

**The Hazeley Academy**  
**Summary Self Evaluation**  
**September 18**

As of September 2018, The Hazeley Academy, entered its thirteenth year since opening; its first Sixth Form students entered post-16 provision in September 2009. In July 2011, the school became a converter academy and changed its name to The Hazeley Academy. In June 2015, a Section 5 inspection judged the school to be good. Hazeley and its partner school Shenley Brook End formed the 5 Dimensions Trust in September 2018.

The Hazeley Academy is located in West Milton Keynes. The school was built before its substantive catchment area was fully in place - and this remains the case as of 2018-19. The Academy still (and unlike its most immediate neighbouring schools) draws from around 25 to 30 primary schools from across of the city - with only between half and two thirds arriving from within the catchment.

The Academy enjoys an excellent reputation and is consistently oversubscribed. Historically, in Milton Keynes, there is significant movement of some of the more able Year 7 students into the grammar and private sectors of neighbouring authorities, approximating 10%.

The Hazeley Academy intake reflects a comprehensive and inclusive representation of the city. The Office for National Statistics estimates 26.1% of the population of Milton Keynes in 2011 was from black and minority ethnic groups. This increasing trend is reflected in the intake year on year.

The average attainment on entry profile of students broadly reflects the national picture. Prior attainment data shows that the Academy has less low ability students than the national average (varying between year groups between 1% and 5.8%). However, there is variation between the cohorts for each year of entry, with a sharp rise in SEND intake in September 2016. There are currently approximately 1450 students (240 each in years 7-11 and 250 in years 12 and 13). The academy is expected to take in an additional 30 students in Year 7 in September 2019.

The vision for the Academy can be summed up by the acronym 'Q3C&'. Q3C stands for our commitment to ensure that students leave the Academy with great qualifications; well-rounded character; engaging confidence and creativity. In addition, © stands for our drive to ensure that Hazeley is the happiest place to study and work. Finally the ampersand represents the commitment to partnership and collaboration to support all of the aforementioned. These 3Cs along with SMSC constitute what we define as "The Hazeley Values" which are relatively interchangeable with what others may define as British values. These principles underpin our conduct, decisions and purpose:

At The Hazeley Academy we develop character, confidence and creativity in our young people and each other so that together we can gain fulfilment by playing a positive role in our community.

Character – We have respect, integrity, loyalty, high expectations and resilience. We believe the differences amongst us make us even stronger.

Confidence – We trust ourselves and each other, we relish taking calculated risks, we understand honest mistakes occur and learn from them together.

Creativity – We enjoy working together designing, creating and reflecting upon solutions, including how to improve ourselves and each other in so doing making our Academy a truly inspiring place.

The academy is working in close partnership with a neighbouring academy Shenley Brook End along with the local primary schools. This partnership was formalised in September 18 to create the 5 Dimensions Trust. Subject teams and senior leaders from both schools work collaboratively to 'grow remarkable communities of exceptional people' by focusing on five areas:

- The provision of a holistic education
- The rigour of academic challenge
- The creation of a positive and high performing environment for staff
- A supportive partnership with parents, carers and families
- A dynamic relationship with our wider community

## Overall Effectiveness

2

The Academy judges the overall effectiveness; the quality of education provided in the school to be very **good**. However, looking at current data, internal and external validations we believe we are firmly on course to secure an outstanding judgement in future inspections.

Students benefit from teaching, learning and assessment that is at least good, with many outstanding aspects. This is evidenced through student outcomes, validated forecasting, work scrutiny, learning walks and surveying of stakeholders. In addition, good achievements of subject areas and groups of learners (including vulnerable) support the judgement that teaching over time is at least good, arguably outstanding.

Personal development, behaviour and welfare is a strength of the academy. This is supported by very positive attitudes to learning, which promotes a growth in knowledge and development of skills, in turn leading to all students, including SEN(D), students being well prepared for their next stage in education, training or employment. Pathways and progression data (at 13, 16 and 18) evidences this.

