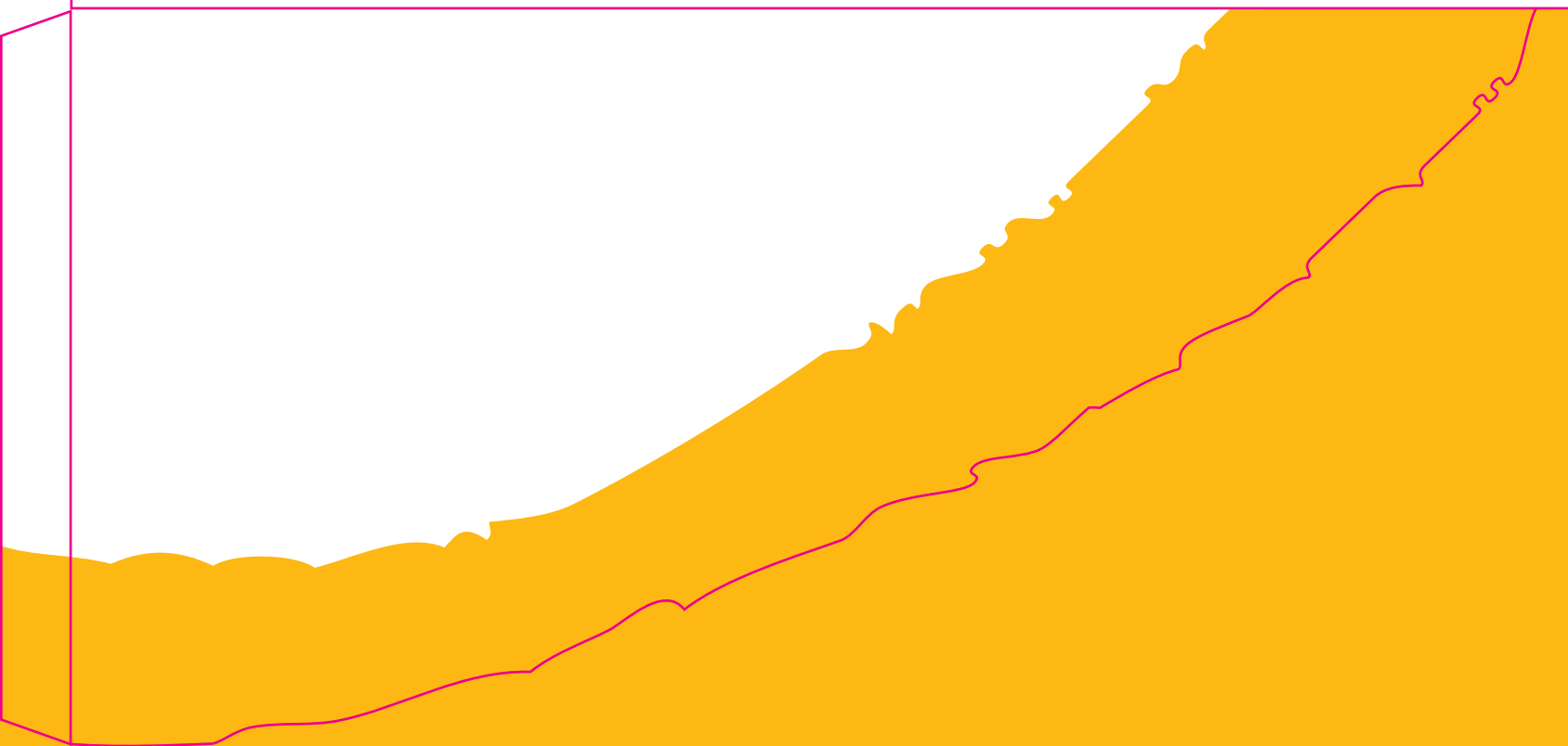


Hi... Hello... Welcome

Oasis academy  
:hadley

Oasis Academy Hadley  
Bell Lane, Enfield EN3 5PA  
[www.oasisacademyhadley.org](http://www.oasisacademyhadley.org)





