

Oasis Academy Shirley Park

Shirley Road, Croydon, Surrey CR9 7AL

Inspection dates

30 April–1 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The new co-principals have high aspirations and a good understanding of the school's strengths and the areas that still need development.
- Senior leaders provide strategic and strong leadership. However, several initiatives are new, and the impact needs to be measured in a timely and robust way.
- The majority of teaching is strong and enables pupils to achieve well. Nevertheless, there is still inconsistency in the quality of teaching, which means that some pupils do not make the progress of which they are capable.
- The sixth form is good. Sixth-form students attend regularly. They make very strong progress on academic courses.
- In the 2018 GCSE examinations, pupils made progress in line with the national average.
- In the 2018 early years and primary assessments, pupils made progress well above the national average.
- Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well throughout the school.
- The knowledge-based curriculum is broad and engages pupils' interests. Pupils of all ages and abilities have opportunities to develop their personal and social skills through a comprehensive extra-curricular programme.
- Leaders and teachers check pupils' progress regularly. Pupils identified as being at risk of falling behind receive additional support and catch up.
- Most pupils behave well both in lessons and during breaktimes. They are respectful and polite.
- Current information shows that both disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are making stronger progress in line with their peers. This is because the support they receive is better matched to their needs.
- While improving, pupils' attendance remains below the national average.

Full report

What does the school need to do to improve further?

- Ensure that teaching and learning are consistently of a high quality so that all groups of pupils make the progress of which they are capable.
- Evaluate strategies for improvement in a timely and robust manner to ensure they are having the intended positive outcomes.
- Continue to improve attendance and reduce persistent absence.

Inspection judgements

Effectiveness of leadership and management

Good

- The two co-principals have been in post since January 2019. They, together with other senior leaders, have an ambitious vision for the school. Their energy and commitment are focused on ensuring that all pupils achieve the highest possible outcomes.
- Leaders have a sound understanding of the strengths of the school and areas that still need to improve further. While performance at key stage 2 and A level were strong, 2018 GCSE outcomes were not good enough in some areas, for example for disadvantaged pupils and in humanities and modern foreign languages. Strong strategic action is being taken by leaders to address this, but it is too early to see the full impact.
- Leaders regularly review teaching and use assessments to identify areas that need further improvement.
- Middle leaders lead their areas of responsibility well, driving forward improvements in their areas. They feel challenged, but welcome the support from senior leaders and value the autonomy they are given to 'make a difference'.
- A range of professional development opportunities are given to staff to develop their practice. Staff who are new to the profession enjoy their work and are positive about the support they receive from the school and the trust.
- Leaders are developing an engaging curriculum that is contributing successfully to pupils' progress, behaviour, personal development and welfare. The curriculum provides increasing opportunities for pupils to develop skills, knowledge and curiosity across a range of subjects.
- A wide range of extra-curricular activities enables pupils to develop additional skills and qualities. Primary pupils spoke with enthusiasm about their work as 'road safety officers', their environmental projects, and researching the history of the school. Secondary pupils spoke positively about participating in art projects, sports opportunities and performing arts events.
- British values are promoted through assemblies and tutor-time activities. Pupils learn about the law, other faiths and cultures, and equal opportunities. Older pupils develop leadership skills through work with younger pupils. For example, they led an assembly on individual liberty. Pupils spoken to are less clear about the dangers of radicalisation and extremism.
- Pupils' spiritual, moral, social and cultural development is supported well throughout the school. Pupils spoke of the school being one of tolerance and respect.
- External funding is used well to support pupils. Leaders do check that the money spent is making a difference to improve pupils' outcomes. However, leaders need to analyse the impact of the pupil premium funding more robustly to ensure it is used to best effect.

Governance of the school

- Scrutiny of school documents shows that there is a clear delegation of duty between the local governing body and the Oasis Community Learning Trust. Local governors within their areas of responsibility provide an appropriate level of challenge and support to senior leaders.

- Governors understand their responsibility in relation to safeguarding pupils and have received appropriate training.
- The Oasis Learning Trust appointed two new regional directors in January 2019. They provide useful support to the senior leaders and access wider support when appropriate for the school.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture in the school. Required checks to ensure the suitability of staff and volunteers who work with pupils are in place. All staff receive appropriate training in relation to keeping pupils safe. Staff are clear about safeguarding procedures, including recognising the potential signs that may alert them to concerns about pupils.
- Working relationships between staff who have specific safeguarding responsibilities and outside agencies are appropriate to safeguard pupils' welfare. School files for vulnerable pupils are well organised and record keeping is effective.
- Pupils said that they feel safe and most parents and carers who responded to Ofsted's online questionnaire, Parent View, said that their children are safe at school.

