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Ms Lynne Dawes  
Headteacher  
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Dear Ms Dawes

### **Short inspection of Oasis Academy Hadley**

Following my visit to the school on 22 June 2016 with Michael Merva and Shaun Davies, Ofsted Inspectors, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2012.

#### **This school continues to be good.**

The ambition and culture of high expectations have been sustained since the last inspection. This is evident in the much-improved progress of Year 1 pupils who achieved extremely well in the 2015 phonics screening checks, the results of the Year 2 national tests and the GCSE examinations at the end of Year 11. Since the previous inspection, practice has been improved. You ensure that, in all phases, the rates of progress for pupils are at least good from starting points that are typically significantly below average when they enter the school.

Your strong leadership and management of this growing school have led to staff working very well together under a cohesive team of senior leaders. All teaching staff are held to account for pupils' achievement and welfare under the strategic direction of the Oasis Board and local governing body. Together, you all promote the Hadley Way, one of the distinguishing features of the school, by encouraging pupils to 'aspire, achieve, care, and endeavour'. The Hadley way is ensuring that pupils' lives are transformed. This commitment and determination to improving pupils' welfare and academic development are evident in the extra time and support staff give to pupils in each phase. The impact of additional help is also evident when students leave the school; the vast majority of Year 13 students go on to university. For the first time, a student is expected to go on to Oxford University in autumn 2016.

In all phases, pupils develop positive attitudes to their learning. They all very much appreciate the help, support and opportunities they receive. For example, pupils are

positive about their ambassadorial roles and opportunities to take on responsibilities, using their talents to help others such as leaders and 'teachers'. Pupils told inspectors that they are safe and happy at their school and parents confirmed these views. The very few parents who spoke to an inspector said that the 'school is like a family' and that it encourages their children to do well. They cited the 'soft start' to the school day as a typical example of very good support. This includes pupils making good use of short but intensive time to revise their literacy and numeracy skills or complete other work. You have ensured that all pupils have equally good access to a range of services to support their learning so that they achieve well. Good-quality care pervades all aspects of the school's life and work. This is because you and your staff have a mature understanding of the pupils and the immediate community that the school serves.

You and other senior leaders have a very good insight into the school's work and know where there are inconsistencies. Consequently, areas for improvement are kept under review and tackled unflinchingly. The local governors and the regional directors use their expertise very well to challenge the school's work. Local governors ensure that the school runs smoothly and that the inclusive ethos is sustained and developed in the local community. Equally, the national board regularly reviews the school's effectiveness and gives hard-hitting messages when weaknesses are identified.

### **Safeguarding is effective.**

Staff and governors ensure that safeguarding arrangements are effective, so that support and help for pupils is timely.

The school carries out thorough checks on all staff's and volunteers' suitability to work with pupils. The administrative staff maintain clear chronological records that senior staff and governors routinely check and update. You use training to increase staff's awareness and understanding of local, regional and national priorities, including statutory guidance. For example, local safeguarding reviews are scrutinised to develop good practice such as the transition process into and out of the school and across phases. The attention given to tracking pupils ensures that no pupil can slip through the net. Your staff are vigilant. The focus on safeguarding and child protection training and development has ensured that staff are well placed to deal skilfully with difficulties as they arise.

### **Inspection findings**

- In spite of difficulties recruiting staff, and the numbers of pupils joining or leaving the school other than at the usual times, the momentum for improvement has not been lost.
- The school does much to provide a range of activities during and beyond lessons to support pupils' learning and development. For example, the regular international meals served in the Nurseries involve parents very well. Such events introduce and whet children's taste buds for different foods, while

developing a very practical approach to appreciating and respecting other ways of life. Many pupils in the secondary phase and sixth form choose to stay at school after lessons have ended to use the facilities.