## Oasis academy :hadley

If you have a query regarding Oasis Academy Hadley please contact Lynne Dawes through her PA, on 020 8804 1648 ext. 261 or [info@oasishadley.org](mailto:info@oasishadley.org)

You can keep up-to-date with developments at **Oasis Academy Hadley** via our website [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org)

## Oasis :community learning

If you wish to know more about **Oasis Community Learning** please contact:

The Oasis Centre, 75 Westminster Bridge Road, London SE1 7HS  
Email: [ocl@oasisuk.org](mailto:ocl@oasisuk.org)  
[www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)

Registered number: 5398529. Charity Number: 1109288



Should you want to find out about **Oasis UK** you can visit [www.oasisuk.org](http://www.oasisuk.org)

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# Oasis Community Learning

## Building Community – Developing People

When I was a teenager I used to attend a local church-based youth club at the weekends. There I learnt two important lessons in life. The first was that the 15-year-old girl that I started going there in an attempt to woo into becoming my girlfriend wasn't the least bit interested. To her I was a non-entity – a mere 14-year-old! But the second was that I am made in the image of God and that as a result, my life, just like each life, has purpose and meaning. In short, I learnt that every person matters.

So it was that I became inspired to create ways to help build communities where everyone – both young and old – had hope, felt they mattered and were given the opportunity to achieve to their full potential. As a result, in 1985 I set up Oasis; a charity which now provides education, housing and healthcare around the world.

Oasis Community Learning, part of what was by then a family of Oasis charities, began its life in 2004 with the goal of developing a number of Academies across the UK. And, just like the rest of Oasis' work around the world, right at its heart are the same values. Inspired by Christ, we are committed to valuing all, protecting rights to freedom and choice, working against discrimination and exclusion, respecting the beliefs of others and nurturing confident and competent young people.

That's why Oasis Academy Hadley will provide a rich and balanced educational environment – academically, vocationally, socially, morally, spiritually, emotionally and environmentally for all our students.

That's why we will aim to develop informed and active learners who can explore questions, seek answers and solve problems – students who will care passionately about their neighbour, their community and their planet.

That's why, through high-quality facilities, outstanding staff and clear leadership, we will work to create a positive and affirming environment, encouraging partnerships between students, parents/carers and the wider local community.

That's why Oasis Academy Hadley will provide a welcoming environment for students of all faiths and none, as well as for their parents and carers.

Oasis believes that every person matters.

**Steve Chalke MBE - CEO, Oasis Community Learning**

“Education is not the filling of a pail, but the lighting of a fire.”

W.B. Yeats

# Oasis Academy Hadley

## Learning and Living in Harmony

Welcome to Oasis Academy Hadley. Having been the Headteacher of the predecessor school, I was delighted to be appointed Principal in January 2009 and it has been a pleasure working on the development of the Academy since then.

Academies are new, publicly funded, all-ability independent schools, introduced by the Government in 2000. As an Academy we have the freedom to deliver a learning experience which is innovative, challenging and responsive to the needs of individuals. Students experience a curriculum which enables them to develop the skills and competences they need to support learning in different contexts, to build confidence and to secure qualifications at a suitable level.



Lynne Dawes – Principal

Oasis Academy Hadley is situated on Bell Lane in North East Enfield and in 2012 will move to new state-of-the-art buildings in Ponders End when we become an all-through Academy. We work closely with the Local Authority, local schools and other organisations for the good of all within the community.

As a member of the global organisation, Oasis, the Academy provides unique opportunities for our young people and our wider community. We benefit from working in partnership with, and learning from, schools across different continents as well as those locally and nationally.

At Oasis Academy Hadley we aim to treat all our students as individuals. We personalise learning to meet the needs of the individual. We make learning engaging and fun so that our students want to learn rather than have to learn.

We have high expectations and want our students to have high aspirations. We want our students to be the best they can be.

Oasis Academy Hadley is a school for the whole community and a school for the 21st Century, preparing our young people for their future. We are guided by our mission - Learning and Living in Harmony - our values and our vision. If you wish to be part of this journey, we look forward to working with you.

