

Inspection of a good school: Oasis Academy Enfield

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

Inspection dates:

8 and 9 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The interim co-principals of this school are Carvey Francis and Rory Sheridan. 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 interim chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor. There is also a regional director, Thomas Raymond, who is responsible for this school and three others.

What is it like to attend this school?

This is a safe and caring school that pupils and staff are proud to be a part of. Staff build strong relationships with pupils and their families. Pupils know that if they have a concern there are adults they can talk to.

The school places a strong emphasis on developing and supporting the whole pupil. Leaders focus on pupils' personal development, attendance and academic progress. This has enabled sixth-form students to be confident in taking their next steps, most often into further education.

The trust's curriculum is ambitious. Leaders adapt this for the pupils who attend Oasis Academy Enfield. However, there are some weaknesses in how the curriculum is delivered. This means that some pupils do not achieve as well as they could. Some pupils with special educational needs and/or disabilities (SEND) are not receiving the support they need to access the curriculum successfully.

The school has worked hard to create a positive environment for learning. Pupils enjoy collecting 'learn' points and swapping them for rewards. Pupils are equally aware that poor behaviour is swiftly followed up with sanctions. Pupils take part in reward activities and trips. They enjoy this part of school. The school recognises that academic visits need to be a greater part of their offer.

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

The school's use of the trust's curriculum matches the scope and ambition of what is expected nationally. The school prioritises entry to the English Baccalaureate suite of subjects. The school carefully chooses a range of language options to maximise opportunities for pupils. These decisions provide pupils with the opportunities and qualifications to be ready for the next stage of education, employment or training. Many students go on to university or gain sports scholarships.

The school's curriculum is coherently set out and sequenced. However, it is not consistently implemented with accuracy and precision. Consequently, some pupils do not achieve as well as they could, especially those aiming to reach the higher GCSE grades. For example, in mathematics, Year 10 pupils learn to convert numbers from decimals to fractions and/or percentages. Pupils usually master these skills much earlier in their school journey.

Teachers have secure subject knowledge. The school provides subject-specific and subject-delivery training for staff. This has ensured that there are common approaches to checks on what pupils already know before embarking on new learning. However, the school has not ensured that staff consistently and effectively put this training into practice. Sometimes, these activities can take up most of the work done in a lesson. This hinders teachers' ability to deliver new subject knowledge. It also reduces opportunities for pupils to develop and embed their understanding.

Support for pupils with SEND is variable. In the best examples, 'pupil passport' information enables teachers to adapt their teaching methods well. However, where targets and information are less specific, the support provided is less effective. This leads to some pupils with SEND achieving less well than they are capable of and unable to produce high-quality work.

Some pupils take part in specialised reading programmes. Pupils benefit from personalised reading support. They value the use of information technology in helping their reading progress. There is also a whole-school focus on choral repetition of new subject-specific vocabulary. This helps pupils to build greater confidence and fluency with their reading skills. However, some pupils struggle to understand what they are reading.

The school is proud of the work it does with families. This has resulted in improved and sustained attendance levels. Staff build positive relationships with pupils to encourage a team spirit. Teachers generally implement the behaviour policy consistently. That said, some low-level disruption was seen during lessons and around the school. Pupils like the clarity of the 'learn and consequence' points. Many pupils report that they have received rewards and will persevere in order to receive the bigger prizes.

The school's mentoring provision supports pupils with their broader development. Pupils confirm this. The school uses its rigorous analysis of behaviour patterns and trends to inform the personal development curriculum. For example, assemblies are held on how to

stay safe outside of school. However, the careers provision is variable. Some Year 11 pupils have not received timely advice on their next steps.

School and trust leaders have worked together to accurately identify areas for improvement. These areas need to be effectively and rapidly implemented. This will enable pupils to achieve at a higher level. Staff enjoy working at the school. They appreciate the support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not use assessment strategies well enough to check pupils' knowledge and understanding. This means that pupils are less able to embed key ideas, use their knowledge fluently and develop their understanding. The school should ensure that teachers know how to use assessment strategies effectively.
- The ambition of the curriculum is not consistently realised in lessons. This means that some pupils, including those with SEND, are unable to progress through the curriculum as well as they should. Leaders should ensure that the delivery of the curriculum enables these pupils to produce high-quality work.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2015.

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

Unique reference number	134311
Local authority	Enfield
Inspection number	10293261
Type of school	Secondary Comprehensive
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	808
Of which, number on roll in the sixth form	129
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of the trust	John Barneby (interim CEO)
Principals	Carvey Francis (interim co-principal) Rory Sheridan (interim co-principal)
Website	www.oasisacademyenfield.org
Date of previous inspection	5 June 2018 under section 8 of the Education Act 2005

Information about this school

- The interim co-principals took up their posts in September 2023.
- The school is part of a multi-academy trust, Oasis Community Learning.
- The school makes use of one alternative provider for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and groups of staff. Discussions were also held with the headteacher of the alternative provider used by the school, as well as representatives of the executive leadership team.
- Inspectors carried out deep dives in English, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.
- The curriculum in other subjects was also considered as part of the inspection.
- 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 responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Hayley Follett, lead inspector

Ofsted Inspector

David Hatchett

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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