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# Oasis Academy: Shirley Park Prospectus 2020

## A message from our Principals

# A very warm welcome to Oasis Academy Shirley Park



**Mrs Joanne Botley**

Principal,  
Primary phase

At Oasis Academy Shirley Park we believe in creating a welcoming and caring community for our students to thrive in. Children learn most effectively when they feel safe, happy and valued. We are driven by our powerful ethos along with adhering to our Oasis Habits of honesty, patience, kindness, happiness, perseverance and self-control. We are very proud of our excellent outcomes across all key stages. Our success is built upon treating everyone inclusively and recognising the importance of a holistic approach to educating a child. Our desire is to serve our community, giving children a first-class education enabling them to go from strength to strength and benefiting from being in the Oasis family.

**As one of our students commented "there is so much learning in this school, you cannot resist it".**

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Our Motto 'Learning Together, Achieving Forever' defines our idea of success and we wish all our students to be life-long learners with a breadth of skills to navigate through the wider world once they are ready. We focus on our broad, knowledge-rich curriculum, ethos and character development through the lens of our Oasis Habits.

All of the staff at Oasis Academy Shirley Park constantly strive to provide an environment in which creativity can flourish and the skills and qualities required for the students to become active citizens with a life-long love of learning can be taught. We rank as one of the highest performing all through schools in the country and our success is borne out of the care and determination of our staff to ensure every student makes the progress they are capable of throughout their time with us.

As a parent and carer, your support is very important to us and we work hard to engage parents, carers and families so they feel included within our Academy community. This enables us to build and keep relationships that are the foundation stones to our success. Please do not hesitate to come and speak with us as we look forward to getting to know you better and doing all we can to help your children prosper and thrive.

We promise you as an Academy, we will be honest, patient, show kindness and happiness, perseverance and self-control. We teach our Oasis Habits to the students so they can put these into practice in their learning and everything they do in order to prepare them for their next stage of education and beyond.

Oasis Shirley Park is more than just an Academy; we are a family. A family that wants nothing but the best for its children; we are very excited to welcome you and your children into our family.



**Mr Saqib Chaudhri**

Principal,  
Secondary phase  
and Sixth Form



**Andrew Booth**

Executive Principal

## Executive Principal's welcome

One Academy in three locations serving one community.

Oasis Shirley Park is an all-through Academy. We believe in family, community and an aspiration for all to achieve their full potential. A child's education is so important and whether you are a parent or carer looking for a place in Nursery, Reception, Year 7 or Sixth Form, I recommend our environment, created and supported by a dedicated and passionate staffing team. Students at the Academy will experience a first-class educational experience, as well as acquiring academic knowledge.

Additionally, we emphasise the importance of developing character. We would like your sons and daughters to develop resilience, kindness and rigour to be prepared for the world they step into when they graduate.

At Oasis Academy Shirley Park, it is possible for a student's educational journey to take place in one educational setting, without having to make any further transitions from Year 6 to Year 7 or even from Year 11 to Sixth Form. We plan the whole educational journey for your son/daughter in "one Academy in three locations serving one community".

I look forward to meeting you at one of our forthcoming Open events.

# Learning Together, Achieving Forever

## Primary phase

**We understand this is an exciting and tentative time for all; your child, you as parents and carers, siblings, grandparents, extended family and friends.**

At Shirley Park, this is potentially the only decision you will ever have to make about your child's schooling, guaranteeing a place in Year 7 at our high performing Secondary phase and beyond into Sixth Form, where students have moved on to some of the best universities in the country.

We believe your child's education is a shared venture – shared between you, the parents and carers, and us, the staff of the academy. We each have our part to play and we encourage your support and involvement. The journey starts here...

### Transition into Nursery Class

The Nursery staff invite children into the setting in the summer term after an Open Evening to welcome everyone to the Nursery. Parents, carers and children are then invited to spend a session in the Nursery to ensure as smooth a start as possible. We know every child is different so we allow them to settle in at their own pace.

### Transition into Reception Class

The Reception staff invite children, parents and carers into the setting for stay and play sessions in the summer term after an

initial open evening. In September, children, parents and carers are invited to an additional stay and play session. This will help your child begin to familiarise themselves with the academy environment. Children who are joining from our Nursery meet their new teacher before the summer holiday in the Nursery setting. The vast majority of children feel confident enough to attend school full time by the second week of September. Children can, however, settle at a slower pace if necessary.

### Partnership

Parental and carer engagement is an essential part of a child's progress and development. We view the relationship between teachers, parents and carers and children as a triangle in which each party plays an equally important role in the child's educational progress. As part of our partnership with you, the academy, parents and carers and the children sign a Home School Agreement. This stipulates a commitment to a set of principals which underpin the ethos of the academy.

### Communication

We ensure there are many opportunities for dialogue. Parents and carers are invited into the Nursery and (initially) Reception classes at the beginning of each session to settle their child and to help them with an activity. The teachers of Years 1 to 6 arrive on the playground ten minutes before the beginning of every day and also walk the children out at the end of every day so that informal discussions can take place.

If parents or carers have any particular enquiries, they are encouraged to talk to the Class Teacher first, then Phase Leader or any member of the Senior Leadership team.

It is best to book an appointment to see members of the leadership team, rather than expect they are free.

In addition, there are weekly year group newsletters which are sent to you by email as well as a hard copy. It provides information about what the children have been doing, what they will be learning the following week, as well as future events such as academy trips, assemblies for parents and school photographs. Our PTA regularly keeps parents and staff updated on their latest news and exciting events via regular newsletters and social media messages. We have a fabulous PTA who will welcome your involvement. We send out an annual questionnaire to all parents and carers so we can take into account your views when planning for the next year.

### Quick facts



88 Staff members



35 Classrooms



24 Teacher pupil support



894 Pupils



Recognition awards across all year groups



3 Sports halls



Variety of extra-curricular clubs



30+ School trips per year



26 Parents evenings



## Parental and Carer Consultation

Every October there is the opportunity to meet with your child's class teacher on a formal basis to discuss how they have settled into their new year group and to share targets for the school year. In February, a second meeting is scheduled so you may discuss with the class teacher how your child is progressing. In July, every child receives an annual report which details their performance during the year and gives areas for future development. An opportunity is provided for parents and carers to meet the class teacher to discuss the report if they so wish.

## Parents and Carers in the academy

Parents and carers can help in a multitude of ways; reading with children, helping on trips, coming in for theme weeks sharing their expertise, or by volunteering on a regular basis. Please let us know if you can spare some time, we would be very grateful for your support.

## Primary PTA

This a key element of life in the Primary phase, providing a link between parents, carers and the academy. Every year, the PTA organises and runs events to generate funds. Currently, the main focus is improving the academy environment to provide a richer experience for our students. Our most recent projects have helped to improve the academy playground areas. All they need to carry on with this good work is you!

