

# Oasis Academy Hadley

## Inspection report

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<b>Unique reference number</b>	135958
<b>Local authority</b>	N/A
<b>Inspection number</b>	381981
<b>Inspection dates</b>	14–15 March 2012
<b>Lead inspector</b>	Christopher Russell 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>	4–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1123
Of which, number on roll in the sixth form	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Madeiros
<b>Headteacher</b>	Lynne Dawes
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Bell Lane Enfield EN3 5PA
<b>Telephone number</b>	020 8804 1648
<b>Fax number</b>	020 8804 3204
<b>Email address</b>	info@oasishadley.org

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<b>Age group</b>	4–19
<b>Inspection date(s)</b>	14–15 March 2012
<b>Inspection number</b>	381981



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## Introduction

Inspection team

Christopher Russell	Her Majesty's Inspector
Sa'ad Khaldi	Additional inspector
Colin Logan	Additional inspector
Heather Housden	Additional inspector
Sandra Teacher	Additional inspector

This inspection was carried out with two days' notice. Forty one lessons were observed, taught by 41 teachers. Meetings were held with students, staff, a representative of the Oasis national academy council and the chair of the local academy council. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the academy's work, and looked at a wide range of documentation including 50 questionnaires completed by parents and carers, and others completed by staff and students.

## Information about the school

Oasis Academy Hadley opened in September 2009 in the same buildings as its predecessor secondary school. The academy will transfer to new accommodation on a new site in Ponders End in 2013. The Principal was the headteacher of the predecessor school; most staff also transferred. In September 2010 the academy opened a primary section; there are currently children in Reception and Year 1. The academy's specialisms are in mathematics, information and communication technology (ICT) and music.

The academy is larger than average. The number of students known to be eligible for free school meals is well above the national average. The proportions of students from minority ethnic groups or who speak English as an additional language are well above average. The proportion of disabled students and those who have special educational needs is also above average.

There are two elements to the academy's governance: the Oasis national academy council provides professional accountability and support; the local academy council monitors the academy's work and provides a link with the local community. The academy meets the government's current floor standards, which set the minimum requirements for students' 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>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good academy. The sixth form is also good. The academy has improved rapidly in the two and a half years since it opened. Staff and students all agree that it is a very different place from the predecessor school. Although it is in a strong position to maintain and continue its improvement, the academy is not yet outstanding; this is mainly because remaining inconsistencies in the quality of teaching mean that students make good rather than outstanding overall progress.
- Students across the academy now achieve well. GCSE examination results have improved dramatically. Students make rapid progress in mathematics. Progress in English is not as rapid, although it is improving, particularly at Key Stage 4. A-level results are also improving and students now achieve well in the sixth form. Children in Reception make particularly rapid progress.
- These improvements in achievement are mainly the result of better teaching: across the academy it is now typically good and sometimes outstanding. However, a small but significant proportion of teaching is not fully challenging for all groups, and does not promote independent learning sufficiently.
- Students behave well around the site and in lessons. They are courteous, friendly and confident. Attendance is slightly below average, but rising quickly. Sixth-form students are mature and responsible. However, some Key Stage 4 students in particular do not always arrive punctually to school or to lessons.
- The academy's improvement is the result of clear and purposeful leadership. The Principal and her senior colleagues have rightly made improving teaching their top priority. Any less-effective teaching is tackled systematically and a range of useful support and training is being provided to drive up quality, and thus students' performance. Senior leaders are candid, accurate and realistic in their evaluation of the academy's strengths and weaknesses.

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

- Make teaching good or outstanding in almost all lessons so that students make better progress, including in English at Key Stage 3, in particular by ensuring that all teachers:
  - take full account of the abilities of individual students when they plan their lessons, so that activities enable everyone to make good progress
  - limit the time that they spend talking to the whole class as a group, so that there are more extensive opportunities for students to work more actively, independently and with each other.

