

# The Hazeley Academy

Emperor Drive, Hazeley, Milton Keynes, MK8 0PT

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The Principal is determined to ensure that all students make the best possible progress in all aspects of their development so that they can succeed in their future lives. In this ambitious vision he is supported strongly by all staff and governors.
- Teaching is good. Teachers plan interesting activities that engage students and help them all to learn.
- Students' achievement is good. The proportion of students who gain five or more GCSE grades A\* to C, including English and mathematics, is above average and is increasing.
- Students make good progress in a wide range of subjects by the end of Year 11. Many groups of students, including disadvantaged students, make outstanding progress in English and mathematics.
- The sixth form is good. Good teaching ensures that students make good progress from their different starting points.
- Students feel safe in the academy and understand how to keep themselves safe in different situations.
- Students' behaviour is good. They are proud of their academy and treat all staff with respect.
- Provision for students' spiritual, moral, social and cultural development is a strength of the academy. Students are well prepared to be responsible citizens in modern Britain.
- Governors are effective. They show a good understanding of the academy's strengths and areas for further development. They provide the Principal with a good balance of support and challenge.

### It is not yet an outstanding school because

- Occasionally, work is too easy or too difficult for some students, which means they do not then learn as well as they could.
- Sometimes teachers do not ensure that all students understand fully what they are learning before moving to new work.
- Teachers' marking and feedback do not always indicate clearly to students how to improve their work. Some teachers do not check that students act upon the advice provided.
- The outstanding practice in English and mathematics is not yet shared fully across other subjects.

## Information about this inspection

- Inspectors observed students’ learning in 37 lessons across the academy, including the sixth form. Of these observations, 12 were made jointly with senior leaders. Inspectors also visited an assembly and several tutor groups.
- Inspectors looked at students’ work in their lessons and carried out two detailed scrutinies of their written work in several subjects.
- Inspectors held meetings with three groups of students to hear their views on learning and behaviour in the academy. They also spoke informally with students during their breaks and lunchtimes.
- Meetings were held with the Principal and several other staff with leadership responsibilities. The lead inspector met with four members of the governing body and the National Leader of Education who supports the academy.
- Inspectors examined a variety of documents. These included records of current students’ progress, self-evaluation reports and improvement plans, and behaviour and attendance logs. Inspectors also examined a sample of minutes of meetings of the governing body, and other records relating to safeguarding and the management of staff performance.
- Inspectors took account of 119 responses to the online questionnaire Parent View, one letter from a parent, and 90 responses to the academy’s own recent staff questionnaire.

## Inspection team

Sean Thornton, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Duncan Millard	Additional Inspector
Karen Corcoran	Additional Inspector
Trish Dooley	Additional Inspector

## Full report

### Information about this school

- The Hazeley Academy converted to become an academy school on 1 July 2011. When its predecessor school, Hazeley School, was last inspected by Ofsted, it was judged to be good overall.
- It is much larger than the average-sized secondary school.
- The Principal was appointed in January 2015.
- Two thirds of students are of White British heritage. Other students come from a wide range of minority ethnic groups.
- The proportion of students who speak English as an additional language is average.
- The proportion of disadvantaged students is below average. These students are supported by the pupil premium, which is additional funding provided for students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled students and those with special educational needs is below average.
- A very small number of students attend alternative provision at The Stephenson Academy.
- The proportion of students who are eligible for the Year 7 catch-up funding is below average. This funding is for students who did not reach the expected standards in reading or mathematics by the end of Year 6.
- The academy meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 11.
- A National Leader of Education, from Oakgrove School, provides the academy with advice on its performance and areas for improvement.

### What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement by ensuring that all teachers consistently:
  - set work that is pitched at the right level of difficulty for all groups of students, including the most able
  - check that students understand fully what they are learning by using skilful questioning
  - provide detailed feedback to students on how to improve their work and ensure that they act upon the advice provided
  - employ, as appropriate, the outstanding practice seen in English and mathematics in all other subjects.