## Assemblies

Throughout the year, parents and carers are invited to attend class assemblies and other celebrations including Harvest and Christmas.

## Academy Policies

These are available from the Primary office on request and can also be found on our website.

## Student Organisations

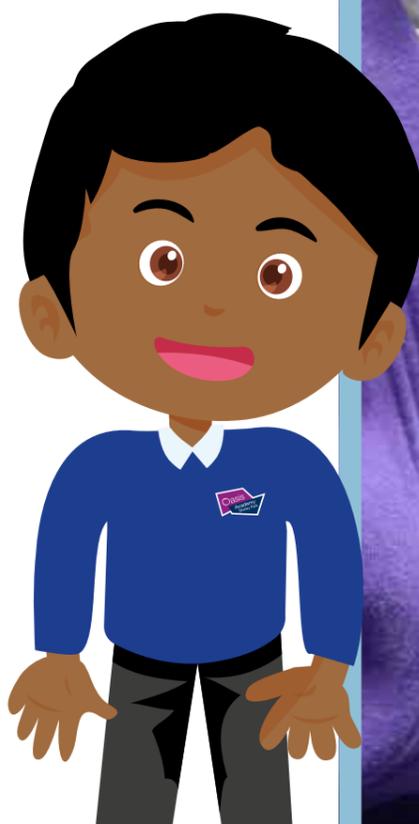
The School Council is a key part of the running of the academy. The group is made up of an elected representative from each class who has been voted for by their peers. They meet with staff regularly to make suggestions about the day-to-day running of the academy. We have a hard working student leadership team whom you will meet on open mornings showing our visitors with pride around our school. Leading this group are our four Heads of House. All members of the student leadership team are voted for by staff and year 5 students before they start year 6. We have Junior Road Safety Officers who remind children and the community of the need for sensible parking and driving around the academy site. We are in the process of forming our first Eco-committee, to ensure we as a academy are doing all we can to protect our environment.

“Behaviour in the Primary phase is very good and there are well-established routines.”

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## Academy Council

Academy Councillors are made up of a cross section of our community, including parents and carers. Academy Councillors are an integral part of the leadership and strategic management of the academy and ensure we maintain strong links with the community. When a vacancy arises (usually every four years), parents and carers are invited to apply.



## Learning & Teaching

We teach an exciting and creative curriculum. Our aim is to encourage our learners to achieve their very best and to ensure they develop their skills and talents in all aspects of their spiritual, intellectual, social, moral and physical development. We want to help our children become more human, and help them to change the world for themselves and others.

**There are four principles which underpin our Early Years and Foundation Stage Curriculum:**

- **A unique child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- **Positive Relationships** - so children feel safe and valued
- **Enabling environment** - we provide a rich and varied environment which supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces
- **Learning and developing** - children develop and learn in different ways and at different rates. Children learn in their highest levels in play. We provide wide ranging and varied interests that engage and involve children for sustained periods

The curriculum is divided into the following stages.

### Early Years Foundation Stage

#### Nursery (3-4 years)

39 places  
Long Lane campus

#### Reception (4-5 years)

120 spaces  
Stroud Green campus

#### Reception Extended Learning provision

2 places  
Stroud Green campus

### Key Stage 1

#### Years 1 and 2 (5-7 years)

120 spaces per year group  
Stroud Green campus

#### KS1 Extended Learning provision

2 places per year group  
Stroud Green campus

### Key Stage 2

#### Years 3 to 6 (7-11 years)

120 spaces per year group  
Long Lane campus

#### KS1 Extended Learning provision

2 places per year group  
Long Lane campus

## Learning Towards a Successful Future

The Early Years curriculum is divided into seven areas of learning and development, broken down into three prime areas and four specific areas. These valuable experiences give our children a secure foundation in learning which supports their future school career.

PRIME AREAS	<ol style="list-style-type: none"> <li>1. Personal, Social and Emotional Development</li> <li>2. Communication and Language</li> <li>3. Physical Development</li> </ol>
SPECIFIC AREAS	<ol style="list-style-type: none"> <li>4. Literacy</li> <li>5. Mathematics</li> <li>6. Understanding the World</li> <li>7. Expressive Art and Design</li> </ol>

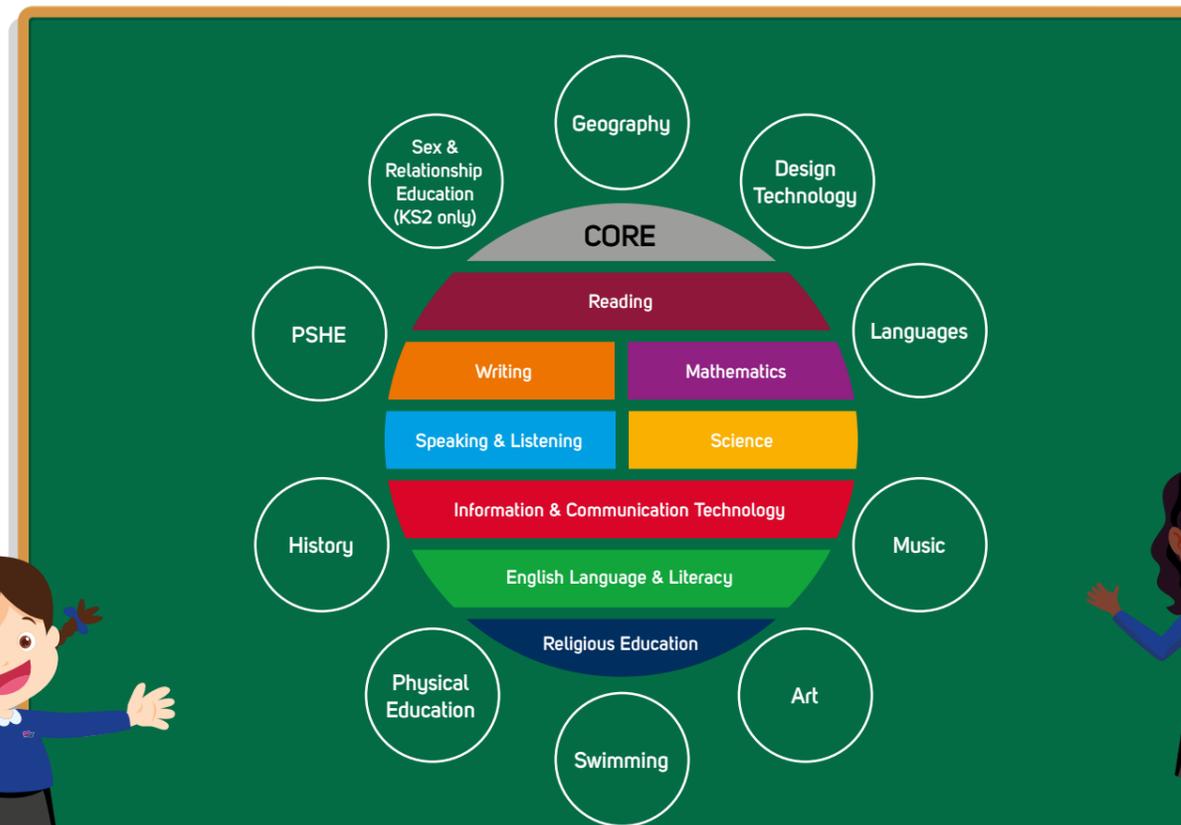
in all curriculum areas so that children can become well-rounded individuals who are independent and motivated learners who fulfill their true potential. We believe it is as a result of this child-centred approach and care for the holistic needs of our children that allows them to achieve high academic outcomes at the end of each key stage. The core and foundation areas are detailed below.