**Lynne Dawes - Principal, Oasis Academy Hadley**



### Our Values

#### Every child matters

We identify and develop the gifts, talents and interests of all our students. Our curriculum and extended opportunities enable all students to engage in their education. They enjoy learning and achieve success. We help them learn how to be healthy and stay safe. They make positive contributions to their Academy, their community and the wider world. They develop spiritual, social, physical, emotional and economic well-being. We value the achievements of all our students.

#### Education for all

All members of our community are learners. Our students are educated for life. Our staff are developed through teamwork, training and the opportunities that an innovative environment brings. The educational facilities are shared with local schools and local people. We provide lifelong education for the whole community.

#### It takes a whole village to educate a child

This African saying reflects the importance of the whole community in educating our children. We employ first-class staff. Support goes beyond the classroom and beyond the Academy gate. Parents, carers and families of our students are expected to be involved in their education. Through our Mathematics with ICT and Music specialisms we engage local, national and international partners in the education of our students.

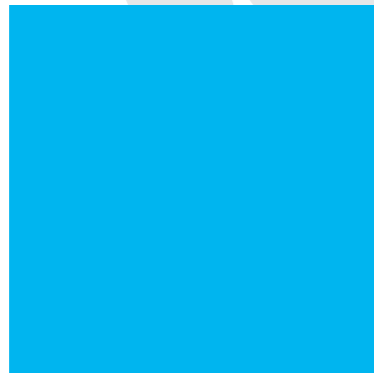


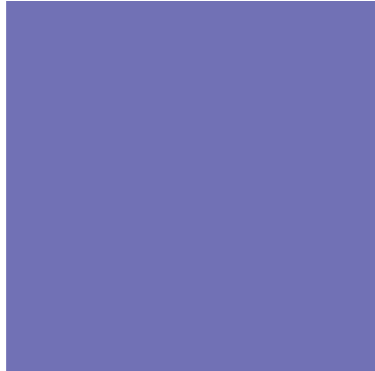
#### Love your neighbour

Our work is motivated and inspired by the life, message and example of Christ. We recognise the richness that spiritual and cultural diversity brings to our community. We respect the beliefs and practices of other faiths and provide a welcoming environment for students of all faiths and those with none. We recognise that we are stronger together and value collaboration. We develop an understanding and tolerance of each other through knowledge, mutual respect, believing the best of each other and forgiveness. Individual rights are respected and choice is exercised within a culture of self-discipline.

### Our Vision

- **Aspire**  
We will have the highest expectations of ourselves and others for both learning and behaviour
- **Achieve**  
We will be the best we can be
- **Care**  
We will consider others and make positive contributions to the Academy, and the local and global communities in which we live
- **Endeavour**  
We will be resilient, enjoy a challenge and not give up easily





## Learning – Curriculum

A 'can do' culture is promoted throughout our Academy. The gifts and talents of our students are celebrated so that we nurture confident, creative and independent learners who are able to respond to the world of the future.

All Oasis Academies offer opportunities for extended learning and independent learning beyond the normal Academy day.

### Years 7 and 8

Students all follow the National Curriculum learning programmes in English, Maths, Science, ICT and PE. The rest of the curriculum is a skills-based integrated iLearn course built on personal learning and thinking skills. This focuses on the development of students' skills and talents. Students access the Humanities and Languages through the iLearn Global programme, and Art, Music, Drama and Technology through the iLearn Create programme. PSHCEE and ICT underpin both aspects of the iLearn programme.

### Years 9, 10 and 11

In Year 9, students begin to select their programmes of study. A full complement of GCSEs are supplemented with Specialist Diplomas and BTEC courses. All Oasis Academies offer a broad and balanced curriculum but they also have a specialism. As a Mathematics with ICT and Music specialist Academy, all Year 9 students follow a one-year vocational BTEC course linked to one of our specialisms. In addition, some students begin GCSEs in Year 9, completing the courses in Year 10 and beginning AS level qualifications in Year 11. Others may take three years to complete GCSEs and further vocational courses.

