



# The Hazeley Academy Self Evaluation Form (SEF)

## 2022-2023

### Context

The Hazeley Academy is highly aspirational, truly comprehensive and oversubscribed 11-18 secondary school of over 1,550 students on the rapidly growing western flank of Milton Keynes. Our intake broadly reflects Milton Keynes and England in most key characteristics.

The school is 17 years old and in 2018 formed the 5 Dimensions Trust with Shenley Brook End School. The 5 Dimensions Trust website [can be accessed here](#).

The Academy was last inspected in November 2018 and was judged to be GOOD. A copy of the report [can be accessed here](#).

Our vision is to “grow a vibrant community of exceptional people”. We are values led and these can be summed up by our ambition to develop ‘character, confidence and creativity, through contributing to our community.

### **Overall Effectiveness – GOOD**

*“A stimulating and challenging ethos which enables pupils to make rapid progress and achieve well” OFSTED 2018*

We consider all aspects of the academy to be at least good, with many areas moving towards outstanding. Details of the evidence can be found in the flight deck on page 2 of this document.

### **Quality of Education – GOOD**

*“You balance effectively your drive for excellence with the wellbeing of staff and students” OFSTED 2018*

**Intent** - We have an ambitious, rigorous, broad, balanced and an evolving curriculum that aspires to meet the needs of all learners and supports to our local context and holistic values (character, confidence, creativity, contributing and community). Curriculum components and end points are clearly identified, focusing on substantive and disciplinary knowledge. The Key Stage 3 ‘Character Passports’ and creativity are key aspects of a Hazeley education.

**Implementation** - Our teachers are knowledgeable; assessments are reliable, and feedback is effective. Our teaching pedagogy is focused on the developing students metacognitive skills and delivering engaging lessons (through the Magenta Principles) helping to grow highly developed learners.

**Impact** – Progress is consistently meets or exceeds national benchmarks across almost all subgroups, including disadvantaged, SEND and the more able. The overwhelming majority of our students go on to aspirational destinations and leave the academy as well-rounded people who contribute to the community.

### **Behaviour and Attitude – Good**

*“The behaviour of the great majority of students around the school is exemplary” OFSTED 2018*

Students are committed to their learning and development. Relationships among learners and staff are positive and respectful. Classrooms are routinely free from disruption, supported by robust systems and our well understood 4 Rs approach: strong routines, excellent relationships, proportionate rewards and restorative approaches. Episodes of poor behavior and bullying are rare and when they do occur, they are dealt with effectively. We have a strong anti-bullying strategy which includes student ambassadors, robust systems of support and a focus on student education, encouraging them to be and upstander, not a bystander’. We also ensure that sexual respect and equality remain a high priority. Attendance is consistently well above national levels and



punctuality is good. Our learners and staff show character, confidence, creativity by contributing to our community. Volunteering and involvement in community activity is a strength of our school.

### **Personal Development – Good**

*“Pupils personal development and wellbeing including their mental health have a high priority and are well provided for” OFSTED 2018*

The Life Skills programme is a comprehensive, ambitious curriculum incorporating personal, social, health and economic education and other broader areas, ensuring that students are able to keep themselves safe, healthy and happy. The curriculum is sequenced for increased complexity from Years 7-13. Our newly introduced, accredited National Baccalaurate programme brings together opportunities for student to demonstrate our 5Cs.

Careers Education, Information and Guidance is a strength. All students engage in careers education with their subjects, through events and wider experiences with employers. The Gatsby Benchmarks are all addressed to a high standard and the overwhelming majority of students go on to high quality destinations.

All students are expected to engage in range of extracurricular activities, volunteer, compete in house events and take part our mental health and wellbeing programmes. Our aspiration is that students to follow the Duke of Edinburgh programme at Key Stage 4.

The Hazeley Values, which incorporate British Values underpin all that we do and promote citizenship and tolerance with a belief that the differences between us make us stronger. Our student led equality group is a strength of our school and community. The group focusing on ensuring students with protected characteristics are represented in the school community.

