

Inspection of Oasis Academy Enfield

Kinetic Crescent, Innova Park, Enfield, Middlesex EN3 7XH

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| Inspection dates: | 4 and 5 February 2025, and 19 March 2025 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Sixth-form provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The principal of this school is Emma Robinson. This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

What is it like to attend this school?

Oasis Academy Enfield has improved in the last year. The school has high expectations of behaviour, which pupils understand and meet. Pupils' positive and respectful behaviour and attitudes reflect the 'Enfield Way', to lead, excel, aspire, be resilient and to nurture (LEARN).

Staff have the highest expectations for what pupils can achieve. Recently, the school has made significant strides to embed the ambitious curriculum and improve the quality of learning. This is helping pupils to reach leaders' high expectations.

Staff are dedicated to all pupils and their families. The school is committed to ensuring that pupils who speak English as an additional language achieve well from their starting points. It is determined that pupils, including those with special educational needs and/or disabilities (SEND), are well prepared for their next stage of education.

Pupils feel safe. They know they have trusted adults to report any worries to. Pupils are confident that staff care and will follow up on any concerns. The school prioritises pupils' personal development. Pupils benefit from regular enrichment opportunities. They develop their interests and talents through clubs, such as dance club, choir and computer programming.

What does the school do well and what does it need to do better?

Strong leadership has united the staff, fostering a school-wide culture of high expectations for pupils' learning. Teachers appreciate the professional development opportunities that help them refine their skills, as well as the school's commitment to their well-being when implementing necessary changes. Parents too, recognise the improved enrichment opportunities, which support local families. The trust plays a crucial role in supporting Oasis Academy Enfield.

The quality of education that pupils receive is strong and improving. Across subjects, pupils have ample opportunities to apply and practise the knowledge and skills they have been taught. The curriculum supports pupils and students in the sixth form, to build their knowledge securely. The school has recently strengthened strategies to help pupils recall their learning. This work is having a positive impact. Consequently, and increasingly, pupils develop a sound understanding of the content they have been taught and are able to confidently tackle complex tasks with ease.

Staff have strong subject knowledge. Teachers use questioning well to unearth gaps in pupils' learning, including in the sixth form. They are quick to adapt their teaching to make sure pupils have understood everything they ought to. However, at times this is less consistent. Where this is the case, gaps in pupils' knowledge are not identified and closed, so misconceptions persist. This holds pupils back.

The school is nurturing a growing culture of reading. Pupils with gaps in their reading knowledge are identified quickly and effective interventions are put in place. Pupils who

speaking English as an additional language receive a wealth of support that helps them to access the wider curriculum. Together, this work is helping pupils develop their ability and confidence to read well.

Pupils with SEND are well supported. Leaders work in close partnership with parents and a range of external agencies to quickly identify pupils' needs. As a result, staff understand what each pupil's individual need means to the pupil. Staff are skilled. They adapt their teaching to meet pupils' additional needs well. Pupils with SEND make sound progression through the curriculum.

Students enjoy learning in the sixth form and recommend it to others. The curriculum has been designed well to match students' needs and interests. Staff provide support to students who need extra help to prepare for life beyond school. This support helps students to gain the skills and qualifications they need. Students receive helpful guidance to secure future opportunities in education, employment or training.

Pupils understand the school's expectations for behaviour. They follow school rules and conduct themselves well. Staff are attentive to pupils' individual needs, providing appropriate support when necessary. The school takes swift and effective action to help pupils to improve their behaviour if needed. As a result, the school fosters a calm and respectful environment, where pupils engage positively with both staff and learning. The school provides particularly strong support for pupils who struggle to attend school regularly. As a result of the school's actions, the number of pupils who are persistently absent has reduced recently.

Personal development is a key focus for the school. The school takes pride in its diverse community through initiatives, such as 'culture day' and 'LEARN' days. Pupils appreciate the school's approach to exploring sensitive topics. They speak highly of the careers guidance they receive, emphasising its value in preparing them for life beyond the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the information that teachers receive from their checks on learning is not used sufficiently well. When this occurs, teaching does not move pupils on when they are ready, or close gaps in their learning. As a result, some pupils do not achieve as well as they might. The school and trust should ensure that teaching uses assessment information effectively so that pupils achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 134311 |
| Local authority | Enfield |
| Inspection number | 10345899 |
| Type of school | Secondary |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 719 |
| Of which, number on roll in the sixth form | 107 |
| Appropriate authority | Board of trustees |
| Chair of trust | Caroline Taylor |
| CEO of the trust | John Barneby |
| Principal | Emma Robinson |
| Website | www.oasisacademyenfield.org.uk |
| Date of previous inspection | 8 and 9 November 2023, under section 8 of the Education Act 2005 |

Information about this school

- The new principal took up the post in April 2024.
- The school is part of a multi-academy trust, Oasis Community Learning.
- The school makes use of two registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The inspection started on 4 February 2025. Inspectors returned on 19 March 2025 to gather additional evidence in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence](#) policy.
- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, behaviour and attendance, reading, pupils' wider development, careers and the sixth form.
- Inspectors met with representatives from the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, Religious Studies and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, pupils and for staff.

Inspection team

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| Sara Berry | His Majesty's Inspector |
| Lisa Smith | His Majesty's Inspector |
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| Tom Howells | Ofsted Inspector |
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| Una Buckley | His Majesty's Inspector |

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