We teach these through an exciting and full curriculum with our habits as themes each term, and British values explored throughout. We provide high levels of enjoyment and creativity so that children are inspired to learn. This is through taught sessions, themed weeks, special days, visitors, workshops and trips offsite.

As well as teaching all curriculum subjects, children also get the opportunity to take part in Philosophy for Children, Peer Massage and SEAL (Social and Emotional Aspects of Learning). Children may be withdrawn from elements of Religious and Sex and Relationship Education at the parent or carer's prior written request, although this is not recommended.

## A Curriculum for All

In Year 1 and beyond, children move to the National Curriculum for Learning. The learning environment is carefully planned and adapted to support the learning and teaching as well as the individual needs of our children



## Homework

We firmly believe that while at home children should have time to play, be outdoors, eat lovely meals at the table with family and get lots of sleep. We set weekly skills tasks (spelling and number) and each child takes a reading book home. In Nursery upwards children have a series of tasks on a homework passport to complete.

## Special Educational Needs

At various stages of their learning, students may have special educational needs, which could include further developing their gifts, talents, learning, emotions or behaviour. Often, these needs can be met by providing access to a variety of different activities to suit the child's learning, as well as additional support from their teacher.

On occasion, extra external support may be required, such as an educational psychologist or support teacher and, when these interventions still do not meet a child's needs, we will ask for a full assessment by the Local Authority. Parental and carer involvement and permission will be sought at every stage of the process. We will strive to enable all our learners to achieve their full potential through provision of this support.

We have an Enhanced Learning Provision which caters for children with moderate learning difficulties. These students are incorporated into mainstream classes but receive special help each day through a specialised teaching programme, delivered by the academy's Inclusion team as well as help with PE and playtimes. Admission to this provision is via the Croydon SEND department. The academy benefits from this provision as we become more tolerant of each other, more appreciative of each other's personal qualities and learn to respect each other as individuals, helping us fulfil the Oasis O of Inclusion.

## Higher Attaining, Gifted and Talented Students

Teaching staff provide differentiated activities and a range of support and resources for higher attaining, gifted and talented students.

We encourage parents and carers to inform us of any talents children have outside of school so we can join in the celebrations at the academy for their accomplishments.

## English as an Additional Language (EAL)

We understand many of our students use more than one language at home. Academy staff are well-equipped to support any children that find learning in English a challenge. We encourage children to celebrate the languages they do speak in school.

## Child Protection and Student Welfare

Our child protection programme supports each child's development in ways which foster security, confidence and independence. The academy has a duty of care and the right to take reasonable action to ensure the welfare and safety of its students and, as such, follows protection procedures by informing Social Services of any concerns.

## Transition between Year Groups

We run induction programmes at each transition to a new year group involving meet the teacher sessions, parent information packs and basic skills sessions for parents and carers. Children moving up to Year 3 have an Open Evening and more activities as they move from Stroud Green to Long Lane campus. In the summer term, Year 6 complete transition work to prepare them for the move to Year 7. Primary teachers visit our Secondary site often to aid transition.

Love Learning; Care for Community;  
Build Bright Futures.

# Secondary Phase

## Life at Oasis Academy Shirley Park Secondary

We recognise some children and their parents are nervous about the transition to Year 7; a new building, a different journey to and from school, interaction with older students. For many children it is the first tentative step on their journey to becoming more independent. Whilst encouraging and nurturing the growth and maturation of our Year 7 students, we also understand the first few months, from receiving the offer letter to walking through the door and settling in during that first term, is a big step for all concerned.

Our aim is to make this an exciting journey. We encourage communication with our new families from the outset of accepting a place at Oasis Academy Shirley Park.

There is a 'Welcome Evening' at the end of June, followed closely by an induction day which takes place on the first Friday in July. During the first week of the summer holiday, we run a Summer Transition Camp which allows your child to become completely at home within their new surroundings, whilst participating in fun activities such as art and design, media and music, cookery and sport.

## Your First Year

Your child will receive support from dedicated Pastoral and Academic Leads and Senior Staff member of the academy who are attached to Year 7.

Lessons are 50 minutes each, allowing children to move around the academy and study a wide variety of subjects alongside their core subjects. For the first half term, Year 7 students have an extended lunchtime, allowing them dedicated time and space to access the facilities and play and social areas.

Parents' Evening, combined with regular progress reports help us to track the progress your child is making academically and, very importantly during the first stage of their secondary education, pastorally and socially. Your child will receive a planner on their first day at the academy and this will be used by them to record homework and any other deadlines. Staff will communicate any non-urgent messages home via the planner, which parents and carers must sign each week and should also use to send non-urgent messages to academy staff.



## Quick facts

- 116 Staff members
- 56 Classrooms
- 26 Teacher pupil support
- 900 Pupils
- Recognition awards across all year groups
- 1 Sports hall
- 1 Dance studio
- 3 External PE Zones
- Variety of extra-curricular clubs
- 25 School trips per year
- 11 Parents evenings

### The Year 7 Curriculum

During your child's first year at secondary school, they will have the opportunity to study a range of subjects and participate in topic-based projects.

#### English

We will explore a range of fiction and non-fiction texts from across time and different cultures which will be used to develop reading, writing and spoken language skills. All students in Year 7 are encouraged and given opportunities to develop and consolidate their knowledge and understanding of literacy within lessons, as well as promoting a love of reading by studying Greek Myths, Grimms' Fairy Tales, Dickensian stories and Philip Pullman's Northern Lights. Each half term, students will complete an assessment which allows teachers to monitor their progress and plan future learning that is effective and engaging.

#### Science

Students will start their journey exploring the "big ideas" of Science in their first weeks of the Autumn term. Our curriculum encourages students to question their pre-existing ideas about everyday phenomena through practical experiences whilst developing their knowledge of scientific explanations. Our curriculum is carefully sequenced across the three sciences and supported by a programme of independent study based on a weekly review of key knowledge.

Year seven topics include starting work on how forces make things change; how light and sound transmit information; studying cells, tissues and organ systems in the human body; and exploring the idea that all matter is made of particles. Students continue to study KS3 until beginning a transition year between Key Stage three and four in year nine.

