

# Oasis Academy Hadley

URN: 135958 | Inspected: 18 November 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Strong standard

Pupils across all 5 key stages make strong progress through the curriculum. They learn the intended knowledge and skills in the curriculum extremely well. In lessons, pupils recall their prior learning to successfully complete new, more-complex tasks and deepen their understanding. For example, in Year 6, pupils build on their knowledge of the northern and southern hemispheres in geography to learn about biomes. Pupils achieve well in national tests. All pupils' attainment and progress is generally close to national averages. However, when taking the school's context into consideration, outcomes for disadvantaged pupils are significantly above national averages across all 5 key stages. This is important as it represents over 61% of pupils in the school. Pupils with special educational needs and/or disabilities also achieve well compared to their starting points. As a result, pupils are well prepared for the

next steps

in their education, training or employment.

## Curriculum and teaching

Expected standard

Leaders have developed an ambitious and broad curriculum from the Nursery to the sixth form. Pupils learn new knowledge and skills in a logical order. This allows pupils to build their understanding step by step towards more complex ideas. This prepares pupils well for the

next steps

in their education. Leaders have a robust system in place to review and improve their curriculum. They analyse pupils' outcomes, identify

areas for improvement

and adapt the curriculum as necessary. This feeds into the school's staff training programme so that teachers have the tools they need to deliver the curriculum effectively and secure pupils' success. For example, leaders

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have used this process to implement improvements to the primary writing curriculum. However, there is some variability in how staff implement leaders' teaching and learning strategies, for example checking for understanding and questioning. Leaders ensure that pupils of all ages develop strong knowledge in reading, writing and mathematics. Primary-age pupils become fluent and accurate readers quickly and those with gaps in their knowledge in the secondary phase receive targeted support to catch up. Leaders ensure that staff have access to the information they need to adapt the learning for pupils with special educational needs and/or disabilities in their lessons.

## What it's like to be a pupil at this school

Pupils describe their school as a place where they learn well, feel safe and are consistently encouraged to become the 'best versions of themselves'. As a result, pupils attend well and enjoy coming to school to learn. They are rightly proud of their work. Staff have formed highly positive relationships with pupils, so that there is a palpable climate of trust and respect. Bullying rarely occurs. From the nursery through to the sixth form, pupils learn a broad range of subjects that prepares them well for the future. They enjoy lessons, talk confidently about their learning and achieve very well. Those pupils with special educational needs and/or disabilities also achieve well from their starting points. This is because the school is quick to identify pupils' needs and put support in place for those who need it. Leaders are committed to ensuring that all pupils access the full curriculum and achieve their potential. Pupils in the nurture provision develop a keen sense of belonging and staff here quickly break down barriers to their learning. Pupils say that the school feels like a family, where everyone is respected and differences are valued. Leaders work relentlessly to build a strong community that offers families extensive support and care. Pupils access a range of broader experiences, for example leading 'eco-warrior' teams. They also take part in activities beyond the classroom that build character, confidence and ambition. For example, through educational visits abroad, sixth-form students gain valuable insights into different ways of life. From the early years, children learn to collaborate and follow routines, laying strong foundations for positive learning behaviours. Pupils behave well during lessons and social times, showing care for one another. They are keen to learn and are well supported by staff to achieve their aspirational personal goals.

## Next steps

- Leaders should ensure that highly effective teaching methods, such as those used for assessment, are embedded across all subjects and phases.

## Early years

### Strong standard

Children in the early years benefit from consistently purposeful, language-rich interactions with adults who know them well. Teachers model new vocabulary clearly, repeat key words and use simple sentences so that children develop secure communication skills. Visual prompts support children to understand and use new language confidently. Digital media is used well to support parents and carers with their children's learning at home. The early years curriculum is well organised. It enables children to make highly effective progress across all areas of learning. Staff check what children can do, so they can identify

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## next steps

and adapt activities when needed. Reading is rigorously prioritised. Children in Reception learn phonics from the start and practise their sounds every day. Small-group sessions help them learn to blend sounds confidently and apply their phonics in early writing. Storytelling, singing and vocabulary-rich books deepen children's enjoyment of reading. Children also develop early mathematical understanding through practical activities, number songs and mathematical language in play. This begins in Nursery and continues into Reception, where children use their early number knowledge with increasing confidence. Children leave the early years exceptionally well prepared for Year 1. They develop independence, social skills and early academic foundations through consistent routines and high-quality support.

## Inclusion

### Strong standard

Inclusion is at the heart of this school's work. The school is a key part of its local community, offering pupils and their parents and carers the support they need to break down barriers to learning. This includes offering all pupils a free breakfast to encourage them to attend school and be ready to learn. The pupil premium grant spending is planned strategically, securely rooted in research. Leaders have used this money to support the development of high-quality teaching and learning at the school. They monitor the impact of this rigorously. Educational visits are paid for by the school so that no pupil misses these valuable experiences. Leaders quickly assess pupils' needs when they join the school. As a result, pupils receive targeted support swiftly. This enables pupils to access the same curriculum as their peers with the support they need. Leaders share 'pupil passports' with all staff so that teachers can adapt their lessons to meet the needs of pupils with special educational needs and/or disabilities. Leaders monitor pupils' progress through the curriculum and update strategies when appropriate. Staff receive high-quality training to identify potential pupil needs and to implement the adaptations pupils require to access the learning.