SMSC- There is a positive climate for learning within what is a cohesive learning community where the promotion of students' social, moral, cultural and spiritual development and The Hazeley Values through our 3Cs of character, confidence and creativity is a high priority within the curriculum and also through enrichment opportunities.

Through short-term collaborative work (staff cross-curricular working within and across subject, student-voice, and local governor engagement) and a longer term vision; there is a clear intent to work towards a level of provision which is continuously improving and unambiguously outstanding over the next 18 – 24 months. Most subject areas are performing above the national average with the remainder making rapid and sustained improvement.

**Overall effectiveness is not yet wholly outstanding because:**

- **Teaching, Learning and Assessment- Assessment needs to be enhanced to optimise the level of challenge. Questioning; students' response to feedback; metacognition and study skills all need to be developed to ensure the progress of students in all learning episodes.**
- **Attainment and Progress- The trend of good outcomes (attainment and progress) at Key Stage 4 in English and Maths and Key Stage 5 must be consolidated and built upon and the improvements realised in a number of subjects needs to be stabilised – including PE, business, catering, sociology and geography. The results of some subject areas need a keen focus such as languages and health and social care. Although there has been an improvement in outcomes for 2018, consistency in closing any gaps in performance for disadvantaged students needs to be embedded further to improve the culture of aspiration for all students.**

## Leadership and Management

2

The Academy judges the quality of leadership and management at all levels of the school, from governance through to subject and pastoral leadership to be very good.

Shared values, strategic vision and planning underpin short-term work to develop areas of need throughout the academy, driven by academy improvement groups, collaborative working with our partnership school, the work of senior leaders and the board of directors. Our long term vision is in an exciting dynamic position as we look to formalise our partnerships with other local schools.

Thorough highly effective Local Governors and SLT supported review and action activities, leaders are held to account for pursuing and achieving excellent outcomes for learners, including robust quality assurance and the setting of appropriate and monitored priorities for improvement in their respective areas. Following a review of the academy improvement plan, the remits of the academy improvement groups were adjusted in April 2018 to focus on the delivery of focussed, challenging, mutually inspiring engaging lessons (Magenta); creating seamless, enriched curriculum and assessment; and developing skilled learners who demonstrate positive behaviours in a great place to study and work.

The senior team has a balanced combination of a range of backgrounds, skills and experiences. The structure of the team will evolve over the 2018-19 academic year to meet the needs of the next phase of the Academy's development, principally to

enhance our partnership within the 5 Dimensions Trust and to ensure that it meets the challenge of delivering a service that is value for money and allows us to spread our vision beyond our own school.

Performance management and CPD is robust, which allows performance related pay to be open and transparent. The Academy has developed a range of in-house and externally provided professional development programmes to support colleagues at all stages of their careers: aspiring middle leaders, aspiring senior leaders as well as supporting colleagues to complete formal, external qualifications. The 5 Dimensions Trust, along with primary partners, are embarking on a programme of enhancing engagement, depth and challenge in the classroom, underpinned by Mike Hughes' Magenta Principles.

Staff in all settings across the Academy model professional standards in their work showing high levels of respect and courtesy. Similarly, staff have developed highly successful strategies for engaging with parents and carers, including some that had been very reluctant to engage positively or at all. Safeguarding is the very highest priority and procedures meet all statutory requirements. Staff are regularly trained to raise awareness of issues including Female Genital Mutilation (FGM), sexual exploitation, mental health and wellbeing, online safety and radicalisation.

The Local Governing Body are proactive, highly adept and whilst very supportive of the Principal and the senior team, nevertheless effective challengers. Minutes of meetings and their own self-evaluation demonstrate that they always put the sharpest focus on what matters most: the curriculum, teaching, learning, outcomes, the whole-child, inclusion, equality and pathways for young people. The Local Governing Body has a focus on standards, personalisation and curriculum while the Trust Board has a greater oversight of partnerships, external strategy, finance, infrastructure and personnel. Together they support and challenge the Academy leaders to ensure that there are the means: effective planning and provision of balanced budgets, staff and facilities to enable the core function of the Academy, monitoring financial security, impactful allocation of Pupil Premium funding, value for money, regularity, and stability.