#### Maths

We will continue to build on the independent learning and problem-solving skills which have been developed in primary school while increasing the rigour of students' use of language and then introduce Year 7 students to more sophisticated concepts. The Maths curriculum focusses on depth before breadth, with lessons sequenced so students spend longer on each topic. This enables students to gain a more conceptual understanding about the mathematics they are learning and to make connections between different areas of mathematics. During the three-year Key Stage 3 Maths course, students will be encouraged to orally communicate their ideas effectively both in small groups and with the whole class, and will be challenged to strengthen their mathematical reasoning through writing. Your child will also be expected to organise their independent study time in order to complete a rigorous programme of homework, which will support the work completed in class.

#### Geography

Year 7 Geography focuses on skills based learning to ensure both development within Geography as well as to aid other areas of students' learning. For example, developing literacy through written tasks, numeracy with graph interpretation and the use of report writing skills. We cover both physical and human aspects of Geography. Year 7 topics include the UK and Map Skills, Natural Hazards, Development, Rivers, Ecosystems, Weather and Climate. Your child will also learn about a wide range of locational Geography and cross-curricular topics. Your child will also learn about a wide range of locational Geography and cross-curricular topics. For each topic students are given additional resources to revise: knowledge organisers and learning ladders.



#### History

Key Stage 3 History has been constructed around five historical skills which underpin the work of all great historians. Students develop a strong command of historical evidence and interpretations, alongside a robust understanding of historical significance and causation. Throughout the year, students will cover a range of historical enquiries with a focus on breadth of knowledge to develop chronological understanding, including 'Why did the English decapitate their king?', 'Why did Britain want an empire?' and 'Why did Britain gain a French king in 1066?'

#### Religious Education

Your child will be introduced to the six major world religions and study the different terms for beliefs, the chronology of the world's main religions, the symbols of these faiths and the meanings behind them, the need for rules and the study of religion itself. The moral, ethical and social aspects will be explored in relation to challenging contemporary issues and society.

Religious Education is delivered as a timetabled lesson and follows the guidance offered by Croydon's Standing Advisory Council on Religious Education (SACRE).

#### Modern World Languages

In Year 7, students study Spanish. We believe giving our students access to another language opens up a world of new opportunities to them, as well as knowledge and understanding of the world around them. In languages, we hope to develop in students a love for other cultures and an interest in the world beyond the MFL classroom, while teaching students the key grammatical and vocabulary structures that are essential for communication. Students who excel in their Spanish studies will have the opportunity to pick up French in Year 8.

#### Computer Science

Students learn and apply knowledge and skills as outlined in the National Computing in Schools Curriculum. Students will cover a variety of topics linked to Algorithms, Programming and Development, Data and Data Representation, Hardware and Processing, Communication and Networks and Information Technology (Digital Literacy). We aim to cover these concepts whilst teaching fun and engaging lessons to encourage the students to be actively engaged with technology and feel confident in using a variety of skills, as well as developing their own solutions to problems.

### Physical Education

Your child will experience a variety of new and exciting sports. Students will study a new sport during each half term, ensuring they participate in six different sports across the academic year. Between September and Easter, sports include football, basketball, rugby, fitness, netball and gymnastics. In the summer term, sports include cricket, rounders and athletics. In Year 7, we focus on ensuring all students can master the range of basic skills for each sport which includes throwing, catching and developing hand-eye co-ordination. We run an extensive PE extra-curricular timetable where students can either simply improve their skills or represent the academy in sports fixtures in local and national competitions.

### Expressive Arts & Performance

All Year 7 students will participate in Dance, Drama and Music classes and will cover a number of activities and topics based around Performing Arts. We stage regular performances at the Academy, from informal recitals to Winter and Summer showcase concerts. The Performing Arts curriculum is heavily reliant on students' ability to use their own imagination and ideas and work together to create pieces of Drama, Dance and Music. Extra-curricular opportunities include Key Stage 3 Drama, Music and Dance Clubs.

In Key Stage 3 students study a variety of different dance styles including contemporary, street dance, physical theatre and African. These dance styles are explored through a variety of stimuli such as The Hunger Games, Christopher Bruce's 'Swansong' and the six basic dance actions. All students participant in dance lessons and develop a range of key skills that can be applied across their learning.

In Key Stage 4 students can choose to study either GCSE Dance or BTEC Level 2 in Performing Arts. Both courses develop the students' expressive, technical and physical skills through a range of set tasks and choreographic tasks.

Extra-curricular clubs are available to all key stages and performances are developed throughout the year for both internal shows and external competitions. In Year 9, students also have the opportunity to audition for our academy's Dance group 'Nation Dance Company'.

### Drama

Key Stage 3 Drama students will gain knowledge and practical skills of various dramatic devices from naturalistic, non-naturalistic and physical theatre genres. Stimuli will link closely to the English curriculum as a way of double strengthening their understanding of the content, giving students the opportunity to create their own interpretations of Greek myths, as well as scenes from Grimm Tales, Oliver Twist, Northern Lights and Beowulf. Every student has the opportunity to gain skills which can be applied cross-curriculum such as confidence, resilience, critical analysis, problem solving, citizenship and many more. If chosen at Key Stage 4, students study the GCSE course. Students will refine, build on and expand physical theatre and naturalistic acting knowledge and skills acquired at Key Stage 3 whilst adding in new genres to their knowledge such as verbatim and epic theatre. The specification promotes involvement in and enjoyment of drama, as performers and/ or designers, directors and stage managers.

There are two Academy productions each year which all year groups are encouraged to participate in as an actor or supporting with design or stage management. The Academy has taken part in the Shakespeare for Schools Festival and National Theatre Connections in recent times and aims to do so again. There is an additional Key Stage 3 Drama club run by older students of the Academy, together with a number of theatre trips planned throughout the academic year for students to participate on.

### Music

Music is one of the most exciting choices here at the Academy, where learning goes way beyond the classroom. Your child will be given both the expert guidance and independence required to express themselves creatively and discover their individual music ambitions through a wide range of music-making activities. Topics in Key Stage 3 Music include African drumming, pop music, classical music and band work, on our wide selection of instruments such as keyboards, drums, guitars, ukuleles and production software. In Key Stage 4, we continue to focus on individual interests – developing instrumental/ vocal ability, performance and production skills and relevant industry knowledge.

Extra-curricular opportunities for all students include regular clubs, competitions and performances – past performances enjoyed include Wembley Arena, BBC Live Lounge and Disneyland Paris. We encourage students interested in music to sign up to 'Music College' - our comprehensive instrumental/vocal lesson programme, which is available to students for a small fee - please note there is high demand - early booking recommended to avoid disappointment.

### Creative Arts and Technology

Creative Arts and Technology explores a range of themes and disciplines within Art, Design and Technology. All subjects aim to encourage creative thinking, problem solving and independence through the development of students own projects. In Art, students will explore a range of materials and processes such as drawing, painting, sculpture and printmaking. Throughout their artistic journey, students will learn to use these confidently to inform their ideas and create individual art pieces. Students will learn about a range of artists and designers to help inspire their work and aims to broaden their understanding of the world around them.

