

Inspection of a school judged outstanding for overall effectiveness before September 2024: One Degree Academy

1 Chace Village Road, Enfield EN2 8GH

Inspection dates:

17 and 18 December 2024

Outcome

One Degree Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Jo Addleton. The school is part of The Adnan Jaffery Academy Trust. The school is a single academy trust and overseen by a board of trustees, chaired by Riaz Shah.

What is it like to attend this school?

Pupils receive an exceptional education at this school. Pupils achieve high outcomes because the school has high academic aspirations for pupils, including those with special educational needs and/or disabilities (SEND), and those who are disadvantaged. The school creates a love of learning and provides the tools pupils need to flourish.

The school is driven by its mission to equip pupils with the knowledge and attributes to 'succeed at university, enjoy a fruitful career, and lead a great life'. Pupils take part in a wide range of enrichment opportunities to gain valuable life experiences. These include trips, workshops, learning to play musical instruments and meeting visitors from different walks of life.

Behaviour is exemplary and pupils are highly motivated to learn. Pupils listen to their peers attentively and are highly respectful to each other and staff. This begins at the very start of the day, where pupils are welcomed each morning and shake hands with staff as part of their 'warmth walk'. Pupils embody the values of the school and show great maturity and confidence.

Parents and carers speak very highly of the school. They recognise both the nurturing ethos and the school's efforts to work in partnership with them. There is a strong sense of community spirit. Pupils are eager to attend school and are safe.

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

Pupils follow an ambitious and rich curriculum. The school has identified the knowledge that pupils will learn precisely, across all year groups. This is planned coherently, so that pupils repeat and practise key concepts and have strong understanding. For example, in mathematics pupils practise applying their mathematical reasoning to different sets of problems.

Teachers have strong subject expertise, which means they give clear explanations and model new skills expertly. As a result, pupils excel and produce high-quality work. The school uses a research-based approach and professional development is of a high standard. This means there is a consistent approach to teaching. Teachers use the same methodical steps in all subjects, which is strongly rooted in reading and exploring language. For example, the same reading strategies used in English are used to read ambitious texts in history so that pupils understand how 'treaties' and the 'annexation of land' led to events in 1914.

Pupils with SEND are quickly identified and complete the same ambitious learning as others. Classrooms are calm and purposeful. The school provides effective strategies to support pupils with regulating their emotions. For example, all pupils use their daily reflection journals and can use 'regulation stations' if they are upset. In addition, pupils use agreed non-verbal gestures to indicate that they need help. Staff and pupils use these gestures to signal agreement, appreciation and make requests throughout the day. This means that learning is not disrupted, but also adds another unique layer of support and communication to deepen discussion and understanding.

The school has made reading an absolute priority and a love of reading is evident. Staff deliver the phonics programme well. They are highly skilled in helping pupils to read. Those pupils who need additional support are identified quickly. They receive effective help to become fluent readers. Staff create a love of stories in the early years, while older pupils read a diverse and ambitious selection of books.

Provision for pupils' personal development is excellent. There is an extensive offering of clubs, including fencing, ballet, art club and choir. The school offers numerous opportunities for public speaking and uses effective strategies to develop pupils' oracy skills using their 'SHAPE' model. Older pupils take roles of leadership, such as play leaders and singing leads. Pupils are taught about the value of service to others and 'adding value'. For example, they sing at the local hospital and have provided artwork for the local train station. They are well prepared for life in modern Britain. Pupils know how to stay healthy and safe, including online.

The school's values are taught and reinforced across the school. For example, pupils and staff show their appreciation and recognise these values in each other during 'family

dining'. Celebration assemblies are joyous occasions and show how highly these values are regarded. Consequently, behaviour around the site is exceptional. Children in the early years build concentration skills well and are kind to one another. Pupils build strong relationships, including with staff, who regularly organise games and join in with activities at social times. Parents also recognise the outstanding pastoral care in place at the school.

Leaders and trustees are dedicated to continual improvement and a culture of ambition. Staff are proud to work here and feel valued. Pupils are known and given every opportunity to thrive.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in February 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142874
Local authority	Enfield
Inspection number	10327672
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	Board of trustees
Chair of trust	Riaz Shah
Principal	Jo Addleton
Website	www.onedegreeacademy.org
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of The Adnan Jaffrey Academy Trust.
- The school does not use any alternative provision.
- The school provides a wrap-round care through breakfast and after-school clubs.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with senior leaders, trustees, teachers and support staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, spoke to teachers and looked at samples of pupils' work.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- The inspector considered the responses to the online survey, Ofsted Parent View. They also spoke to pupils, parents and staff and took into consideration the online staff and pupil surveys.
- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.
- The inspector held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Sarah Saunders, lead inspector

His Majesty's Inspector

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