Parental engagement is good, with attendance at parents evenings ranging from 82%-86% in 2017-18. This is also supported by extensive engagement with parent voice meetings, academy events and high levels of positive communications.

Where outcomes for learners are not good, the leadership, at all levels, take timely and decisive action. This has led to significant improvements at Key Stage 5 and rapid improvement in subject areas such as history, media, drama and IT. During the academic year, leaders identified that students who are disadvantaged needed better outcomes. Leaders commissioned an external review of the provision of pupil premium by a local school leader who is expert in this area. This review and following actions by leaders resulted in a marked improvement in the outcomes for these students in Key Stage 4 in 2017, continuing to improve in August 18.

Leaders seek out the views of the wider staff through surveys and collaboration with union representatives. Staff concerns and suggestions are perused at board and senior level where action is taken to improve the life and wellbeing of staff. In response to this dialogue, implementation of an 'on call' system and a centralised detention system has supported an increasingly high morale and reduced workload. In an independent Kirkland Rowell staff survey in May 18, the following standards were judged the highest grading of outstanding: staff morale, appreciation of contribution / achievement, developing the self-esteem of staff, organisation of decision making and overall sense of common purpose. In addition, staff gave outstandingly positive reviews of parental priorities : discipline, security, exam results, levels of homework and developing moral values. Finally, 81% of staff rated the performance of the school the highest grading, in comparison to 71% in the previous survey.

## **Curriculum**

The vision is that all year groups follow a robust, mainly Ebacc based, curriculum with a strong academic base enriched with high quality option subjects. All courses have a focus on Character, Confidence and Creativity (3Cs). This links seamlessly with Hazeley values.

A limited number of qualifications have been used to support Key Stage 4 students to make their next steps in their education. Small, defined groups of students have embarked on additional qualifications such as the GCSEs in home languages to support students to achieve five or eight good qualifications to support their transition to sixth form or college. In addition, subject areas such as art and DT have introduced non-GCSE qualifications to support the skills and attainment of selected groups of students.

The wider curriculum is supported by three 'drop down days' this year, which provide breadth of study and incorporates wellbeing based learning (PSHE) and SRE which is also embedded into morning tutorials, drop-down lessons and lead lessons. Year 8 experience taster lessons of possible key stage four 'option' subjects prior to making their decisions, ensuring they make

appropriate and considered choices. Year 11 students also experience 'life as a sixth former' days whereby they join level three lessons.

Students benefit from a wide range of opportunities to engage in extracurricular activities including the sporting, creative, adventurous, cultural and academic. The Hazeley+ programme is designed to offer learning opportunities that extend beyond the curriculum. More able and disadvantaged students are invited to take part in these programmes whereby students tackle GCSE and A-Level style concepts.

**The quality of leadership and management is not yet outstanding because:**

- **Leaders and governors must continue to build a culture of excellence for students' academic success and their conduct.**
- **Leaders and governors must continue to improve outcomes for all students, in all subjects and phases, with a continued focus on disadvantaged students and the more able.**
- **The curriculum needs to be continually reviewed to ensure that it meets the demands of an ever changing world.**

## Teaching, Learning and Assessment

2

The Academy judges the quality of teaching to be very good, in many places outstanding. This is judged through analysis of end of key stage learner outcomes alongside rigorous and reflective quality assurance.

During 2017-18, academy improvement groups have worked to develop students' positive behaviours; home and online learning is effective and students have the skills to optimise their own learning; questioning and Magenta; and improving the role of the form tutor.

### Holistic Assessment of Student Experience

Since 2015, lesson observations were no longer graded in line with OFSTED guidance. The quality of teaching and learning was appraised against pupil outcomes and triangulated with qualitative information gathered during learning walks, reviews of students work, student interviews. During the academic year 2018-19 there will be a focus on more formal observations, albeit non-graded, which will support staff in embedding the Magenta and Hazeley principles into all of their lessons.