Drawing is seen as a fundamental skill within all art and design disciplines, playing a crucial role in recording, designing, planning and expression. Students will learn how to use drawing for a variety of purposes, informing their learning in resistant materials, food, graphics, and digital media and of course, art. Through a diverse range of creative and design avenues we aim to foster creative thinking, exploration and problem solving whilst developing valuable skills which our students can apply to all areas of their lives.



### Homework

Homework is used to reinforce and develop learning from the academy day. This includes reading, paper based work and online learning, tailored to your child's current attainment so that it is appropriately challenging.

Students will have an independent learning folder which they need to bring to the academy every day. This will contain knowledge organisers each half term for students to use to self quiz. Other homework set by subjects will also be kept in this folder and will be logged in student planners.

### High Standards and Expectations

Students and staff at the academy have high expectations of themselves and one another. Students are expected to be leaders amongst their peers, modelling behaviour both in and out of the academy that their parents and carers would be proud of.

They know they attend a Good School and have talked to many visitors and inspectors about the strengths of the academy and what it takes to continuously reach for excellence – they understand their actions have contributed to the culture of the academy and they are proud to be Shirley Park students.

Our students work hard and so do our staff. We want the best for your child, we want them to succeed and fulfil their dreams and your expectations, we want them to be successful, happy and to have choices about their future.

We will be relentless in providing your child with opportunities. In return, we will expect students to work hard, conduct themselves positively, and be committed to academy life.

### Pastoral Care

Every year group in the academy has full-time staff dedicated to supporting its students, allowing us to really get to know your child. The form tutor will see your child at least once per day and will build a close rapport with them. Their role is to mentor your child, providing spiritual, moral, social and cultural guidance within form time sessions and assemblies. The Head of Year monitors the progress and wellbeing of your child, dealing with any day-to-day issues, including making sure students maintain a record of good attendance and are settling in. A member of the Senior Leadership Team is also attached to each year group and provides guidance to students and staff, so they have the support and resources needed to look after your child.

### Safeguarding Students at Oasis Academy Shirley Park

The health, safety and well-being of children is of paramount concern to us. We listen to our students and take seriously what they tell us. Our aim is for every student to feel and be safe while in our care. We work in partnership with parents and carers to help every student achieve their full potential and make a positive contribution to the world they are part of. Our policies relating to safeguarding apply to all adults, including volunteers, working in or on behalf of the Academy. To promote a safe environment for students, our Selection and Recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service checks.

The Academy Designated Safeguarding Lead (DSL) is Mrs Miller (Deputy Principal) and there are a number of Deputy Designated Safeguarding leads who work together as a team to support the needs of our students. All DSLs have received appropriate and up to date training for this role. It is their responsibility to ensure all staff in contact with students receive child protection awareness training on a regular basis. We are committed

to establishing and maintaining an ethos where students feel safe, secure, valued and respected, are encouraged to talk openly and are always listened to. We ensure all students know there is an adult in the Academy whom they can approach if they are worried or in difficulty.

Our staff take their responsibility to be alert to the signs of neglect, emotional or physical abuse seriously and follow the procedures set out in the Academy's Safeguarding Policy. Occasions sometimes arise when our concern regarding a student requires us to consult other agencies. Whilst it is always our aim to work in partnership with parents and carers, there may be exceptions to this when concerns are raised for the protection of a student. The role of the Academy in situations where there are child protection concerns is not to investigate, but to recognise and refer. On very rare occasions, representatives from Children's Social Care or the police may need to speak to a child or parent/carer. This would be a decision made in collaboration with partner agencies and would only be completed in situations where a child may be at immediate risk.

We will always take advice from the Local Authority and follow their procedures when required. If you would like to learn further about our procedures, please refer to the Safeguarding policy which can be found on the Academy website.

### Relationship with Parents and Carers

Key to the success of your child's time at Oasis Academy Shirley Park is a harmonious partnership between home and the academy. Alongside the academy's pastoral care system, there is an expectation that parents and carers will work closely and productively with the academy to maintain the high standards and expectations that exist from day one of your child's secondary school career. At the heart of this is clear, effective communication between all parties and an

agreement that the support we provide to you and your child will be reciprocated.

We are committed to involving you every step of the way. You will be invited to events in which your child participates and we will write to you, send you newsletters and update our website and social media sites regularly so you know what is going on in the academy.

### Special Educational Needs

Oasis Academy Shirley Park is proud of the progress made by our students with SEND. As a fully inclusive school, we believe all students have a right to an education which allows them to develop fully academically, socially and emotionally.

We use a flexible and proactive approach to meeting the needs of our students ensuring that learning is accessible to all and students are supported to make good and above expected progress. Most students with SEND will have their needs met through quality first teaching and in addition to this, those with more complex and challenging needs will have more individualised provision. Other provisions include literacy and numeracy interventions, ELSA, speech and language, mentoring and counselling.

For further details, please view the documents on our website (the SEND Information Report and SEND policy,) and/or contact the SENCO to discuss further the needs of your child.





### House and Rewards System

There are four Houses across the all-through academy, incorporating students from Reception year right through to Year 13: Eagle, Falcon, Hawk and Kestrel. Each of the Houses has a strong identity and students are fiercely competitive when it comes to inter-house competitions and events.

This year we have run sports tournaments including Football, Netball, Basketball, Rounders and Table Tennis, academic contests including Debate Mate, Spelling Bee and Science Challenge, and creative and performance related events such as Music and Arts' Evening and Oasis has got Talent.

Our Rewards system is based on 5 Habits which encompass the 9 Oasis Habits. Each half term we will focus on a different Habit.

Throughout the year, students will be rewarded regularly based on their attitude, behaviour and general contribution to the academy. These daily reward points also link to the Habits.

Each half term students' achievements are celebrated through Rewards assemblies, where we recognise students' achievements encompassing the Habits and Academic success.

### Sporting Excellence

We are proud to be a school which performs well in the sporting arena. We make excellent progress through the ranks of inter-schools, county and national fixtures, maximising on our successful partnerships with sporting organisations. Our Under 15s team have won the English Schools Championships previously and a number of academy players have progressed to first team selection for Crystal Palace and other Premier League clubs.

We encourage and nurture sporting excellence in the academy and complement these partnerships with external organisations, with an extensive range of seasonal sports throughout the academic year, including Netball, Basketball, Cricket, Rugby, Rounders, Athletics, Table Tennis and Trampolining, so sport may be accessed by all. We compete against other schools in the Croydon borough and at a national level in a number of these sports, further extending opportunities for students in Year 7 to get involved in competitive sport. Annually we attend the Croydon Athletics Championships at Croydon Arena, where we have been successful in winning a number of medals.