Quality of teaching, learning and assessment

Good

- The majority of teachers know pupils' starting points well and use the information to plan tasks that meet the needs of all pupils, including disadvantaged pupils and those with SEND.
- The depth of teachers' subject knowledge and effective questioning help to extend pupils' understanding. This leads to pupils' good or better progress over time.
- Typically, teachers use the school's feedback policy effectively to provide guidance to pupils on how to improve their work. When pupils receive feedback that is not specific enough to their individual needs, they do not make as strong progress.
- Pupils' homework is used well to engage pupils and extend their learning beyond the classroom.
- The school has a clear assessment policy and pupils are assessed at various times throughout the school year. Assessments are checked against those of other pupils in the trust to ensure that teachers are assessing accurately. Teachers use this to identify any pupil who falls behind to offer additional support.
- The teaching of phonics is of high quality. Pupils make strong progress in their understanding and use of phonics. As a result, the majority read well, and their writing is well developed.
- Leaders have prioritised improving the quality of teaching, learning and assessment throughout the school. Regular high-quality training, coaching and the use of lead practitioners from the trust are making a positive difference. Leaders are aware which teachers require further support, and plans are in place to address this.
- However, there are still inconsistencies in the quality of teaching within subject areas. Some teaching is less effective because it is not planned to meet the individual needs of all pupils. It does not offer the right level of challenge for pupils to develop their understanding. As a

result, at key stage 3 and key stage 4 in some classes, there is off-task behaviour, which limits pupils' progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Younger pupils are proud of their school, enjoy their learning and are enthusiastic in talking about their work. As one pupil said, 'There is so much learning in this school you cannot resist it.' The majority of pupils in the secondary phase are confident and keen to participate in a wide range of learning situations.
- The school prepares pupils for life in modern Britain, including through the curriculum, assemblies and the personal, social, health and economic education programme. For example, pupils learn about Brexit, healthy eating and positive relationships.
- Leaders have re-introduced the 'Oasis habits', of honesty, self-confidence, perseverance, kindness and excellence. Primary pupils are very clear about the habits and how they are guided by them both in and out of school. Secondary pupils are less clear.
- Transition between the different key stages of the school is well managed. As a result, the vast majority of pupils settle well when they move phases between the three sites. Pupils at all ages receive high-quality careers advice and guidance, which support them when they make important decisions about their future.
- Pupils told inspectors that they feel safe in school and know how to keep safe, for example online. Younger pupils choose two staff in school whom they would feel confident to go to if they had any concerns. Older pupils welcome the support available in the 'Place 2 Be' if they need it. Pupils said that bullying is rare, and that if it does happen, it is dealt with. However, a few parents feel that the school does not deal with bullying effectively.
- Pupils are particularly appreciative of the support from the school to help them keep safe, for example, in practising 'lock-down' procedures. Older pupils spoke about the presence of staff outside school and in the park when they are travelling home from school.
- The parents who spoke to inspectors and those who responded to Parent View were mostly positive about the school. One parent typically said, 'Shirley Park has helped my son grow academically and in confidence.'
- Leaders check that the small number of pupils who study at alternative provision attend regularly, behave and are making progress.

Behaviour

- The behaviour of pupils is good.
- Behaviour in the primary phase is very good and there are well-established routines. Leaders have put new systems in place in the secondary phase to help teachers manage the behaviour of pupils effectively. Pupils spoken to by inspectors said that behaviour has improved. Most pupils are clear about the school's expectations of their conduct.
- During recreational time in the secondary phase, the vast majority of pupils manage their

behaviour well.

- Pupils are polite and courteous when speaking to staff and visitors to the school. They are confident and willing to give their opinions in a respectful way.
- The number of pupils who are excluded from school is below the national average. This year, the school has put in place a range of measures to enable pupils to manage their own behaviour better, which most pupils perceive is making a positive difference.
- Whole-school attendance is below the national average. Leaders have put in place a range of strategies to secure good attendance and reduce the number of pupils who are persistently absent. As a result, the proportion of pupils absent from school is reducing, but this remains a key priority for the school.

Outcomes for pupils

Good

- In key stages 1 and 2, the proportions of pupils attaining the expected standards are well above those nationally. The progress pupils make from their starting points is well above the progress made nationally by pupils with similar starting points. The school received a letter from the Secretary of State congratulating it on the progress at key stage 2 which has put it in the top 3% of schools nationally.
- GCSE results in 2018 show that overall progress was in line with national averages.
- GCSE results in 2018 show that pupils made particularly good progress in science, but progress was not strong in humanities and modern foreign languages.
- The progress of disadvantaged pupils in Year 11 in 2018 was below the national average for all pupils, particularly for the most able disadvantaged pupils. In 2018, disadvantaged pupils performed less well across the curriculum. The school's current assessment information suggests that the difference between the progress of disadvantaged pupils and that of other pupils is diminishing.
- Evidence in current pupils' books shows that most-able pupils are making strong progress and have opportunities to improve their work. This is less consistent at key stage 3.
- Current pupils with SEND make similar progress compared with their peers, regardless of their starting points.
- Pupils are well prepared for the next stage of their education, training or employment because they take appropriate qualifications and achieve well.

