities policies effectively through the monitoring of the progress of different groups of learners and the success in narrowing gaps in achievement among these groups.

The curriculum has been successful in accelerating the rate of pupils' progress in the Early Years Foundation Stage and in Key Stage 1. It has been skilfully designed to meet the various needs of students at Key Stage 4 through the provision of different pathways. The curriculum is enhanced through effective work with partnership organisations including well-known businesses and other schools. This encourages the sharing of good practice and is mutually beneficial to all involved. The many after-school intervention sessions and extra-curricular activities supplement the curriculum well, and are contributing to the improving outcomes. Students are very appreciative of the commitment shown by their teachers in this regard. The development of learners' spiritual, moral, social and cultural understanding is evident across the age-range. There were numerous examples observed in lessons where teaching promoted social skills, understanding right from wrong and respect for beliefs and values. The academy's specialist subjects support this development. For example, a speech from Martin Luther in an English lesson ignited passionate views from students about race equality. The academy runs smoothly and arrangements



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for managing safeguarding meet current requirements.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 February 2012

Dear Pupils and Students

### **Inspection of Oasis Academy Shirley Park, Croydon, CR9 7AL**

Thank you very much for making the inspection team feel welcome during the recent inspection of the academy. We believe your academy is providing you with a satisfactory quality of education and is improving.

Here are our main findings:

- Leaders and managers are doing the right things to help you achieve at your academy. Many of you in Key Stage 2 do not achieve as well as you should, but the situation is improving.
- The quality of teaching is satisfactory overall. Where it is better, your teachers make good use of information they have about you and they plan lessons carefully, so that you make better progress. When teachers mark your work, some do this better than others. Your curriculum is well planned and offers you all a good range of experiences.
- Your behaviour has steadily improved since the academy opened in 2009. It is better in the primary phase. Behaviour in the secondary phase is satisfactory, but a few lessons do not run smoothly because students do not always concentrate and sometimes they talk over the teacher.
- Your attendance has also improved since the academy opened.
- The new sixth form has got off to a good start and a lot of the older students now want to continue their studies at Oasis Shirley Park.
- Academy leaders know what is going well and what they have to do to make it better. We have asked them to improve results at Key Stage 2 and also to increase the number of good lessons you experience.

This is an exciting time for the academy. It is clear that academy leaders want the very best for all of you. We ask everyone to concentrate and behave in lessons and to work hard to achieve your challenging targets.

Yours sincerely

John Daniell,  
Her Majesty's Inspector

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