### Years 12 and 13

Our Sixth Form offers a wide range of level 2 and level 3 courses and students follow a personalised learning programme. Level 3 students take A levels, BTEC Nationals or a combination of qualifications. Level 2 students take BTEC Firsts and then progress to level 3 courses spending three years in the Sixth Form. In addition, we are part of the Enfield Sixth Form Consortium arrangements and offer Specialist Diplomas.

### Assessments and results

We do not report results until the first year of Academy results. However, if you would like to find out the results of the predecessor school please go to the Department for Children, Schools and Families website: [www.dcsf.gov.uk/performance](http://www.dcsf.gov.uk/performance) tables.





## Learning – Pastoral organisation

All students and staff belong to one of six Learning Communities. Each Community is divided into fourteen Tutor Groups of no more than 18, supported by a Personal Tutor. The Tutor gets to know the young person's interests, skills and needs. They then work with the student and their parents/carers to personalise their learning, helping them choose the right courses and ensuring they develop the skills needed for effective learning. The members of a Tutor Group support and guide each other, sharing experiences and knowledge. We believe that students encouraging one another and offering peer support further motivates students to succeed. In addition, the Learning Communities are used to develop student leadership, competitions, performances and enterprise activities.

In Year 7, much of the iLearn programme takes place in a dedicated room called an iLearn Base. This means that for most lessons, other than where specialist equipment is required, students stay in the iLearn Base with teachers travelling to them. The iLearn Base is adjacent to the Year 7 playground. This provides a sense of security in the first year of secondary education. Learning Groups are used to deliver the core subjects at Key Stages 3 and 4 (English, Maths and Science) and other subjects further up the Academy.

Learning Reviews take place throughout the Academy year. Personal Tutors receive information from subject teachers and provide feedback to students and parents/carers on progress made. Discussions involving the Tutor, student and parents/carers result in Personal Learning Programmes being developed.





## Community – Living and learning together

### Community Vision

The vision of the Academy is to create both an outstanding school and a community hub. The aim is for local residents to be able to access adult learning programmes, healthy living advice and activities, sports facilities and out-of-hours youth activities.

Oasis believes that it has a duty to respect the environment through a commitment to sustainability and biodiversity. Resources entrusted to Oasis Academy Hadley will be used with integrity and responsibility.

### Our Specialism

We aim to provide community activities through our specialisms of Mathematics with ICT and Music. These opportunities are developed gradually so they are of good quality and complement current opportunities.

### Healthy Living

There is an ethos of balanced and healthy lifestyles, demonstrated through policies regarding Academy meals. We support healthy living and health activities from the Academy and offer links to community activities such as nutrition and fitness clubs and social clubs.

### The Extended Academy

All Oasis Academies offer opportunities for extended learning beyond the core Academy day. Extended community use is part of the Oasis vision for the Academy. We aim to provide integrated care for all students. These services will be developed gradually as Oasis teams begin to develop programmes between the Academy and the local community.



## Admissions

Oasis Academy Hadley is a non-selective Academy open to students of all religious faiths and those of no faith.

If you are a parent/carer of a student currently in Year 6 and wish to apply for a place at Oasis Academy Hadley in Year 7 for the following September, you will need to complete the Common Application Form and return it to the Local Authority.

If you are seeking a place in any other year group or for a Year 7 place post-September for the academic year 2009-10, you must contact the Academy directly. From the academic year 2010-11 onwards, you must contact the Local Authority directly.

### How places will be allocated at Oasis Academy Hadley

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 statements of Special Educational Needs where Oasis Academy Hadley is named on the statement, the criteria will be applied in the order in which they are set out below:

1. Children in public care.
2. Children for whom the Academy is appropriate on genuine social or medical grounds. Such applications will be decided by the Academy Council or nominated panel. (Such applications will only be considered under this criterion if they are supported by an attached written statement from a doctor or social worker. This must demonstrate that there is a very specific connection between the child's medical or social need and the Academy).
3. Admission of students whose siblings currently attend the Academy 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, or other child living permanently within the same household. The Academy reserves the right to ask for proof of relationship.
4. Admission of students on the basis of proximity to the Academy using straight line measurement from the main entrance of the Academy to the main entrance of the child's home.