## Leadership and governance

### Strong standard

Leaders, including those from the trust, have a very clear understanding of the school's strengths. They have accurately identified the

areas for improvement

and these are prioritised in the school improvement plan. Leaders at all levels understand these priorities and are relentless in their analysis of any relative underachievement. They use data to identify the causes of this and act swiftly to address any issues, including reviewing and adapting the curriculum where appropriate. As a result, leaders' interventions are impactful. Leaders at all levels take decisions that are in the best interests of pupils. They are determined to break down some of the barriers that many pupils face. To this end, the trust has helped

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the school to provide pupils with a digital device that supports their learning in school and at home. For example, the technology is used to support younger pupils with their reading practice at home. Trustees fulfil their statutory duties well and have a detailed knowledge of the work of the school.

High-quality training ensures that staff are ready to deliver the ambitious curriculum in the school. This training is based on research. Staff feel included in school development plans as the training is targeted to support their individual professional development needs, for example through careful coaching from leaders. This supports early career teachers equally well on their journey to become highly effective teachers. Staff feel well supported by leaders with regard to their wellbeing and workload.

## Personal development and wellbeing

### Strong standard

Leaders have carefully and deliberately planned a personal development programme that meets the pupils' needs as they progress from the early years to the sixth form. The programme reflects the diversity of the school's pupils. It aims to provide knowledge, skills and experiences that pupils may otherwise miss out on. Through the school's ethics programme and assemblies, for example, pupils learn about right and wrong, democracy and people of different faiths and backgrounds. This contributes to the creation of a harmonious and diverse community in the school. The ethics programme is sequenced in a way that is age appropriate and builds on pupils' prior learning. It includes appropriate relationships education and how pupils can keep themselves safe online. However, it is also responsive to the needs of pupils and what is happening in the local community. It is adapted when necessary, for example responding to the increase in gang violence in the local area. The school builds enrichment activities into the timetable so that all pupils benefit from them. No pupil misses out on enrichment or extra-curricular activities as these are funded by the school. There is a wide range of lunchtime and after-school clubs on offer, for example the photography and 3D-printing clubs. Many pupils get involved in school drama and musical performances. There are many leadership opportunities for pupils in the school, 'Hadley editors', 'LGBTQ+ voice' and the 'eco-warriors', to name but a few. Careers education is planned from the Nursery to the sixth form. Older pupils receive careful guidance about their subject choices both for GCSEs and for the sixth form, which helps them make the right decisions for their future. This is reflected in the very high numbers of pupils being the first in their family to attend university. Post 16 provision Strong standard Leaders have designed a broad curriculum in the sixth form. Students can study a range of A levels and applied general courses at level 3. In addition, the school offers a 3-year pathway for those students not ready to embark on a level 3 course at the start of Year 12. Leaders understand the strengths of these study programmes and how they prepare students for their

next steps

after school. These courses are well sequenced so that students build on their prior learning and apply it to new situations. Teachers in the sixth form are subject specialists and support students well to learn increasingly complex concepts. As a result, sixth-form students' achievements are consistently above national averages over time.

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All students take part in a myriad of enrichment activities, including supporting younger pupils with their reading. They set up their own societies that reflect their interests. All students follow a well-designed programme of personal, social, health and economic education. This builds on what students learned before joining the sixth form and also includes a detailed careers programme. Leaders in the sixth form support students well for their applications to university, apprenticeships and work. Typically, all students secure appropriate destinations, such as university, apprenticeships or employment. Expected standard

## Attendance and behaviour

**Strong standard**

Leaders have prioritised attendance by removing any barriers to pupils coming to school. For example, the school opens early and all pupils can have a free breakfast. Leaders analyse attendance data in great detail, for all pupils and for specific groups of pupils. They identify pupils at risk of not attending regularly and they intervene. Staff in the school's 'community hub' work closely with pupils and families to stress the importance of attendance. As a result, attendance rates are improving year on year. Attendance for disadvantaged pupils and those with special educational needs and/or disabilities is significantly above national averages. Pupils are keen to learn and they behave well across all phases of the school. They are polite and respectful to one another and they embrace the diversity of their school. Leaders have achieved this by ensuring that all pupils and staff understand their high expectations of pupils' behaviour. For example, pupils revisit behaviour expectations termly. As a result, lessons are rarely disrupted and the school is a busy, yet calm, place at social times. Leaders are sensitive to the different needs of their pupils and adapt their policy to accommodate these sensibly. This enables all pupils to meet the school's high expectations.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/oasis-academy-hadley-enfield>