Our systems for ensuring that staff underperformance is addressed are highly supportive and effective.

### **Quality Assurance**

The quality assurance cycle provides evidence, through subject self-evaluation of pupil outcomes or forecasted outcomes, moderated work analysis, assessment plans and validity of data showing that students are making at least good progress across the curriculum. Senior leaders and external verifiers provide quality assurance.

The outcomes of pupils and their forecasted grades provide evidence that all groups of students, including SEN(D), the most able and those for whom the Pupil Premium funding provides support, *enjoy* their learning, learn well, acquire knowledge and develop secure understanding across a wide range of subjects. Reading, writing, communication and numeracy are promoted actively across the curriculum and by studying pathways data, (at ages 13, 16 and 18) and the very low NEET statistics, all suggest that students are well prepared for the next stage in their education, training or employment.

Progress of individual students, cohorts, sub groups and subjects is monitored at 3-4 points over the year. The details of self-evaluation 'flight decks' are shared with the Board of Directors who use them to hold the leadership of the Academy to account. These self-evaluations and action plans are challenged and supported by senior staff in line management meetings and termly quality assurance meetings called TIPs (Teaching Improvement Plans). These evaluations and action plans provide synergy with and development towards the whole academy vision.

**The quality of teaching, learning and assessment are not securely outstanding because:**

- **Students need to become skilled learners, supported by teachers and parents. They can organising their time, resources and employ a range of strategies so that study and revision is highly effective.**
- **Teachers need to ensure that questioning and planned tasks elicit challenge and depth of thinking (Magenta).**
- **Teachers need to further develop a culture of student independence, resilience and engagement through developing 'skilled learners'.**

## Behaviour Welfare and Personal Development

2

The Academy judges the standards of behaviour and safety to be **good**.

Behaviours seen during learning walks and pastoral data demonstrate that students' attitudes to all aspects of learning are positive as a result of good teaching and positive relationships. Although very limited low-level disruption is evident in a small number of lessons. Where staff intervene to improve behaviour, in the overwhelming majority of cases, students respond quickly to such instructions. Low level disruption has been dramatically reduced through the implementation of an on call system, passport to the prom, our stamps and detention systems and this can be seen within the Academy behaviour and rewards records.

In many subject areas and for most teachers, behaviour is seen to be almost always excellent. On Parent View, 100% agree or strongly agree (or did not comment) that the school makes sure students are well behaved. A similar proportion of 83% agreed or strongly agreed to this in a much larger sample of parents/carers whose responses (and email addresses for validation) were collected at the start of the academic year 2017 -18. Students most commonly report that when teaching is good or better, behaviour follows suit.

Students have a good awareness of different forms of bullying. We know this through tutor time, lead lessons and in every subject area during national anti-bullying week. The academy community are frequently reminded of the 'tell, text, mail' anti-bullying protocol. It is used to good effect. Over 80% of parents who responded reported that they feel bullying, where it occurs, is dealt with effectively by the academy. 92% said that their child felt safe. In the above mentioned student survey, 82% of students agreed or strongly agreed that they enjoyed school. Also, 86% said that they felt safe all of the time. Concerns cited mostly busy, narrow corridors; now addressed through a one-way system. Similarly, 92% of parents felt their child was happy and safe at Hazeley.

Attendance levels, for all groups over a three-year period are good, attendance for 2017-18 was 95%. Persistent absence is typically below national averages. There has been a dramatic improvement in uniform, namely a drive to ensure all students wear appropriate, formal footwear. There are many case studies of students who first arrived with considerable behavioural issues and who have benefited from a variety of interventions and support resulting in marked improvements. Levels of fixed term exclusion over 3 years, for most groups, are favourable against national benchmarks; this is due to increased partnership work.