## Main report

### Achievement of pupils

Children join the primary section with skill levels that are well below those expected nationally for their age. They typically make excellent progress in the Early Years Foundation Stage. Most of those who left Reception last year had not quite caught up, but further gains in this year's Reception class mean that these children are likely to end the year with levels that are close to national averages. Their gains in communication, language and literacy, and in problem solving, reasoning and numeracy, have been particularly impressive. High-quality support is provided to enable children to learn to read.

From starting points in Year 7 that are significantly below average, students now make good progress as they move through the academy. GCSE examination results have improved significantly and were close to national averages last year. Many students join the academy with weak literacy skills. A range of focused support is helping them to overcome these problems.

Students also achieve well in the sixth form, although progress in Year 12 is slower than in Year 13 as students adjust to sixth form study. Sixth form students are well motivated and studious, and concentrate very well in lessons. Those following A-level courses often have relatively low GCSE results. Despite this, high-quality personalised support helps them to thrive and succeed; all but a very small minority carry on into Year 13 and complete their courses.

The academy is a very inclusive environment and individual students who need it are provided with high quality help and support; this support is evaluated carefully to ensure that it is having a positive impact. As a result, although achievement has risen significantly, no group of students has been left behind. Most groups, including disabled students and those who have special educational needs, make good progress. Students who speak English as an additional language and those known to be eligible for free school meals make outstanding progress.

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Responses to the inspection questionnaire and to the academy's own surveys show that most parents and carers are pleased with the progress that their children are making.

### **Quality of teaching**

Teaching has improved and is now typically good. This is something that most parents and students recognise and appreciate. Teachers' lesson planning is detailed and clearly identifies how teachers will manage any students with additional needs. Relationships between staff and students are usually very positive. This and teachers' consistent application of the academy's behaviour management routines ensure that lessons help students to develop good patterns of behaviour and positive attitudes to learning. Students typically speak confidently to adults and with each other. When the lesson's activities allow, students collaborate well together in pairs and groups. Lessons, supplemented by a wide range of trips and visits, also help students to develop their cultural experience and understanding.

At its best, teaching is superb. Inspectors observed a number of outstanding lessons. In a dance lesson, the teacher's thorough and careful planning ensured that everyone was able to make considerable progress. Each student followed an individualised programme, planned jointly with the teacher and based carefully on their current needs. Each student was able to work well individually, but the teacher also provided excellent subject expertise and made very good use of peer assessment and group discussion to bring out and reinforce general themes.

However, in many of the weaker lessons the work is too difficult for some students or, more commonly, too easy for more-able students. This happens when the teacher does not make full use of information about individual students' abilities and current achievement when they plan the lesson. At times teachers also over-dominate the lesson, spending too much time talking to the whole class. This leaves too little time for students to work more actively, independently or with each other. As a result, they are not able to test out, practise or extend what they are learning, and can sometimes lose interest in the lesson. Other relatively common weaknesses in less-effective lessons include a tendency to rely too heavily on worksheets, and a lack of skill in the teacher's use of questioning to fully test, extend or challenge students' understanding. Teaching in English is improving but is not yet consistent enough to enable students to make good progress, particularly at Key Stage 3.

Much marking provides students with helpful advice and support, although this varies across the academy. Students generally know their targets and understand what they need to do next to improve. Teachers in subjects other than English are doing more to support the development of students' literacy skills, for example by developing lesson starter activities that focus on key subject vocabulary. It is too early to see the full impact of this work.

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## **Behaviour and safety of pupils**

Behaviour has also improved and is now typically good. Students recognise and value the considerable improvements that have been made, although some Key Stage 4 students in particular said that there is still occasional disruption in a few lessons. Lessons are calm and purposeful. Students are very cooperative and have positive attitudes. They behave well around the site, although the cramped corridors can sometimes be a little noisy. Exclusion rates are low and students are rarely excluded permanently. Quite a few of the small number of parents and carers who replied to the inspection questionnaire did not agree with the statement 'there is a good standard of behaviour at this school', although the results of the academy's own much larger survey were more positive.