Places are allocated on a geographical basis to children who live nearest to the Academy. The distance used to determine how close the child lives to the Academy will be the direct line measurement from the front door of the permanent home address to the main entrance to the Academy site. The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence – such as a council tax bill or utility bill – can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Academy, the offer of a place may be withdrawn.

If there are more applicants than there are places remaining within a particular category and where there is no difference in distance from home to school for two or more children, random allocation, carried out by a person or persons unconnected with the Academy, will be used to allocate the final available place(s) and to establish priority on the waiting list.



### Post 16 admission criteria

The Academy will publish specific criteria in relation to minimum academic entrance requirements for admission to the post-16 provision. These criteria are the same for internal and external transfers.

Where the number of external applications exceeds the number of post-16 places available and after the admission of students with statements of Special Educational Needs where the Academy is named on the statement, the criteria will be applied in the order in which they are set out below:

1. Children in public care.
2. Children for whom the Academy is appropriate on genuine social or medical grounds. Such applications will be decided by the Academy Council or nominated panel. (Such applications will only be considered under this criterion if they are supported by an attached written statement from a doctor or social worker. This must demonstrate that there is a very specific connection between the child's medical or social need and the Academy).
3. Admission of students on the basis of proximity to the Academy using straight line measurement from the main entrance of the Academy to the main entrance of the child's home.

Places are allocated on a geographical basis to children who live nearest to the Academy. The distance used to determine how close the child lives to the Academy will be the direct line measurement from the front door of the permanent home address to the main entrance to the Academy site. The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Academy, the offer of a place will be withdrawn.

If there are more applicants than there are places remaining within a particular category and where there is no difference in distance from home to school for two or more children, random allocation will be used to allocate the final available place(s) and to establish priority on the waiting list.

### Please note

There will be a right of appeal to an Independent Appeals Panel for internal students refused transfer and external applicants refused admission.

### Absence rates

We do not publish absence figures from the predecessor school. However, as soon as the Academy opens we collect and analyse absence data on a monthly basis and the results are available from the Academy.

### Complaints policy

If a parent/carer wishes to make a complaint about their child's welfare or education at the Academy, they should do so by following the procedure given in the Academy's Parental Complaints Policy. A copy of this can be obtained by contacting the Academy office or looking on the website: [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org).

## Facilities

In 2012, Oasis Academy Hadley will move to new state-of-the-art facilities in Ponders End. Following remodelling and refurbishment of the Albany site, we have good facilities in order to deliver 21st Century education until we move.

The current site is ICT-rich with easy access to the Academy network, both in and out of school. Parents/ carers are able to access information about their child's achievement, progress and attendance at any time. We link with other Oasis Academies as they open, and with schools from around the world, providing a rounded educational experience.

### Arrangements for students with disabilities

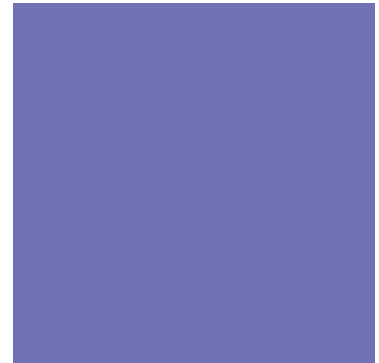
For information on arrangements for students with disabilities, please refer to our inclusion and SEN policies which can be found on the website: [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org). For information about specific facilities at the Academy please contact the Principal.



## Academy Day

The Academy operates a two-week timetable and opens at 7.30am for Breakfast club. The library and out-of-hours clubs run until 5pm Monday to Thursday and 4pm on Fridays. Students must be in the Academy by 8.25am every day.