## Inspection judgements

### The leadership and management are good

- The Principal shows great determination to ensure that all students make the best possible progress in all aspects of their development so that they can succeed in their future lives. In this ambitious vision he is supported strongly by all staff and governors.
- The leadership of teaching is good. The academy's records of the checks on teaching are detailed and show that support programmes are put in place when needed. This is leading to improving standards of teaching and achievement. A wide range of training is provided to develop teachers' skills. For example the 'colour groups' bring together teachers from different subjects to develop common strategies. Leaders realise, however, that there are still variations in the quality of teaching, for instance in the standards of marking and feedback provided for students.
- Leaders ensure that students' behaviour is good by providing support for staff when this is needed. They have developed systems of rewards and sanctions that are understood and respected by students.
- Subject leaders are effective in their roles and senior leaders hold them to account for students' achievement. This is contributing to the improvements in teaching and students' achievement. Leadership of the sixth form is good and is leading to improving standards of achievement.
- The academy uses a wide range of information, including detailed analysis of students' progress, to identify its particular strengths and its areas for development. Leaders produce detailed improvement plans with clear targets for success. These plans are checked regularly and this helps to drive further improvements.
- The academy welcomes students of all backgrounds, abilities and races. Leaders successfully promote equality of opportunity and ensure that no one is discriminated against. The Principal and the governing body ensure that the academy fosters good relationships. The academy is highly inclusive.
- The range of subjects in the curriculum is broad and balanced and is reviewed annually to make sure it meets the needs of all students. There is a strong emphasis on English and mathematics for all students and there are effective catch-up strategies in these subjects in Key Stage 3. In Key Stage 4, a large number of GCSE courses are available and this provision is extended by a smaller number of high-quality work-related courses. Students have many opportunities to take part in sporting activities as well as music and drama both during and beyond the school day.
- Provision for students' spiritual, moral, social and cultural development is a strong feature of the academy. Students are encouraged to take responsibility and to support others in the community. Many opportunities are provided for students to reflect on moral issues as well as on their own actions and achievement. Students learn to respect those with different faiths and beliefs and develop a clear understanding of right and wrong. The British values of free speech and democracy are actively promoted so that students are well prepared for life in modern Britain.
- Academy leaders make very effective use of the pupil premium funding. Funds are used, for example, to provide individual and small group teaching in English and mathematics and this has resulted in disadvantaged students making very rapid progress in these subjects. Funds are used also to help develop eligible students' personal well-being and confidence and help them to take part in academy visits, sports and cultural activities.
- The Year 7 catch-up funding is used successfully to provide additional staffing and small-group teaching in English and mathematics in Years 7 and 8. This enables these students to make good progress by the end of Year 11.
- Impartial careers education and guidance is provided from Year 8 onwards so that students can make informed choices about their futures. Together with good progress, this ensures students are well prepared for the next stages of their education or training.
- The National Leader of Education who supports the academy works closely with the Principal in checking students' progress and advising on strategies for further improvement.
- Safeguarding requirements meet all statutory requirements and are effective in keeping students safe.
- The quality of off-site provision is checked systematically to ensure that these students' progress, attendance and behaviour are good.
- **The governance of the school:**
  - Governance is effective. Governors have undertaken a wide range of training which enables them to make a strong contribution to the academy's leadership. They have a good understanding of how well different groups of students are achieving and systematically compare their performance with that of students nationally.
  - All governors receive detailed reports from leaders about the varied aspects of the academy's work.

They challenge the information provided and ask searching questions to ensure its reliability and accuracy.