We ensure that students and staff are safe both on site and for the small numbers of students attending alternative provision. This is ensured by implementing the findings of risk assessment, planning for safety and implementation of our health and safety policies. Students know how to keep themselves safe in different situations, including on their way to and from school and online.

The academy has strong links with Work Tree, providing an opportunity for students in Year 7 to 10 to engage with individuals from a wide range of employment backgrounds. Extra-curricular visits and speakers throughout the curriculum provide opportunities to explore careers. In addition, all disadvantaged and looked after children receive specialist, personalised guidance. All students receive appropriate pathways advice and guidance.

A safeguarding review completed by an active lead OFSTED inspector in 2015 concluded, "There is an effective culture of safeguarding within the school which is shared by all staff. Child Protection procedures are detailed and thorough, policies are rigorous and effectively implemented and there are clear lines of communication". A lock down policy has been implemented as part of the business continuity plan as well as the completion of a series of online training sessions to update knowledge for all staff, including board of directors, on how to spot radicalisation, child sexual –exploitation, female genital mutilation and mental health awareness. Systems have been further enhanced by the introduction of a secure, cloud-based recording and tracking system (CPOMS).

SMSC is embedded in all aspects of school life. The curriculum reflects and promotes diverse cultures and faculty areas celebrate SMSC opportunities as evidenced in the SMSC blog. The pastoral system is strength of the school with Lead Lessons that explore moral issues and encourage pupil leadership with Student Council presentations on anti-bullying, UNICEF student ambassadors and Debate Club.

Student Voice is well embedded across the school and encourages social skills including conflict resolution through co-operation and consensus with the Sixth Form Peer Mentors. Drop Down Days in each Key Stage include sessions with external visitors from the community who share wider experiences including business leaders, charities, local mayor and MP that encourages the importance of respect for peers and adults. Additional learning activities such as after school enrichment create opportunities to consider rights of others including exploring the articles in the UN Convention on the rights of the child, inviting Amnesty International to speak, Black History Month and LGBT.

**The quality of behaviour, welfare and personal development are not yet outstanding because:**

- **There is room for continued development of 3Cs to create confident, self-assured learners, especially in relation to CIAG, mental health, volunteering and positive behaviours.**

- Further work to support the attendance of small, defined groups of learners.

## Outcomes for students

2

The Academy judges the achievement and progress of students to be good overall with aspects which are outstanding.

### Headline Threshold Measures

Progress and Attainment 8: The academy gained a validated score of -0.01 in 2016 and 0.22 in 2017. In 2018 the unvalidated progress 8 score is 0.17, which is above the national average and in the top 18% percent. Attainment 8 has steadily improved and is now 49.6 points, again above the national average and for the local authority.

Basics: 2018 saw a marked improvement in the number of students achieving a good pass in English and Maths to 54% from 38% in 2017. This is also replicated with 77% of students achieving a standard pass in both subjects compared to 66% the previous year.

2018 results show that Hazeley continues to be significantly above the national averages in almost all key headline figures. Expectations for 2019 show a consolidation in all headline figures.

Ebacc: Numbers of students study for the English Baccalaureate qualification fluctuate yearly as we closely monitor the pathway of each student, ensuring that their programme of study is appropriate for their attainment and aspirations.

	2018	2017	2016	2015
Progress 8	0.17 *	0.22	-0.01	-
Basics – Standard Pass	77%	66%	77%	71%
Basics – Good Pass	54%	38%		
Ebacc at Grade 4 or above	24%	34%	29%	34%
English – Standard Pass / C+	83%	82%	86%	82%
English – Good Pass	69%	70%		
Maths -Standard pass / C+	82%	71%	82%	75%
Maths – Good Pass	63%	40%		

\*Using 2017 Progress 8 Methodology

### Improving Subjects

	GCSE A*-C / Equivalent 4+	
	Examinations 18	Examinations 17
History	71%	51%
Philosophy and Ethics	100%	70%
Art	82%	68%
Dance	88%	54%
Drama	91%	76%
Media Studies	73%	72%
Product Design	80%	70%
Music	81%	14%
English Literature	80%	78%
Spanish	65%	62%
French	49%	45%
IT	79%	71%
Maths	79%	71%
Computer Science	86%	71%
Biology	100%	98%
Chemistry	100%	98%
Physics	100%	94%