### **Leadership and Management – Good**

*“Your approach to leadership is characterised by your principled and determined pursuit of high standards in all areas of school life” OFSTED 2018*

Hazeley is led by its vision and driven by its values; these work in synergy with those of our 5 Dimensions Trust. Our CPD programme is inspired and supported by The 5 Dimensions Leadership and Training Centre (LTC) and each member of staff has a bespoke learning journey that they are supported through.

Leaders are relentless in maintaining high expectations while also ensuring that Hazeley is a great place to work, staff surveys show that they are very successful in doing this. We are all committed to improving efficiency and impact through our systems and actions. Leaders have proven themselves to be excellent at rapidly foreseeing and responding to change in a proportionate, robust and supportive way.

We are connected to our community and use these connections to help all concerned. This ranges from the use of facilities to linking our curriculum to employment opportunities and wellbeing initiatives. We value deeply the connection between school and parents and our surveys show that this is reciprocated.

We embrace holistic digital learning and all students have learn effectively online in homework, in-house project work and additional courses. Parent surveys show that they very much respect and value working with the school.

Governance is a strength, leaders are supported and challenged appropriately. Safeguarding is excellent.



### **Sixth Form – OUTSTANDING**

*The sixth form is led strongly and provides an inclusive and encouraging environment where students enjoy learning. The reputation of the sixth form in the community is rightly strong and the number of applications to join the sixth form is increasing. OFSTED 2018*

#### **Overall Effectiveness- Outstanding**

Hazeley Sixth form is considered as outstanding in all aspects, reflected in its excellent reputation across Milton Keynes, every year receiving over 500 applications for approximately 185 places.

#### **Quality of Education- Outstanding**

The curriculum offers a wide variety of subjects and courses for students applying with significantly different entry profiles, this ensures we have the right students on the right courses leading to aspirational destinations. Our KS5 teachers are highly experienced, providing engaging and challenging lessons, alongside reliable assessments, and student level intervention. The curriculum is ambitious and optimally sequenced. Student achievement is outstanding, including SEND, the more able and disadvantaged and the vast majority of our students go on to excellent destinations.

#### **Behaviour and Attitude- Outstanding**

Attendance in sixth form is consistently above national levels, as our sixth form students are highly independent learners, who want to learn and have excellent metacognitive skills. They are excellent role models for the rest of the school, demonstrating our 5Cs, particularly through the volunteering opportunities with the lower school and out Equality group.

#### **Personal Development- Outstanding**

All sixth form students engage with enrichment activities, including volunteering, young enterprise, sport, anti-bullying ambassadors, work shadowing, DofE- they understand they 'grow through taking part'. All sixth form students take part in our comprehensive mental health and life skills programmes.

#### **Leadership and Management- Outstanding**

Leadership within sixth form ensures consistent high expectations, whilst creating a positive and warm environment. The routines and systems that the team have developed, support both staff, students, and parents to work together to ensure students are happy and successful. We are always wanting to develop and continue to improve the sixth form, which done in collaboration with the student leadership team within sixth form.

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#### **To become consistently outstanding in all areas we are focusing on:**

- **Curriculum** - Deepening the learning of our students through a highly ambitious, engaging, challenging and appropriately sequenced curriculum. Ensure that curriculum components are small enough to ensure that assessment is impactful. We continue to develop an innovative and connected curriculum through the National Baccalaureate, in a coherent, evolving curriculum. Increasing the number of educational and enrichment opportunities for lower attaining students, including more opportunities for hands on, work-related learning.
- **Teaching and Learning** - Improving further levels of progress and engagement in lessons and home learning through Magenta, metacognition (and to a lesser extent at this stage. Oracy). Ensure all students have literacy skilled to access school life fully. Ensure all students engage fully in meaningful home learning. 100% of teaching staff good or better.
- **Leadership** – Continue to narrow the variation in outcomes between subjects. Embedding a behaviour curriculum. Optimising the use of Microsoft products to enhance learning and leadership. Working as a Trust to further improve learning, sport and support services.



- **Personal Development** - Improving personal development through connecting students to community enrichment opportunities and developing student's self-awareness and control. Developing the provision of mental health support. Develop the assessment of the Life Skills/PSHE programme.
- **Behaviour, Parents and Community** - Developing community cohesion through working with parents and promoting tolerance, understanding and restorative practice, ensuring the anti-bullying agenda remains a high priority. Continue to support students and families with challenges following the pandemic.