We also participate in the Jack Petchey Awards Scheme. Awards are available throughout the year to students who show outstanding talent and commitment, with awardees receiving monetary rewards to spend on resources to be used in the academy. Award winners and their parents or carers are invited to a prestigious event at the end of the academic year to receive further endorsement from Jack Petchey himself, amongst other dignitaries.

### The Arts

Students who love to perform are encouraged and thrive at the academy. We have several dedicated performance spaces in the academy, including dance and drama studios, music rooms stocked with a wide variety of instruments and a music studio which is fully equipped with editing software. We hold a number of performance based events throughout the academic year and we have entered various competitions such as Let Your Feet Dance competition as part of the Croydon Schools Sports Partnership and the Rock Assembly, which has led to our singers performing at the BBC Live Lounge and Live at the Wembley Arena.



Art and Design lessons are fully catered for by light-filled, spacious rooms, fully equipped with resources and equipment for a full range of processes. Students develop skills of drawing, painting, sculpture, printmaking and digital media throughout their studies and are always welcomed to extend their skills further outside of lessons.

Our photography studio is well utilised by older A-level Art, Photography and Media students as they work hard to develop their personal projects. We widely encourage students from all year groups to take advantage of the art studios and equipment as teachers and sixth form students are always happy help and share ideas.

We have a 3D specialist studio where mould making sculptures are created and a functioning kiln for ceramics and pottery.

Years 7 and 8 are offered various clubs such as photography, model making, fine art and cake baking.

“There is so much learning, you can't resist it.”

Ofsted

### Community Outreach and International Links

We want your child to leave us in Year 13 having encountered a rich social, moral, spiritual and cultural educational experience. Part of this holistic approach is to ensure your child is involved in community outreach and voluntary projects. We have forged strong partnerships with two international arms of our parent charity, Oasis UK. These organisations are Oasis Belgium and Oasis Zimbabwe. Staff from Belgium and Zimbabwe regularly visit the academy, leading workshops and awareness assemblies.

Students are involved in a range of fundraising initiatives for local and national charities throughout the academic year, such as our WE Committee who get involved in events focussing on local and international charities - WE Walked for Water; Food Bank, Penny Challenge and WE Day, held at Wembley Arena. It is our Key Stage 4 students who set up and run the academy breakfast club, providing free breakfast for all students from 7.45am every morning.

### Enrichment

Extra-curricular sessions take place at all times of the day, before and after school and at break and lunch times, ranging from Chess and Cookery through to Sports and Homework clubs. Clubs change from term-to-term and, whilst we are pleased to be able to provide these opportunities on a day-to-day basis, enrichment at Oasis Academy Shirley Park is about much more than simply our after school clubs.

We wish to enrich students' lives and open their eyes and minds to new experiences, to help them to gain new skills, develop talents and seek out new interests and hobbies. We do this by providing a diverse range of activities, trips, and guest speakers.

In Year 7, students are able to attend a number of trips, including the Science Museum and the annual PGL activity holiday, where they learn new skills such as climbing and kayaking. We also run trips to New York to visit the site of Ground Zero, an annual skiing holiday, university trips, a sports tour and History and Geography field trips to name but a few.

Students participate in a variety of workshops, including Barclays Money Skills and BT Life Skills, and they train to be online mentors for the charity Beatbullying. We are always hugely excited and appreciative of the number of guests who visit our academy to share significant life experiences, and broaden aspirations of our students. Leadership

At both Key Stage 3 and Key Stage 4, 2 Head Students are selected by the student body and staff within the academy. Prefect opportunities are also available for Years 7 to 9.

At Key Stage 5, whole academy Head Students (2) are selected. Additionally, whole academy deputies and prefects, together with 2 Head Students from Year 12 are also selected.

Students are involved in the selection process for all positions. Student leaders wear badges and silver ties signifying their position held. All leaders represent the academy in a variety of ways and are expected to be positive role models to their peers.



## Love Learning; Care for Community; Build Bright Futures.

# Sixth Form

### Post 16

At Oasis Academy Shirley Park, we take pride in providing excellent Post 16 provision on site, with a broad offering of A-Levels and Level 3 courses. This means your choice of secondary school is now about the next seven years of your child's life.

We have high standards for students who wish to stay on for Sixth Form. The majority of our courses are A-Level subjects with entry requirements of a 6 or above (equivalent to a B) in the chosen subject. Students must have achieved at least five GCSEs at grade 5 or above (including English and Maths). The prerequisite for getting onto our Vocational Level 3 courses is a 5 in the chosen subject and five GCSEs at grade 4 or above. Our Sixth Form is oversubscribed, with students from other schools applying for places; our current year 13 is made up of one third external students.

### Highest progress in Croydon

We are delighted to announce for the second year in a row students studying A Levels had the highest progress of any of the 41 post-16 establishments in Croydon. Students achieved +0.50 grades of progress on average, which amounts to the grading of 'well above average' by the DfE, placing us 46th in the country and in the top 1% for progress. Students on vocational courses in 2019/20 also had the highest progress of any provider in Croydon, with a progress score of +0.30, placing us in the top 7% in the country.

### Higher Education and Pathways

We are immensely proud that many of our students have been the first in their family to attend university, having gained excellent GCSE and A-Level qualifications. During the last two years, all students who wished to go to university did so and gained their university of choice. Destinations have included Bristol, King's College London, Manchester, Sussex, Brighton and Imperial College, with courses studied including Art, Politics, Mathematics, Mechanical Engineering, Psychology, Primary Education, Aerospace & Automotive Engineering and Law.

The breadth of courses followed by students when moving on to Higher Education shows the variety of courses students are able to study at Oasis Academy Shirley Park, with the added advantage of having a dedicated team in place to support students with their UCAS and apprenticeship applications. Many students come back to the academy each year to talk about their experiences at university or in the world of work to our current cohorts.

## Quick facts

35 Staff members

8 Classrooms

Teacher pupil support

240 Pupils

Recognition awards

1 Sports hall

Variety of extra-curricular clubs

10+ School trips per year

4 Parents evenings

## The Sixth Form Day

<b>07.45 – 08.20am</b>	Arrival
<b>08.30am</b>	Lesson 1
<b>10.10am</b>	Tutor time/Assembly
<b>10.35am</b>	Morning break
<b>11.00am</b>	Lesson 2
<b>12.40am</b>	Lunch
<b>13.20pm</b>	Lesson 3
<b>15.10am</b>	Enrichment or Intervention lessons, clubs and societies

There is a dedicated Sixth Form Study Centre for quiet, private work, with access to their own, computer suite. Additionally, we have an informal area where students have access to various amenities and can study in small groups. Finally, dedicated sixth form teaching suites, where sixth form lessons take place within the Academy.

### Dress Code

Sixth Form students are required to dress in a business-style manner with clothes suitable for an office or workplace environment. Male students are required to wear smart trousers and a shirt. Female students should wear a smart skirt or trousers with a blouse and cardigan or jacket.