Science Combined	64%	59%
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### Sub Groups and *closing the Gap*

The support for pupil premium students is very good and rapidly improving, with the gap narrowing from -0.2 in 2017 to -0.08 in 2018. Strategies employed to improve their visibility across the academy including the creation of a champion's profile for each learner, teacher action planning (focus pyramid) and regular, robust tracking and reporting by the SENCO. Students have had additional support through revision resources, enrichment opportunities such as theatre performances, and informal mentoring by senior leaders.

Differences in performance between boys and girls are generally in line with national averages, meaning that girls generally perform better than boys. This trend is reversed in the sixth form.

### More Able

Provision for our most able students happens both in and outside of curriculum time. Students are stretched and challenged in lessons, in the Core subjects key stage 4 students are taught in sets, which allows the lesson to be pitched towards achieving the higher grades. This is evidenced by the number of grade 9s achieved across English and Maths exceeding the national average. In addition both in the Core and Foundation subjects' staff understand their students, setting differentiated tasks to allow the more able students to be challenged further. The provision for the more able students is highly effective through the development of the 'Top 50' programme of enrichment, use of role models and aspirational target setting.

### Subject Level Analysis at KS4

English has consistently and performed above national average in relation to the new 9-1 scale and historically. 82% of students achieving a 4+ with 69% of those achieving a grade 5 or above. This is broadly replicated in terms of value added scores.

Results in Mathematics also exceed the national average with 82% of students achieving a 4+ and 63% of students achieving a 5 or above. This is a marked improvement from the previous year where 71% of students achieving a grade 4 ; with 40% of students achieving a good pass (5) or above. From forensic results analysis and robust intervention, we are confident that leaders will improve results to ensure they continue performing well above national average.

Due to rapid increases in cohort size and staffing challenges, Modern Foreign Languages falls below national averages. However performances Spanish, French and German all improved in August 2018. Further intervention is needed across all languages, including Italian. Stability of staffing and consideration of the appropriateness of the courses for individual students is in development.

Science outcomes in 2018 were above national for combined and triple science, with combined achieving 21% above national.

History and has made rapid gains over the last two years with an improvement of 33% over two years with 2018 outcomes well above national at 72% 4+. Recent data suggests that we are going to see significant improvements in 2018 outcomes in this area and rigorous support and challenge is in place to ensure that this happens.

Other subjects that performed particularly well, with circa 80% of students gaining A\*-C / 4+, or equivalent, were English literature, maths, psychology, VCert PE, art, dance, drama, music, product design, computer science and IT. The triple sciences all achieved above 97% at grade 5 or above. The triple sciences also performed well at the A/A\* / 7+ threshold measure, being joined by philosophy and ethics, drama and computer science in having over a half of their cohorts achieving this measure. As a result of this, the level of higher grades achieved at GCSE is above the national average and we are supporting students to attend Oxford University and a great number of students to Russell group universities.

These results consolidate previous years of strong performance against national benchmarks and also when compared with similar schools and schools across Milton Keynes. The DfE Performance Tables, as of 2017, placed The Hazeley in the top **18<sup>th</sup> place** out of 55 statistical neighbours (similar schools) for attainment and the 3<sup>rd</sup> highest performing state secondary in Milton Keynes.

### Key Stage Three Overview

Progress and attainment during Key Stage Three is good with engaging teaching. Prior to September 2018 assessment was graded using the Hazeley '5 E' statements of exceptional, excelling, established, emerging and entry but has now been moved to 9 to 1 with two additional grades below a grade 1. Prior to the switch in assessment, the average grade for students' progress

was “Established +” which is in line with higher than national Key Stage Two starting points. Targets for key stage 3 are based on an approximately linear progression towards KS4 outcomes from KS2 data.