- Governors display a good understanding about the quality of teaching. They support academy leaders in tackling weaknesses in teaching and make sure that systems for checking teaching and linking pay to students' progress are fair and rigorous.
- Governors ensure that the academy's finances are managed well. They have clear plans for the future, for example in adapting the sixth form curriculum to maintain breadth but also financial viability. They check closely the use of additional funding such as the pupil premium and understand that this is being used very successfully.
- Some governors regularly check safeguarding arrangements to make sure that they are effective and meet all statutory requirements.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of students is good. Students move around the large site calmly and sensibly, showing courtesy to each other and to all adults. They are proud of their academy. There is no sign of graffiti and litter is very rare.
- During break and lunchtime, students of all backgrounds mix well with each other so that there is a friendly and respectful atmosphere.
- Students who were spoken with during the inspection reported that behaviour is usually good and that the rare incidents of poor behaviour that hinder their learning are dealt with quickly and fairly. Students support the academy's behaviour code and appreciate the good balance of rewards and sanctions.
- In almost all lessons, students concentrate well, showing positive attitudes and a desire to learn. When teaching does not engage them fully, however, their concentration falters and they make slower progress.
- Students willingly accept leadership roles in the academy. For example, in each lesson students volunteer to welcome any visitors to their classroom and to tell them about the learning that is taking place.
- Exclusions are rare. This is because the academy has developed effective systems of checking and managing students' behaviour. The records show also that the frequency of low-level disruption is decreasing.
- Students' strong moral and social development enables them to respect others and understand the consequences of their actions. This contributes to their good behaviour.
- A number of students join the academy with considerable behavioural difficulties. These students benefit from a variety of well-targeted interventions and support, resulting in marked improvements in behaviour and success in their learning.

### **Safety**

- The academy's work to keep students safe and secure is good.
- Staff are trained well in child protection and other aspects of safeguarding. Students say that they feel safe in all parts of the academy site and there is always an adult they can speak to about any concerns that they have.
- Students have a good understanding of how to keep themselves safe in a variety of situations, including the use of the internet and social media. The academy's website contains a useful section that advises parents on e-safety.
- Students spoken with during the inspection reported that bullying is rare and that when it does occur staff deal with it quickly and effectively. For example, when the term 'gay' was being inappropriately used by a small number of younger boys the academy took prompt and successful actions to address this.
- Attendance is above average and is increasing. The academy monitors attendance closely and is working with families to further improve it.
- Systems to support the few students who study off site are effective. There are clear arrangements with the providers to check the safety and attendance of these students and to ensure that their behaviour is good.
- The large majority of parents who responded to Parent View agreed that their children were happy and safe in school and that the school manages students' behaviour well.

**The quality of teaching****is good**

- Senior and subject leaders check the quality of teaching regularly. Teaching is typically good and there are examples of outstanding practice.
- The teaching of English and mathematics is extremely strong throughout the academy and enables many students to make outstanding progress in these subjects. Teachers of these subjects know their students particularly well and ensure that teaching responds accurately to their individual needs. Strategies are now in place to spread this best practice across all other areas.
- Teachers show good subject knowledge, have high expectations of their students and show enthusiasm for what they are teaching. Lessons are planned to include an interesting variety of activities. Students respond well to these opportunities and show commitment to their learning in nearly all lessons.
- Teachers provide regular opportunities for students to read in a wide range of subjects. Teachers also make sure that students understand technical vocabulary, for example in science, design and technology and music lessons. Consistent practice in promoting high-quality written work in all subjects is less advanced but the good practice of the English department is being used to address this.
- Disabled students and those with special educational needs benefit from good teaching which is matched closely to their individual needs. As a result, these students make good progress.
- Teachers in all subjects are very aware of the needs of students who speak English as an additional language. They modify their lesson planning and the resources that they use so that these students are able to participate fully in lessons and make good progress.
- In many lessons, teachers ensure all groups of students learn rapidly by ensuring that tasks are at the right level of difficulty for them. They check students' understanding frequently, for example by using questioning skilfully, to make sure that all students are confident in their learning.
- In a small minority of lessons, these strong features are less well developed and some students do not make as much progress as they could because the work provided is either too easy or too difficult for them. For example, the most-able students are not always challenged enough to reach their very highest standards.
- There are many good examples of teachers' marking and written feedback in students' books and, in some classes, students respond well to their teachers' comments and advice. In a minority of classes, this good practice is less well developed so that students do not then benefit from detailed feedback on how to improve their work.
- Relationships between staff and students are extremely good so that students can ask questions or give their views in confidence and are not afraid of making mistakes when learning new ideas.