- The relationships between staff and pupils are very good. A key strength of the school is the diversity of the staff, reflecting that of the school population. This works very well and creates a harmonious atmosphere.
- The school ensures that pupils understand the Hadley Way. This is linked into well-thought-out provision for pupils' spiritual, moral, social and cultural development and understanding of British values. Pupils articulate their views very clearly and demonstrate a sound grasp of what it means to value and appreciate different cultures, religions, views and lifestyles.
- Provision in the early years and key stages 1 and 2 is a particular strength, as is the support for pupils who have special educational needs and/or disabilities. Adults track children's and pupils' use of this information well to identify the support needed to strengthen their progress. Teachers and support staff in the primary phase use a range of strategies very well to stimulate children and pupils' learning across the curriculum. As a result, they receive a solid foundation in literacy and numeracy which teachers build on as they transfer to each phase. Staff actively promote parents' involvement and contributions to their child's learning.
- Across a range of subjects in the sixth form, clear and purposeful teaching leads to students achieving well. Students say their teachers 'bring energy and passion to their teaching' which compels them to learn well. Nevertheless, students also say that their target grades could be higher and the inspectors agree.
- Attendance is broadly average. However, it is too low for pupils who have special educational needs and/or disabilities and for disadvantaged pupils. The school works with external agencies and takes stringent actions to reduce the persistent absence of these two groups. Despite the wide-ranging actions taken, the rates of absence are hard to shift, partly because some external factors, such as homelessness, are beyond the control of all involved. The school keeps attendance under review and successfully provides very good support in a number of cases. However, the margin of improvement is still too slow. Additionally, attendance data is not always analysed to give a precise evaluation of trends and patterns of different groups of pupils.
- Senior leaders monitor pupils' academic progress regularly and analyse this information to hold staff to account. Accountability for pupils' achievement increased following the significantly below-average outcomes in several GCSE subjects in 2015. Increased accountability means that there is no hiding place for staff.
- Despite feeling proud that they are rewarded, the most able pupils rightly wish to have more challenging work, but they are also mindful that they are under more pressure at home and at school.

- Behaviour is good in the school. Permanent exclusions are rare and fixed-term exclusions have fallen. However, low-level disruption occasionally affects learning, more so in key stage 3. Much help is provided for pupils requiring additional support, but not all pupils can sustain a good level of self-discipline. Further work to support pupils is planned.
- Senior and middle leaders use a range of systems for checking teachers' work, including the quality of learning. They provide clear guidance and support for staff on how they can improve, but inconsistencies remain. Senior leaders recognise that not enough teaching is of a high standard to enable more pupils to make rapid progress.
- Pastoral and subject middle leaders are vibrant and willing to make the school even more successful. They work well with the senior leaders to drive improvement but many are new to their leadership roles. The school has made a sound start to providing a comprehensive training programme with the Institute of Education to develop their leadership and management skills.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the low attendance of pupils who have special educational needs and/or disabilities and disadvantaged pupils improves to at least match the national average
- teachers tackle low-level disruption in lessons firmly and pupils who display unacceptable behaviours exercise strong self-discipline in lessons and around the school during social times
- teachers plan work which meets the needs of different ability groups, in particular the most able pupils and other known groups
- teaching is consistently good or better so that more pupils make rapid progress.

I am copying this letter to the Oasis Academy Council, the local chair of the governing body, the regional schools commissioner and the director of children's services for Enfield. This letter will be published on the Ofsted website.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, inspectors held discussions with you, other senior and middle leaders, and newly qualified teachers. Inspectors also met representatives from Oasis Academy Council and the local Oasis governing body. An inspector met a few

parents in a formal meeting and spoke to others when they took part in the international food session in the Year 2 Nursery. The inspectors held meetings with the school council and two other groups of pupils as well as talking to them during social times and when they made visits to lessons. The inspection team considered the views of 93 parents who responded to the online questionnaire, Parent View. They also took into consideration a Parent View survey that you conducted with 66 parents in 2015. The inspectors considered a range of documentation. This included the school's self-evaluation, development plan and reviews of its work, records of pupils' achievement, information on their attendance and evidence of systems for protecting and safeguarding them.