Early years provision

Good

- Leaders are knowledgeable and have a good understanding of the strengths of this provision and areas that need improving.
- Staff accurately assess each child's ability on entry. Many children start Reception with skills below those expected for their age.
- Children develop positive routines, enjoy their environment and settle into Reception well. This is because of strong child–teacher relationships and positive work with parents.
- Teachers have a good understanding of children's needs and provide a variety of effective

learning opportunities. Leaders regularly check the quality of teaching to ensure it enables children to make strong progress. If necessary, they put plans in place to improve the consistency of teaching and are aware of the need to review the impact of these plans.

- Both the indoor classroom and outside environment are safe, well resourced, exciting and enriching.
- Behaviour is very good, and children respect each other and the environment. Well-trained staff support children effectively with their learning.
- Phonics lessons are engaging, and questioning is used well to develop understanding. Reading is encouraged through a vibrant reading corner. In writing, specific feedback helps children improve their work. In their mathematical work, children develop strong counting and number skills.
- Strong assessment practice enables staff to plan well to ensure that children make strong progress and identify those who may need additional support. Children's work is regularly checked with other providers to ensure the school's assessment is accurate.
- In 2018, the percentage of children achieving a good level of development was above the national average.
- Current children's work shows that they are making strong progress towards achieving a good level of development. The assessment information provided by the school supports this.

16 to 19 study programmes

Good

- The new leader of the sixth form has a clear understanding of the strengths and areas that need improving.
- The quality of teaching in the sixth form is good. Teachers plan effectively for the needs of the students. Across a range of subjects, students are confident in their learning.
- Feedback provided to students is detailed. Students have opportunities to re-draft their work, thus improving their knowledge and understanding. The high quality of students' written work reflects their commitment to their studies.
- In both 2017 and 2018, students' progress on A-level courses was well above the national average. Progress on vocational courses was in line with the national average. Students who need to develop English and mathematical skills make good progress with their GCSE qualifications while in the sixth form.
- Safeguarding is effective in the sixth form and students feel safe. Staff provide students with information and support to help them manage the risks they face outside school. These include the dangers of drug misuse and gang culture.
- Sixth-form students are enthusiastic about school. They have opportunities to take part in a wide range of enrichment activities that enable them to develop their skills and interests. These include science and engineering events, sports and performing arts events.
- Students are excellent role models for younger pupils in the school. They develop leadership skills through running extra-curricular clubs.
- Students receive helpful careers information about university applications, apprenticeships and employment opportunities. All Year 12 pupils undertake a week-long work experience placement. Students are particularly appreciative of the staff expertise and support they

receive during the university application process. They said that this helps them to make well-informed decisions about their future.

- All students who left the school in the last two years went into education and training, with over 90% of students going on to university.

School details

Unique reference number	135968
Local authority	Croydon
Inspection number	10056716

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,686
Of which, number on roll in 16 to 19 study programmes	262
Appropriate authority	Board of trustees
CEO	John Murphy
Co-Headteacher (secondary phase)	Mark Thompson
Co-headteacher (primary phase)	Joanne Botley
Telephone number	0208 656 0222
Website	www.oasisacademyshirleypark.org
Email address	mark.thompson@oasisshirleypark.org
Date of previous inspection	11–12 November 2013

Information about this school

- The school is a non-selective all-through academy in the London Borough of Croydon.
- The school is on three sites. The secondary phase and sixth form are at Shirley Road, Nursery and key stage 2 are at Long Lane, and key stage 1 is at Stroud Green.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils with SEND is below the national average.
- The school uses two alternative providers, Springboard, Croydon and Road to Success,

Croydon.

Information about this inspection

- Inspectors observed learning in a range of subjects throughout the school. Inspectors reviewed pupils’ work. They observed pupils’ behaviour during break- and lunchtimes, and at lesson changeover times, in assembly and during registration.
- Documentation, policies and the school’s practice were scrutinised, in particular with regard to behaviour, bullying, safeguarding, welfare, and health and safety.
- Inspectors held meetings with the headteacher, representatives of the trust and several members of the school staff.
- Inspectors spoke to pupils informally and formally, including during visits to classrooms.
- The inspection considered the views of 85 parents who replied to Parent View, Ofsted’s online survey.
- No staff or pupils completed Ofsted’s respective online surveys.

Inspection team

Sarah Parker, lead inspector	Her Majesty’s Inspector
Lascelles Haughton	Ofsted Inspector
Sue Cox	Ofsted Inspector
Ellie Whilby	Ofsted Inspector
Terry Millar	Ofsted Inspector

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