**The achievement of pupils****is good**

- Students' attainment by the end of Year 11 is consistently above average. The proportion of students who gain five or more GCSE grades A\* to C, including English and mathematics, is well above average.
- Students join the academy in Year 7 with achievement that is typical for their age. They make good progress in a wide range of subjects, including English and mathematics, by the end of Year 11. Some groups of students make outstanding progress in both English and mathematics.
- Leaders have high expectations and analyse all examination outcomes in detail. They have introduced strategies to improve standards in the small number of subjects where achievement in 2014 was not as high as expected. These strategies are already proving successful.
- The academy's records show that all groups of students currently on roll, including those from ethnic minority groups, are making good progress across the curriculum. These records also indicate that attainment by the end of Year 11 is continuing to improve.
- Disabled students and those with special educational needs make good progress from their starting points and achieve well against challenging targets. These students succeed because teachers know them well and plan effectively for their individual needs.
- Disadvantaged students make more rapid progress than other students in the academy and other students nationally. Disadvantaged students currently on roll are continuing to make rapid progress and the gaps in attainment are decreasing.
- In 2014 the attainment of disadvantaged students in English was about two-thirds of a grade below that of their peers in the academy but one-third of a grade below that of other students nationally. In mathematics, the attainment of disadvantaged students was almost one grade lower than that of other

students in the academy but one-third of a grade lower than that of other students nationally.

- The most-able students gain many of the highest GCSE grades. Their rates of progress in English and mathematics are equal to those of similar students nationally. Their overall progress in the academy is good but not as rapid as some other groups of students.
- Students for whom English is an additional language make outstanding progress, more rapid than that of similar students nationally. This is because their progress is tracked closely and teachers ensure that their individual needs are met fully in lessons.
- The Year 7 catch-up funding is used effectively. In particular, this small number of students make good progress in their literacy, which enables them to gain success across the curriculum.
- A small group of students are entered early for their GCSE examination in English. There is no evidence that this limits their achievement.
- The small number of students who attend off-site provision are supported well so that they make good progress, both in their social skills and in their academic development, including in English and mathematics.

### The sixth form provision

is good

- Sixth form standards are improving year by year. Provision and achievement are both good.
- The leadership and management of the sixth form are good. Leaders regularly check the progress of students towards demanding targets and organise prompt interventions when this is needed. They ensure that all sixth form students receive broad and impartial careers education and guidance so that they are well prepared for their future pathways.
- The quality of teaching in the sixth form is good. Teachers encourage debate and thoughtful analysis of concepts and topics in lessons. The content and delivery of lessons are well matched to students' individual needs so that almost all make good progress. Students report that they value their teaching and that it makes them think deeply and work hard.
- Behaviour and safety in the sixth form are good. Students learn how to stay safe outside of the academy and in preparation for life beyond the sixth form. Sixth form students take on a variety of leadership roles and act as good role models for younger students. In lessons, students show commitment to their studies and ambition to do their best.
- The sixth form provides a very wide range of academic courses and a smaller number of vocational courses. This combination is matched well to the needs of students and is regularly reviewed. Provision is well planned, enabling students to build on their previous achievements and providing clear routes for further study or employment. The number of students progressing to universities is increasing.
- The proportion of students entering the sixth form with the highest GCSE grades has typically been somewhat below the national average. This means that, although many make good progress, the proportion achieving the highest grades at A level has been below the national average. However, attainment in both Year 12 and Year 13 is now increasing. In most subjects students' progress is good and in some vocational subjects it is outstanding. There still remains variation in the progress that students make in different academic subjects. Plans to reduce these variations are being put in place.
- Dedicated teaching in English and mathematics is provided for students who do not already have a GCSE grade C in these subjects. Success rates are broadly average and are improving.
- All sixth form students are encouraged to contribute to the wider community. For example, some students help in the local young offenders' institution.
- The academy meets the government's current minimum standards for both academic and vocational qualifications.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	136844
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	449686

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1460
<b>Of which, number on roll in sixth form</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Dobell
<b>Principal</b>	Tony Nelson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01908 555620
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