The Ofsted “Wasted Years” documentation is integrated into the academy’s vision. Dedicated learning walks, assessment reviews and data analysis ensure that teaching and learning at key stage three is challenging and progressive towards the demands of GCSE. Regular meetings are held between Progress Leaders and KS3 leads in core subjects to share and plan responses to emerging issues as well developing plans

Students read widely and often. Accelerated Reader™ is used to good effect in Years 7, 8 and 9. All English lessons begin with a period of silent reading and as part of a comprehensive literacy strategy embedded across the Academy, periodically the entire school (all students and staff) ‘drop everything and read’ for a lesson (DEAR days). Targeted intervention strategies in both literacy and numeracy are implemented and coordinated by the SENCO for those students below expected national standards on entry to KS2.

The academy sets itself ambitious targets deemed ‘Wildly Exciting Goals’ whereby academy improvement is aligned. These are:

1. Q3C and a great place to study and work: (Q= KS3- +Progress in the Core & Science / KS4: Basics 80% 4+, 60% 5+; all groups positive progress 8 and an overall score of 0.5; most subjects: 80% 4+, 65% 5+, 30% 7+. KS5 Value Added 0.5
2. Focus areas of development: High Ability, Boys, Disadvantaged. All areas of AIP have a bias towards these sub-groups.

**Outcomes for pupils are not yet outstanding because:**

- **Individual subjects need to continue their current trajectory of improvement to meet national standards, specifically, PE, business, catering, sociology and geography. The results of some subject areas need a keen focus such as languages and health and social care.**
- **Intensive support is needed to improve the outcomes of music, French and health and social care.**

**The above areas of need will be realised through the academy improvement plan through the focus on ‘engaging lessons’; ‘seamless curriculum, assessment and feedback’ and developing ‘skilled learners’.**

## 16-19 Teaching Learning and Assessment

2

Targets are in line with the ALPS top 25% of schools and therefore build on prior achievement creating a culture of aspiration.

Provision for students who have not met English or Maths GCSE is outstanding. Previously all students who did not have a C grade in either of these on entry to sixth form continue to work towards achieving this grade. A small, selected number of students, who achieved a 4 in their basics, have chosen to continue their GCSE English or Maths programme of study in the aspiration of achieving higher grades. This is also reflected in the individual student’s pathway in relation to their other subjects of study. Outcomes for students retaking GCSE English and Maths in are consistently strong and above national averages.

More able students are able to access four subjects of study in year 12 and the Extended Project Qualification and Core Maths.

Tracking of both subject and individual student performance at each data review point is detailed and triangulated by the sixth form team. This allows support to be directed at both individual student and subject level. At each data review point student reviews are used to support students who are off track, with specific targeted intervention, which is monitored by subject teachers, form tutors and Assistant Principal Head of Sixth Form and Assistant Head of Sixth Form. In addition, ‘Senior Students’ provide feedback to the sixth form team on each subject area, which ensures support can be provided as necessary. Quality assurance by sixth form leadership is timely, robust and acutely focused on assessments and final outcomes.

The sixth form team work with ‘impact groups’ to close the gaps in achievement for particular targeted groups. These students are quickly identified at each data review point and specific intervention in addition is put in place. This strategy has been implemented in response to outcomes of students who embark on A-Level with our baseline entry requirements.

Over 85% of students were positive about the accessibility of their teachers and their commitment to going above and beyond in supporting the students. As well as staff being experts within their subject areas

**The sixth form is not yet outstanding for teaching, learning and assessment because:**

- **Not all learners make substantial progress in all aspects of their study.**
- **Students do not report consistently favourably on the quality of homework set across both Year 12 and 13.**

**The above areas of need will be realised through the academy improvement plan through the focus on ‘engaging lessons’; ‘seamless curriculum, assessment and feedback’ and developing ‘skilled learners’.**

## 16-19 Behaviour Welfare and Personal Development

1

The Sixth Form contribute heavily towards the climate and welfare of the academy through the peer mentoring scheme; free time supervision; Student council and promotion of the whole academy. The behaviour and punctuality of sixth form students in and around the academy is outstanding. Attendance is improving, with the aim of being in line with the rest of the academy.