## The 5 Dimensions Trust – Flightdeck

The Flightdeck illustrates the 5 Dimensions Trusts interpretation of ‘outstanding’ judgements and what we deem ‘inspiring’. This flight deck allows leaders to assess current effectiveness, with evidence, and progress of our priorities. Each 5 Dimensions criteria is defined and cross referenced with the OFSTED inspection framework (in red).

The second column references the evidence used to come to this conclusion. The final column shows the schools evaluation of where they are currently. This document is updated annually on the school website, termly with Governors and a live version is used by the school’s executive.

<h1>Reflective Development Evaluations</h1>			Hazeley score (1 - 4)	Shenley score (1 - 4)
1	Inspiring	There are clearly inspirational approaches to offering a holistic education. These have a significant impact in adding exceptional value to young people’s experience and outcomes in both conventional and other measures. The school models innovative and effective practice and is well placed to influence wider school and system transformation.		
2	Impacting	There is a clear impact across the school which enriches the educational experience of its young people. This is demonstrated through approaches which add value in both conventional and other measures and will be of interest to the wider network.		
3	Emerging	There is clear evidence of initial impact demonstrated by examples which are beginning to add value to the quality of the holistic education experience across the school.		
4	Aspiring	There is a clear intent to providing a holistic education which is demonstrated by examples which are in the early stages of practice and implementation but yet to have a demonstrable impact across the school.		
<h3>Holistic - Collaborating to ensure truly holistic education</h3>				
<b>H1.0 - Happy students</b> Surveys/ discussions with students from all sub groups are consistently positive and students from different backgrounds mix well together. <b>Behaviour and Attitudes</b>		Student surveys. Focus group feedback. Bullying is defined as behaviour that is: repeated. Intended to hurt someone either physically or emotionally. Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.	2	2
<b>H1.1 Bullying</b> Bullying is rare, and when it does occur, it is dealt with well. Systems for Anti Bullying, Sexual Respect and Diversity are used effectively. <b>Behaviour and Attitudes</b>		Student surveys. Focus group feedback.	2	2
<b>H1.2 Student Voice</b> Students feel that their voice is valued and respected. <b>Behaviour and Attitudes</b>		Student surveys. Focus group feedback. Annual externally verified report	2	2
<b>H1.3 - Fixed Term Exclusions</b> below 4.6% which shows that incidents of high level poor behaviour are rare students with multiple FTE’s have clear support in place <b>Behaviour and Attitudes</b>		Exclusion data. Action plans for those with multiple exclusions.	2	2
<b>H1.4 - Isolations</b> (sessions in and off site) <b>0.2 days per student</b> on role which shows that medium levels of poor behaviour are low. All isolations are logged centrally. Restorative conversations take place to ensure incidents are not repeated. <b>Behaviour and Attitudes</b>		Isolation data and logs. Interviews with students about restorative conversations.	2	2
<b>H1.5 - Low Level Poor Behaviour</b> Feedback from staff /student and parental surveys along with lesson observations/ detentions/ learning walks and OFSTED show that students are consistently engaged in learning <b>Behaviour and Attitudes</b>		Staff/ student and parental surveys. Lesson observations. Detention data. Learning walks. Feedback from visitors. Examples of successful engagement with external agencies. Positive impact of behaviour curriculum.	2	2