Students say that they feel safe and well cared for; parents and carers agree with this view. Students say that incidents of the different kinds of bullying are rare and that staff deal with any that do occur purposefully and effectively.

Although still a little below average, attendance has improved significantly. However, some students arrive late to school; some also move rather slowly to lessons. Leaders have recognised this as an important area for improvement and are taking appropriate action to improve punctuality, although it is too early to see the full impact.

Tutor groups mix students from different year groups. This is very popular with students. It has helped to break down barriers between year groups and has contributed to a significant improvement in the academy's culture and climate. Older students appreciate the opportunities these arrangements bring to take on responsibility, for example by mentoring younger students or helping them to revise.

## **Leadership and management**

The Principal has provided highly effective leadership to support the academy's development; she is very well supported by her senior team. They have been particularly successful in making significant improvements to the academy's ethos and climate. This has been achieved with few staff changes. The local and national academy council collaborate very well; together they provide high-quality professional supervision, support and accountability, and good links to the local community.

The academy is well placed to sustain and continue its improvement. Senior staff have a precise, detailed and very realistic understanding of the academy's strengths and weaknesses. This is based on a wide range of strategies that leaders use to monitor the academy's work. These are carefully chosen and complement each other well. For example, thematic reviews of specific elements such as literacy enable leaders to evaluate the effectiveness of specific provision across the academy, while very frequent monitoring of 'the Hadley 10' – a set of basic requirements for each classroom – enables leaders to ensure that minimum standards are met. Middle

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leaders are fully involved in monitoring and have a good understanding of the strengths and weaknesses in their areas, although the depth and detail of their individual evaluations are variable.

Teachers benefit from a wide range of support to help them to develop and improve their teaching skills. Regular training sessions and workshops are offered, as well as individual coaching and the opportunity to observe excellent practitioners. Priorities are set, ensuring that teachers who need the most support and training get it. Robust and concerted action is taken to eliminate any inadequate teaching.

The curriculum meets students' needs well. A wide range of options are available in Years 10 and 11, and in the sixth form. The Year 7 integrated curriculum draws together aspects from a number of different subjects and enables students to develop important core skills. The wide range of trips, visits and visitors enriches the curriculum well and makes a strong contribution to students' spiritual, moral, social and cultural development.

The academy promotes equality and tackles discrimination very well. This is a highly inclusive academy where individual students who face problems are provided with extensive support. Students from different groups and backgrounds get on very well together. The achievement of different groups of students is tracked regularly and rigorously. This enables staff to spot and tackle any underachievement at any early stage. Systems and processes that keep students safe meet government requirements well.



## 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.**



16 March 2012

Dear Students, Pupils and Children

### **Inspection of Oasis Academy Hadley, Enfield, EN3 5PA**

Thank you for your help and for taking the time to talk to us during the recent inspection. Thank you also to those who completed questionnaires. We judged the academy to be good. The academy has improved a lot in the two and a half years since it opened. Many of you told us about the improvements and said that the academy's culture has changed considerably.

Examination results have gone up significantly. Students now make good progress. Children in Reception make particularly rapid progress. Achievement in English has not been as good, although it is improving. We have asked the academy to continue working on this, particularly at Key Stage 3.

These improvements are mainly due to better teaching. Teaching is now typically good and sometimes outstanding, but not yet good in all lessons. In particular, some teachers do not match work carefully enough to your abilities, talk for too long or do not give you enough time to work on your own or with other students. Making all lessons good or outstanding is the academy's most important priority.

Many of you also told us how much behaviour had improved. We saw good behaviour in lessons and around the site. We were impressed by how polite and friendly you are, and by your positive attitudes to school. Attendance is also improving, although a few of you sometimes arrive late to school and some students need to move more quickly to their lessons so that no time is lost.

The Principal and staff are very ambitious for the academy. They are working hard to continue the improvements. They have a clear understanding of strengths, areas for development and what to do next to continue the academy's improvement.

Yours sincerely

Chris Russell  
Her Majesty's Inspector

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