### Post 16 Student Leadership Team

To be part of the Student Leadership Team is a real privilege and one you must earn through peer and staff elections. The team have a huge impact on and great responsibility for the leadership and vision of the academy.

Student Leaders lead assemblies, take part in meetings and help run various student groups. They work very closely with the senior leadership of the academy to act as a real voice for students and bring about continual improvement, both in the Sixth Form and the wider community.

### Career Guidance and Mentoring

In today's world, it is no longer simply a question of which job or what and where to study. Students need to be given the tools to better understand themselves. They need to know what they are capable of and what makes them tick. Only when they start to comprehend their own strengths, weaknesses, motivations and aptitudes can they begin to navigate through the ever increasing array of choices now available to them. The Sixth Form team focus on building key character traits to prepare students for an ever-changing workplace that increasingly rewards skills such as leadership, organisation, communication, initiative and resilience.

We pride ourselves on our devoted team of Sixth Form staff who work tirelessly to ensure our students feel supported and mentored into making the very best decisions for their life after Sixth Form. Students have termly one-to-one mentoring sessions.

We place great emphasis on students' social, mental and physical wellbeing. Oasis Academy Shirley Park is supported by Place2Be, an organisation which offers free guidance and support services for students.

We also work with NHS Discover to provide students with the tools to deal with stress and anxiety in an increasingly complex society.

Sixth form students are also given their own dedicated careers advice, enabling them to make the right choices and achieve their career aspirations.





### Teaching and Learning

Great teaching and learning is at the centre of everything we do. We are dedicated to having a transformative effect on young people's lives and have a highly skilled body of teaching and support staff who are always willing to 'go the extra mile' for our students.

We are committed to ensuring all of our students move seamlessly from secondary education and get the very best opportunities at Oasis Academy Shirley Park Sixth Form. Our staff are dedicated to ensuring the students in our Sixth Form are fully prepared for their next step, whether that be higher education or employment.

“In both 2017 and 2018, students' progress on A-level courses was well above the national average.”

Ofsted

### Courses

At Oasis Academy Shirley Park our curriculum offer to students is reviewed annually to ensure our students receive a broad and extensive subject choice, taking into account any new reforms, of which there have been many in recent years and we have added a number of new courses including BTEC National Applied Science Diploma (2 x A Level equivalent), Cambridge Technicals Level 3 in Engineering, - we are one of only seven providers in London to offer this excellent course.

If you wish to follow an academic route, you will be required to gain at least Level 6 in your chosen subjects at GCSE.

#### We offer a range of AS and A2 subjects for 2021/22:

- Art and Design: Fine Art
- Art and Design: Photography
- Biology
- Business
- Chemistry
- English Literature
- Extended Project Qualification
- Spanish/Turkish (other community languages may be available)
- Geography
- Government and Politics
- History
- Mathematics
- Further Maths
- Media Studies
- Physics
- Psychology
- Sociology

We also have a rich and varied Vocational curriculum offer aimed at students gaining predominantly grade 5s at GCSE.

- Applied Science BTEC Level 3
- Business BTEC Level 3
- Dance BTEC Level 3
- Engineering Cambridge Technicals Level 3
- Health and Social BTEC Level 3
- Music BTEC Level 3

### Case studies

#### Tereza Radilova, graduating summer 2020

Further to achieving Foundation GCSE courses, Tereza has studied Art and Design – Fine Art and Photography, together with Mathematics at A' Level within our Sixth Form.

At the time of writing (May 2020) Tereza currently holds a conditional offer with the University of Cambridge, where she hopes to study Architecture.

“The best thing about studying at Oasis Shirley Park is the support we receive and the amount of faith our teachers place into making sure we succeed in our studies. Staff have pushed me to opening doors I never knew were available to a student from my background” - Tereza Radilova, class of 2020

#### Joshua Featherstone, graduated in 2019

Joshua achieved 1 A\* in Maths and 3 A's in Further Maths, Computer Science and Physics and an A\* in his EPQ in which he completed a project on coding. With this excellent set of grades, Joshua has gone on to study Computer Science at the prestigious Russell Group member Warwick University, one of three students in 2019.

Joshua was a hugely proactive Deputy Head Boy, a model student and a very talented individual. We are extremely proud to have him as one of our alumni.

### The Access Project

We are very proud of partnerships formed with a number of external organisations including Barclays, Goldman Sachs, Proctor and Gamble and University of Sussex, providing opportunities to work together, promoting awareness of business in different industry sectors, broadening aspirations. Sixth Form students have the opportunity to participate in workshops and conferences, be mentored by individuals at these companies and PhD students at leading universities, who provide assistance with work and advice on university applications.

### Oasis Global Partnerships

Oasis works in 11 countries across the world, delivering a range of services in each. Each Oasis academy is partnered with one of the 10 other countries in which Oasis works and we regularly share learning and experiences, carry out awareness drives and participate in fundraising. For those who are interested, there is often the opportunity to visit our partner countries. Our academy is partnered with Oasis Belgium and Oasis Zimbabwe.

### Hub and Community

Our academy sits within a wider Oasis community 'Hub', Oasis Hub Ashburton Park. The vision of the academy is to create both an outstanding school and also a community Hub. The aim is for our community to be able to access a range of services, adult learning programmes, healthy living advice and activities, sports facilities and out-of-hours youth activities.

We are an academy that works with, in and for our community, and the community is increasingly proud of us. Oasis believes that it has a duty to respect the environment through a commitment to sustainability and bio-diversity.

### The Shirley Park Family

Children here often say that it is like coming home when they step into the academy. Relationships among students and staff are strong and there is a mutual respect amongst children and adults which optimises the learning environment and ensures we get the best out of one another.

Students can often be seen working at the academy into the early evening and staff give up many weekends and holidays to support students so that they are as prepared as they can be for crucial examinations and assessments.

When your child is in our care, we will expect a high standard of behaviour, responsibility and respect, nurturing your child and treating them as an individual. We will do everything in our power to afford your child the life chances they deserve to become a fully-rounded adult with the skills and tools to equip them for life.

### The All-through Journey

Oasis Academy Shirley Park is unique in Croydon; we are the only non-fee paying, All-through school in the borough, serving the very youngest students in the Nursery to the very oldest in Year 13. We pride ourselves on bridging the gap between the range in ages of our learners by providing an environment that is inclusive of all children and young adults.

Our Secondary phase students act as mentors to the Primary phase, themselves learning how to teach and nurture our younger students. Our House system brings all members of the academy community together and other events such as Rewards Evening, performance showcases and sports tournaments ensure we are a true, All-through school.

### Admissions

Details of admissions and an application form can be found on our website:  
[www.oasisacademyshirleypark.org](http://www.oasisacademyshirleypark.org)



“ Students are particularly appreciative of the staff expertise and support they receive during the university application process.”