<b>H1.6 Engagement of Hard to Reach</b> Outcomes for disadvantaged and hard to reach are significantly above those of similar students nationally in terms of exams/ attendance/ participation/ behaviour and destinations. <b>All</b>	Lists of hard to reach students and reasons for them being on that list. Exam outcomes. Attendance. Participation in extracurricular. Exclusions/isolation and detention data. Destinations. Examples of successful engagement with external agencies.	1	1
<b>H1.7 SEND</b> There is evidence of impact of Adaptive Teaching through lesson observations and progress reports.	Appropriate provision for students with EHCPs and code K is in place.	2	2
<b>H 2.0- Attendance</b> 96%+ with very few year groups or sub groups being below 95% thus showing a love of school and learning by students. Broken weeks are rare. <b>Behaviour and Attitudes</b>	Attendance data.	1	2
<b>H 2.1- Persistent Absence</b> Below 10% (12%/13.9%/ 15%) showing that the school effectively supports and inspires hard to reach students <b>Behaviour and Attitudes</b>	Attendance data.	1	1
<b>H 2.2- Punctuality</b> Less than 1% overall with (1.5%/2%/2.5%) no sub group above 1.5% showing students personal organisation and motivation to get to school. <b>Behaviour and Attitudes</b>	Punctuality data.	2	2
<b>H 3 –Safeguarding</b> –All statutory areas relating the safety of students and the staff are completed to at the highest standards. <b>Leadership and Management</b>	Annual externally validated report including Prevent/ Equal rights	1	1
<b>H 4.0- Holistic Curriculum</b> Developing in a coherent, sequential way valuable attitudes and skills as well as knowledge eg ASK/ SMSC/ Mental Health/ Well-being/ Careers/ Effective form time/ PSHE lessons/ Drop Down Days/ Student Voice. <b>Q of Ed –Intent/ Personal Development</b>	Annual externally validated report.	2	2
<b>H 4.1 - Volunteering and role modelling</b> 50% of students undertake at least 10 hours of volunteering per year (from all sub groups) and they and the local community overtly benefit by increasing connections, health, skills, careers and fulfilment. <b>Personal Development</b>	Participation data. Discussion with stratified sample of students. Safeguarding fully considered.	2	2
<b>H 4.2- Participation in Extra Curricular and House Activities</b> 80% take part in a block of at least 12 hours of extracurricular each year. 80% represent their House/ 15% represent their school/ which benefits their connections, health, skills, careers and fulfilment. 80% of students complete DoFE at KS4. There is consistency across subgroups <b>Personal Development</b>	Participation data. Discussion with stratified sample of students including Disadvantaged/SEND. Safeguarding fully considered.	2	2
<b>H 4.3 - Excellence in Sport and Arts</b> - League tables and results show the schools to be the top in the city and winning at a regional level in many areas <b>Personal Development</b>	Annual league tables including Disadvantaged/SEND.	2	2
<b>H 4.4 Quality Marks/ Awards</b> Each school gains one valuable national award per year that validate the quality of work	Achievement of awards and process of application brings improvement.	1	1
<b>H 5- Great destinations low NEETS</b> 98% of students leave us to a destination that they are happy and excited with. 95% retention Y12-13 <b>Personal Development</b>	Destination data	1	1

## Reflective Development Evaluations

1	Inspiring	There are clearly inspirational approaches to offering a holistic education. These have a significant impact in adding exceptional value to young people's experience and outcomes in both conventional and other measures. The school models innovative and effective practice and is well placed to influence wider school and system transformation.
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<b>Academic - Rising together to the rigour of academic challenge</b>			
<b>A1.0 Progress and Attainment KS5</b> Consistently significantly above national across almost all subjects, key measures and sub groups. While also being aware of context of each cohort. <b>Q of Ed –Impact</b>	Exam outcomes and PR data	1	1
<b>A1.1 Progress and Attainment KS4</b> Consistently significantly above national across almost all subjects, key measures and sub groups. While also being aware of context of each cohort. <b>Q of Ed –Impact</b>	Exam outcomes and PR data	2	2
<b>A1.2 Progress and Attainment at KS3</b> Consistently significantly above national across almost all subjects, key measures and sub groups. While also being aware of context of each cohort. <b>Q of Ed –Impact</b>	PR data extrapolated back from KS4 using internal systems	2	2
<b>A1.3 Progress and Attainment at KS2</b> Consistently significantly above national across almost all subjects, key measures and sub groups. <b>Q of Ed –Impact</b>	SATs outcomes and PR data including developed reading and fluency.	1	1
<b>A1.4 Progress and Attainment at KS1</b> Consistently significantly above national across almost all subjects, key measures and sub groups. <b>Q of Ed –Impact</b>	SATs outcomes and PR data including developing reading and fluency.	1	1
<b>A1.5 Progress and Attainment at EYFS</b> Consistently significantly above national across almost all subjects, key measures and sub groups. <b>Q of Ed –Impact</b>	SATs outcomes and PR data including early reading and phonics.	1	1
<b>A2.0 Magenta - Engaged, challenging, purposeful lessons</b> 90%+ of lessons show that students are highly engaged in purposeful learning. <b>Q of Ed –Implementation</b>	Anonymised lesson observations	2	2