Students continue to develop their confidence, character and creativity in the sixth form. Through the Principal Student team and the Senior Students, students are given a voice and continue to drive and develop their Sixth Form, as well as being part of the whole academy student council.

Students have the opportunity to mentor younger SEND and subject specific learners, further integrating the sixth form into the whole academy. This has now been extended further to the academy's primary feeder schools.

The tutor team deliver a comprehensive tutor programme, which is further supported through drop down days and the growing Wednesday afternoon enrichment programme. The tutor programme includes safe driving, healthy living, mindfulness and employability. In addition to the tutor programme the physical environment of the Sixth form further supports the tutor programme in supporting the students to stay safe and healthy.

Students experience an impartial pathways programme including advice regarding UCAS, apprenticeships, and employment. This is delivered through tutor time, enrichment events and information evenings. Students have access to impartial advice and guidance and the sixth form team are successful in supporting students to their next chosen destination at both year 12 and 13. Trends show highly favourable destination data, year on year. Timetabled, coached, independent study sessions supports all students to use their time effectively and support all subjects through the use of assessment focus weeks with focused learning objectives.

The overwhelming majority of students enjoy being part of the sixth form; almost 100% of students report feeling safe in the academy.

**The next steps to secure outstanding are to maintain that 90% of students are self-directed in their learning. Increase further the number of students reporting positively on enrichment activities through the growth of the enrichment programme. In addition with the new appointment of Assistant Head of Sixth Form, leadership seeks to further increase the support for students.**

## 16-19 Leadership and Management

1

The leadership of the sixth form has been strengthened with the addition of a newly appointed Assistant Head of Sixth Form, joining the Assistant Principal of Sixth Form. Form tutors have played a significant role through effective and distributed leadership and management, achieving outstanding outcomes for the last three years.

The curriculum in the sixth form provides students with three pathways, two of which are designed to support those students who enter the sixth form with lower passes at GCSE. There is a comprehensive progression interview process in years 10-12 transition, for all applicants to ensure their chosen study programme meets their needs and will allow them to pursue their post-18 options. Impartiality of IAG pre-sixth form is provided through Work Tree, apprenticeship and career events, business breakfasts and Milton Keynes council. Very few students change course and those that do, do so early. The academy's post 16 mid-year leavers rate is low with figures of circa 2%.

Data from UCAS progression for 2017-18 indicates that around 75% of Hazeley sixth form students go onto study at university. There is advice and support for those not accessing HE/FE which is robust.

**In order to ensure outstanding leadership is strengthened, a focus on supporting the New Assistant Head of Sixth Form, whilst still continuing to empower the form tutors.**

## 16-19 Outcomes for students

1

2016, 2017 and 2018 saw the academy achieve its best set of key stage five results, 2016 and 2018 achieving an overall VA of 0.15. The achievement and progress of our students is outstanding many of our subject areas. The average academic grade

continues an improving 3 year trend, currently a C and overall value added of 0.15. Vocational subjects continue to achieve top grades.

Retention of students from Year 12 into Year 13 is 93%, 3 students left mid-year, 8 students left the academy at the end of Year 12. 49% of students in Year 11 transferred into Year 12 in 2018, which is below the national average of 63%. 2 students went to local grammar schools.

In the outgoing Year 13, 14% of students are taking a year out either to travel, to gain further experience or transition to full time work. 80% of the cohort has embarked a programme of study at university, with a further 2% remaining in other education and 3% going into apprenticeships.

**The next steps to further secure outstanding outcomes for students is to reduce the variation of outcomes between subjects and reduce further the number of students leaving at the end of Year 12. The areas of need will be realised through the academy improvement plan through the focus on 'engaging lessons'; 'seamless curriculum, assessment and feedback' and developing 'skilled learners'.**