Ofsted



Beginning a great journey together

# Admissions Information

## Admission arrangements approved by the Secretary of State

The admission arrangements for the academy for the year 2021/22 and, subject to any changes approved by the Secretary of State, for subsequent years are:

The academy agreed admission numbers for Nursery, Reception, Year 7 and Year 12 as follows;

- For 2009/10 and subsequent years the academy has an agreed admission number of 52 part-time students in the Nursery. The academy will accordingly admit 52 part-time students each year who have reached their third birthday if sufficient applications are received. The Nursery school day will be split into 2 sessions (Morning and Afternoon), 26 applicants will be accommodated in each session.
- From 2011/12 the academy will operate a Sixth Form for a total of 215 students. 115 places overall will be available in Year 12 (the Year 12 'capacity'). The admission number for Year 12 for 2011/12 and subsequent years is 10. This is the number of places which will be offered on an annual basis to eligible external applicants. If fewer than 105 of the academy's own Year 11 students transfer into Year 12, additional external students will be admitted until Year 12 meets its capacity of 115.
- For 2013/14 and subsequent years, the academy has an agreed admission number of 30 students in Years 8-10 for children who attend the Crystal Palace Football Academy.
- For 2013/14 and subsequent years, 120 students in Reception. We adhere to the statutory infant class size limit of 30 students per class.
- For 2013/14 and subsequent years, 120 students in Year 7. The admission number applies only to those being admitted from outside of the academy. If fewer than 60 students intend to transfer from Year 6, the academy will admit over the admission number, up to the overall size of the year group (i.e. 180).



## Reception and Year 7 Over Subscription Criteria

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of students with an Education, Health and Care Plan where the academy is named on the EHCP, the criteria will be applied in the order in which they are set out below:

- Children in public care (looked-after children and previously looked-after children). Looked-after children are children who are in the care of the local authority or provided with accommodation by that authority at the date on which the application is made. Previously looked-after children are children who were looked-after, but ceased to be so because they were adopted or became subject to a child arrangement order or special guardianship immediately after being looked-after. Any application made within the looked-after category must be supported by a letter from the relevant local authority's children's services department. If applying under the "previously looked-after children" criterion, a copy of the adoption or special guardianship order must also be supplied.
- Children whose sibling(s) currently attend the school (including the Sixth Form) and who will continue to do so on the date of admission. The term "sibling" means a full, half, adopted or fostered brother or sister. Sibling criteria may apply where, at the time of application, a sibling is expected to be on roll (including in the Sixth Form) when the child starts at the academy. If the sibling unexpectedly leaves the academy after the offer has been made, the place must not be withdrawn on these grounds. The academy will request proof of relationship.
- Children whose parent is a member of staff who has been employed by the academy for two or more years at the time at which the admission application is made, and/or has been recruited to fill a vacant post for which there is a demonstrable skill shortage.
- Children who live nearest to the academy, calculated using the local authority's computerised system. The distance will be measured in a straight line from the child's

home address\* to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority. If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes.

\*The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Addresses involved in child-minding (professional or relatives) are excluded. Proof of residence and parental responsibility will be requested during the admissions process. If false or misleading information is used to gain entry to the academy, the offer of a place will be withdrawn. The LA must be notified of any changes of address immediately. Failure to do so could result in the child being denied a place.

### Tiebreaker

If there are more children that have equal ranking based on the above than there are places remaining within each criterion, the children will be ranked according to proximity of their home address to the academy with the child living nearest being ranked higher. Distance will be calculated using the local authority's computerised system. If two or more children live the same distance then random allocation will be used to allocate the final available place(s). This will be independently verified.

## A Message from our CEO

I am delighted that you and your family are interested in becoming part of Oasis Academy Shirley Park.

Oasis Community Learning was established as a Multi-Academy Trust in 2004 with the vision to create “Exceptional Education at the Heart of the Community”.

We now run academies in four main regions throughout the UK, providing either Primary, Secondary or All-through education.

All of our academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level.

Our ethos is integral to that provision. It is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all aspects of the life and culture of each academy community.

We passionately embrace learning and are committed to every child within our care reaching their full potential, developing holistically across every area of their lives both now and in their future.

**“ Leaders have an ambitious vision for the school. Their energy and commitment are focused on ensuring that all pupils achieve the highest possible outcomes.”**

Ofsted

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities. It aspires to develop the character and competence of every child within every community of which we are a part.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

So we look forward to your family potentially becoming part of Oasis, in the knowledge that we will work in partnership with you to ensure your children become confident learners ready to fulfil their aspirations in life.

Best wishes,



**John Murphy**

Chief Executive Officer,  
Oasis Community Learning



## A Message from our Founder

When I started Oasis back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. In Oasis Community Learning, we are the country’s second largest provider of Academy schools, educating around 25,000 children and young people. Through Oasis Aquila Housing, we provide housing for vulnerable young people. With Oasis Community Partnerships we run social projects – from community farms and coffee houses to churches and children’s centres – and much more besides. And we do this in communities as diverse as Gateshead in the North East to Bristol in the South West. So, the question is...why?

Not only do we believe your child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community in which we live. That is why Oasis is passionate that every community served by one of our Academies should be a happy, healthy place where every person is included and valued, and has the ability to thrive and achieve their full, God-given potential.

That is why Oasis’ vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We are motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it’s about how they see themselves and those around them. That’s why Oasis’ goal is to help create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

We look forward to welcoming you and your child to an Oasis Academy in order to experience this for yourself.



**Steve Chalke, MBE**

Oasis Founder



**Oasis Academy Shirley Park Primary Phase  
Stroud Green Campus**

Reception, Year 1 and Year 2

47-49 Stroud Green Way, Croydon CR0 7BE

e: [primaryadmin@oasisshirleypark.org](mailto:primaryadmin@oasisshirleypark.org)

**Long Lane Campus**

Nursery and Years 3-6

Long Lane, Croydon CR0 7AR (entrance in  
Longhurst Road)

e: [primaryadmin@oasisshirleypark.org](mailto:primaryadmin@oasisshirleypark.org)

**Secondary Phase**

Shirley Road, Croydon, CR9 7AL

e: [admin@oasisshirleypark.org](mailto:admin@oasisshirleypark.org)

**Sixth Form**

Shirley Road, Croydon, CR9 7AL

e: [shirleypark.6thform@oasisshirleypark.org](mailto:shirleypark.6thform@oasisshirleypark.org)

 [@OasisAcademySP](https://twitter.com/OasisAcademySP)

[www.oasisacademyshirleypark.org](http://www.oasisacademyshirleypark.org)



If you wish to know more about Oasis  
Community Learning – part of the Oasis group  
of charities – please contact:

The Oasis Centre, 75 Westminster Bridge  
Road, London SE1 7HS

 [@OasisAcademies](https://twitter.com/OasisAcademies)

[www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)