<b>A2.1 Metacognition/ Self-Regulation/ Coursework and Student Organisation</b> Students are aware of how they think and learn and can self-regulate to improve their progress Students complete all coursework/ homework at target by deadline, folders/ books are well organised. Students are motivated time is used effectively. <b>Q of Ed – Implementation</b>	Feedback from stratified samples of students	2	2
<b>A2.2 Oracy</b> Students can communicate effectively and through it develop linguistically, cognitively, socially and emotionally <b>Q of Ed – Implementation</b>	Anonymised lesson observations.	2	2
<b>A2.3 Teacher Knowledge</b> – Staff have good pedagogical and disciplinary knowledge. Effective additional support is in place for those teaching outside of specialism. <b>Q of Ed – Implementation</b>	Anonymised lesson observations. Records and plans for CPD.	1	1
<b>A2.4 Feedback</b> Effective feedback (oral / written and peer) has a tangible impact on progress. All students act on feedback to make tangible progress, employing effective techniques such as exemplar work, mark schemes and diagnostic tools. <b>Q of Ed – Implementation</b>	Anonymised lesson observations and work scrutinise.	2	2
<b>A2.5 Learning for the Future</b> Students are highly effective learners beyond the classroom, learning independently and collaboratively. Online learning opportunities are purposeful, engaging and prepares students for their future. Students have highly developed online learning skills.		1	1
<b>A2.6 Reading</b> Students are confident readers and engage confidently with texts across subjects and also read for pleasure.	The overwhelming majority of students are at or above their expected reading age, where this is not the case, there is evidence of interventions narrowing the gap.	2	2
<b>A3.0 Curriculum</b> The curriculum has clear intent, is ambitious, well implemented in a layered/ sequential way and has impact. <b>Q of Ed – Intent</b>	Annual externally validated report.	2	2
<b>A3.1 Schemes of work</b> Resources and materials are of high quality, sequenced wisely, created collaboratively, shared effectively, used consistently. They are reviewed annually linking to changes in cohort along with local and national priorities. They include PSHE/ RSHE/ CIAG/ Mental Health/ SMSC/ Assessments/ Feedback/ Homework/ Differentiation/ Magenta/ Oracy/ Metacognition <b>Q of Ed – intent / Personal Development Health and Wellbeing</b>	Annual peer review leading to an action plan and review after six months. Clarity of small components and clear composites allow students to access complex ideas.	2	2
<b>A3.2 Assessment</b> Valid, reliable, purposeful assessment which efficiently leads to rapid and sustained progress closing any gaps <b>Q of Ed – Implementation</b>	Peer reviews of assessment material and marked work. Correlation between forecast and actual grades.	2	2
<b>A3.3 Homework</b> Purposeful, regular homework is consistently set, completed enthusiastically and feedback on. This has a tangible impact on progress and longer term transferable skills	Termly homework tracker. Staff, student and parent surveys.	2	2
<b>A3.4 Effective Timetable</b> 80%+ continuity of teacher over the key stage/ 90% Specialist teachers/ 90% of students gain first choice/ Limited split classes <b>Q of Ed – Intent</b>	Annual externally validated report.	2	2



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## Staff - Sharing to create a positive, high performing environment for staff