Days 1-9	Monday	Tuesday	Wednesday	Thursday	Friday	Day 10	Friday
8.30 - 10.10	Lesson 1&2	Lesson 1&2	Lesson 1&2	Lesson 1&2	Lesson 1&2	8.30 - 12.00	<b>Session 1</b> 20 minute break taken between 10.00 - 11.00
10.10 - 10.30	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial		
<b>10.30 - 10.50</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>		
10.50 - 12.30	Lesson 3&4	Lesson 3&4	Lesson 3&4	Lesson 3&4	Lesson 3&4	12.00 - 14.00	<b>Session 2</b> 30 minute lunch taken between 12.00 - 13.00
<b>12.30 - 13.20</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>		
13.20 - 15.00	Lesson 5&6	Lesson 5&6	Lesson 5&6	Lesson 5&6	Lesson 5&6		
<b>15.00 - 15.10</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>				
15.10 - 16.00	Lesson 7 (yr 7-9)	Lesson 7 (yr 10-13)	Lesson 7 (yr 10-13)				



## Year 7 Curriculum (2009/2010)

Students in Year 7 have 51.2 hours of core learning activities per fortnight.

English	8 lessons
Maths	8 lessons
Science	8 lessons
Modern Foreign Languages or additional literacy	2 lessons
iLearn Create	11 lessons
iLearn Global	11 lessons
ICT	2 lessons
PE	4 lessons

### English, Maths, Science and ICT

English, Maths, Science and ICT follow the Key Stage 3 National Curriculum schemes of work.

### iLearn

iLearn is a 21st Century curriculum, preparing students for the challenges of a new millennium. The work focuses on developing the personal learning and thinking skills of independent enquiry, creative thinking, reflective learning, team working, self managing and effective participating (see the website for more information: <http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts>). These transferable skills are needed by a modern economy and by adopting this approach we prepare all our young people for their future.

Traditional school subjects such as Geography, History, RE, Modern Foreign Languages, Art, Music, Drama, Technology and PSHCEE are used to deliver the iLearn curriculum, with the focus on developing skills and competences, rather than simply acquiring knowledge.

### Modern Foreign Languages or additional Literacy

All students are taught a language through the iLearn Global curriculum which, in the first instance is French or Spanish. In addition, some students receive additional language teaching. Other students take additional literacy courses if this better suits their learning needs.

### PE

PE is compulsory for all.

### Extended Study Days (Friday week 2)

To meet the needs of all young learners and adults in the community, one day a fortnight students study a subject in depth. The details of our activities are published on our website: [www.oasisacademyhadley.org](http://www.oasisacademyhadley.org). A wide range of activities such as PSHCEE, Sport, Music, Drama, Technology, and ICT are available. Off-site activities also take place on these days.



## Uniform

The prospectus contains pictures of students wearing the Oasis Academy Hadley uniform. The compulsory and optional items are listed below.

### Compulsory Items

#### All Students

- Black blazer with Academy badge
- White school shirt
- Academy tie
- Black leather type shoes
- School bag

#### Boys Uniform

- Black trousers

#### Girls Uniform

- Black trousers or black kilt
- White or black socks or tights

### PE

- Academy polo shirt
- Academy rugby shirt
- Academy sports shorts
- Academy sports socks
- Trainers

### Optional Items

- Academy black V-neck jumper
- Plain outdoor coat
- Academy tracksuit bottoms
- Football boots
- Plain black or white religious head covering
- One pair of stud earrings
- Watch

Uniform can be ordered through the Academy. For more details contact the Academy office.



## Special Educational Needs

The Academy's aim is to ensure that all its students achieve their full potential, according to their needs. If a student has special educational needs (SEN), the Academy will take every reasonable step to identify and meet them. Further information on the policy and provision for SEN can be obtained from the Academy.

Students with SEN who do not have statements of special educational needs will be admitted on an equal basis with others in accordance with the Academy's admissions policy (see pages 10 and 11 of the prospectus).

Where a student has a statement and the Local Authority is proposing to name the Academy in the statement, the Academy will agree to the student's admission. The only reason for not doing so is if the inclusion of that student would be incompatible with the education of other children and there are no reasonable steps the Academy could take to resolve this. If there is a disagreement between the Academy and the Local Authority on the placement of a student, there is a voluntary dispute resolution service backed up by the Secretary of State's power to intervene. In the last resort parents/carers can appeal to the SEN and Disability Tribunal.