<b>S1- Vision/ Values/ Roles</b> - Staff share the vision and values of the Trust and have clarity in their roles both at school and Trust level <b>Leadership and Management</b>	Staff surveys. Exit interviews. Feedback from visitors.	2	2
<b>S2- Staff find their work fulfilling</b> – Staff surveys/ feedback shows that they are happy/ respected/ engaged/ empowered/ free from bullying and harassment. Staff workload is successfully managed. <b>Leadership and Management</b>	Staff surveys. Exit interviews. Feedback from visitors. Feedback in grievances/ whistleblowing.	2	2
<b>S3- Support Services</b> Effective and efficient customer focussed support structures lead by highly motivated staff who are always focussed on the mission and values of the partnership/ school	Staff surveys and interviews.	2	2
<b>S4.0- CPD</b> All staff can articulate the CPD (in its widest sense) on offer and the overall effectiveness of their support (performance management) to them from and through the Trust and express high levels of satisfaction with its relevance, quality and impact. The LTC is held in high esteem. <b>Leadership and Management</b>	Staff surveys and focus group feedback, CPD and LTC evaluations. (NOTE THE DEFINITION HERE NEEDS FURTHER AGREEMENT)	2	2
<b>S4.1 Professional Pathways and Succession Planning</b> All staff have 5 year flight paths (which may be horizontal) and succession plans are in place for all key staff. Staff can articulate and do access the support they require.	Staff surveys and focus group feedback. Performance management. (NOTE THE DEFINITION HERE NEEDS FURTHER AGREEMENT)	2	2
<b>S5.0 - Retention</b> Turn over between 10-15% - Exit interviews predominantly tell a story of moving on for promotion or personal reasons	Exit interviews.	1	1
<b>S5.1 Recruitment</b> We have a waiting list of 2 staff wanting to come and work for the Trust in maths/ English/ Sci/ Hums- All adverts attract a field of at least 3 to interview	Termly HR report	2	2
<b>S6 Staff Absence</b> 4% staff absence 2 % long term absence.	Termly HR report	2	2
<b>S7 Health and Safety</b> – Safety mark Gold. Accidents are rare and when they do occur they are dealt with well.	Termly health and safety report. Safety Mark Award	2	2
<b>S8 Financial Health</b> – Projections for 3 year balanced budget. Under 80% of budget spent on staffing.	Termly finance report	2	2





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<b>Parent Partners - creating a supportive partnership with parents, carers and families</b>			
<b>P1 Parental surveys</b> 95% satisfaction or 10% above national in all of the key measures.		Parental survey	2
<b>P2.0 Attendance at Parents Evenings</b> 85%+ with no sub group below 75%. Parents consistently describe the evenings as very useful and can articulate how they will have impact.		Attendance figures and feedback from parents.	1
<b>P2.1 Attendance at information evenings</b> 60% attendance with no sub group below 45%. Parents consistently describe the evenings as very useful and can articulate how they will have impact.		Attendance figures and feedback from parents.	2
<b>P2.2 Attendance at celebration evenings/ performances</b> 40% attendance with no sub group below 25%. Parents consistently describe the events as enjoyable and inspiring.		Attendance figures and feedback from parents.	3
<b>P3 Empowered Parents</b> 90% of parents have the skills to effectively support their child on their journey through school. Where this is not in place additional support is given		Parental survey and feedback from parents	2
<b>P4.0 Applications for Y7 and waiting lists</b> To have 100% of our places filled from first choice and be the first choice school for 90% of the students in our partner primary schools		Application data	2
<b>P4.1 Students Numbers at KS5</b> – 320 students at Hazeley 400 students at SBE. Retention figures are above national average.		Student numbers	1
<b>Wider Community - crafting a meaningful partnership with our wider community</b>			
<b>W1 Students taking part in community sport/ arts/</b> 50% of students take part on a weekly basis		Autumn, Spring and Summer attendance reports on student participation	2
<b>W2 Students taking part in community volunteering and/ or work experience</b> 25% of students take part in at least 20 hours per year at KS3. 80% of Y10, 12 and 13 students to take part our planned programmes.		Autumn, Spring and Summer attendance reports on student participation	2
<b>W3.0 Use of facilities outside of school time-</b> Facilities are booked at 95%+ with over 70% being with key partners that link with the Trust		Termly finance report	2
<b>W3.1 Income Generation</b> 2% of income generated from bookings- 1% from Grants		Termly finance report	2
<b>W3.2 Quality of Governance-</b> Excellent levels achieved on self and external reviews. <b>Leadership and Management</b>		Annual externally validated report.	2
<b>W3.3 Purposeful Partnerships –</b> The purpose and impact of each partnership can be clearly articulated and show efficiency and impact, personal development and attitudes <b>Leadership and Management</b>		Termly Principals report to LGB. Influential engagement with MKSH/MK2050/LTC/Primary Liaison Group/MAKE/Parish Council/Cornerstones Employers/Music Service/MK Basketball	2