

The Hazeley Academy Self Evaluation Form (SEF)

2019/2020

Context

The Hazeley Academy is highly aspirational, truly comprehensive and oversubscribed 11-18 secondary school of over 1,500 students on the growing western flank of Milton Keynes. Our intake broadly reflects Milton Keynes and England in most key characteristics. Further details can be found in the Hazeley Flight Deck attachment.

The school is 15 years old and in 2018 formed the 5 Dimensions Trust with Shenley Brook End School. The 5 Dimensions Trust website can be accessed by clicking on the 5 Dimensions Trust tab which is on the right-hand side of each page of our website.

The Academy was last inspected in November 2018 and was judged to be GOOD. A copy of the report can be accessed by clicking on the Ofsted link in the "About Hazeley Academy" tab on the website.

Our vision is to "create 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' in young people. Further details can be accessed by clicking on the Our Values and Ethos link in the "About Hazeley Academy" tab on the website.

Overall Effectiveness – GOOD

"A stimulating and challenging ethos which enables pupils to make rapid progress and achieve well" **OFSTED 2019**

We consider all aspects of the academy to be at least good, with an increasing number to be 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 2019**

Intent - We have an ambitious, broad, balanced and an evolving curriculum that aspires to meet the needs of all learners and supports to our local context (Business/ STEM/ Health and Social Care) and holistic values (Character, Confidence and Creativity). The KS3 Character passport and creativity teaching carousels are key aspects of a Hazeley education.

Implementation - Our teachers are knowledgeable; assessments are reliable, and feedback is effective. Our teaching methodology is focussed on the 'Magenta Principles' and is supported by an emphasis upon oracy and metacognition. Further information can be found here.

Impact – Progress is consistently above national benchmarks across all subgroups, including disadvantaged, SEND and the more able. A very high percentage of our students go on to aspirational destinations and leave the academy as well-rounded people who contribute to the community.

Behaviour and Attitude – OUTSTANDING

"The behaviour of the great majority of students around the school is exemplary" **OFSTED 2019**

Students are committed to their learning and development. Relationships among learners and staff are positive and respectful. Episodes of poor behaviour and bullying are rare and when they do occur, they are dealt with effectively. Attendance is consistently above national levels and punctuality is good. Our learners and staff show Character, Confidence and Creativity.

Personal Development – GOOD / OUTSTANDING

“Pupils personal development and wellbeing including their mental health have a high priority and are well provided for” OFSTED 2019

All students are expected to engage in extracurricular activities, volunteer, compete house events and take part our mental health and wellbeing programmes. We aspire for all our students to follow the DofE programme at KS4.

The Hazeley Values, which broadly translate to British Values underpin all that we do and promote citizenship and tolerance with a belief that the differences between us make us stronger.

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 2019

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 successful in doing this. We are all committed to improving efficiency and impact through our systems and actions.

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.

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

Safeguarding is excellent.

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

- Increasing the number of vocational courses for lower attaining students.
- Improving further levels of progress and engagement in lessons through Magenta, metacognition and oracy.
- Improving personal development through extending enrichment opportunities and student’s self-awareness and control.

The 5 Dimensions Trust - Flight Deck

The Flight Deck illustrates the 5 Dimensions Trusts interpretation of Inspiring (outstanding) against the 5 Dimensions and indicates in red how these are cross referenced to the OFSTED inspection framework.

1	Inspiring (Outstanding)	There are clearly inspirational approaches to offering a whole 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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2	Impacting (Good)	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 (Requires Improvement)	There is clear evidence of initial impact demonstrated by examples which are beginning to add value to the quality of the whole education experience across the school.
4	Aspiring (Inadequate)	There is a clear intent to providing a whole 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.

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 schools executive.

Holistic	Evidence	Grade
H1.0 Happy students Surveys/ discussions with students from all subgroups are consistently positive and students from different backgrounds mix well together. Behaviour and Attitudes	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
H1.1 Bullying Bullying is rare, and when it does occur, it is dealt with well. Behaviour and Attitudes	Student surveys. Focus group feedback.	2
H1.2 Student Voice Students feel that their voice is valued and respected. Behaviour and Attitudes	Student surveys. Focus group feedback. Annual externally verified report.	1
H1.3 Fixed Term Exclusions Below 6% which shows that incidents of high-level poor behaviour are rare students with multiple FTE's have clear support in place. Behaviour and Attitudes	Exclusion data. Action plans for those with multiple exclusions.	2
H1.4 Isolations (Sessions in and off site) X% 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. Behaviour and Attitudes	Isolation data and logs. Interviews with students about restorative conversations.	2
H1.5 Low Level Poor Behaviour Feedback from staff /student and parental surveys along with lesson observations/ detentions/ learning walks and OFSTED show that students are consistently engaged in learning. Behaviour and Attitudes	Staff/student and parental surveys. Lesson observations. Detention data. Learning walks. Feedback from visitors. Examples of successful engagement with external agencies.	2

<p>H1.6 Engagement of Hard to Reach Outcomes for disadvantaged and hard to reach are significantly above those of similar students nationally in terms of exams/attendance/participation/behaviour and destinations. All</p>	<p>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.</p>	<p>2</p>
<p>H 2.0 Attendance 96%+ with very few year groups or subgroups being below 95% thus showing a love of school and learning by students. Broken weeks are rare. Behaviour and Attitudes</p>	<p>Attendance data.</p>	<p>2</p>
<p>H 2.1 Persistent Absence Below 10% (12%/13.9%/15%) showing that the school effectively supports and inspires hard to reach students. Behaviour and Attitudes</p>	<p>Attendance data.</p>	<p>2</p>
<p>H 2.2 Punctuality Less than 1% overall with (1.5%/2%/2.5%) no subgroup above 1.5% showing students personal organisation and motivation to get to school. Behaviour and Attitudes</p>	<p>Punctuality data.</p>	<p>2</p>
<p>H 3 Safeguarding All statutory areas relating the safety of students and the staff are completed to at the highest standards. Leadership and Management</p>	<p>Annual externally validated report including Prevent/ Equal rights.</p>	<p>2</p>
<p>H 4.0 Holistic Curriculum Developing in a coherent, sequential way valuable attitudes and skills as well as knowledge e.g. ASK/ SMSC/Mental Health/ Well-being/Careers/Effective form time/ PSHE lessons/Drop Down Days/Student Voice. Q of Ed –Intent/ Personal Development</p>	<p>Annual externally validated report.</p>	<p>2</p>
<p>H 4.1 Volunteering and role modelling 50% of students undertake at least 10 hours of volunteering per year (from all subgroups) and they and the local community overtly benefit by increasing connections, health, skills, careers and fulfilment. Personal Development</p>	<p>Participation data. Discussion with stratified sample of students.</p>	<p>3</p>
<p>H 4.2 Participation in Extra Curricular and House Activities 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. Personal Development</p>	<p>Participation data. Discussion with stratified sample of students.</p>	<p>3</p>

<p>H 4.3 Excellence in Sport and Arts League tables and results show the schools to be the top in the city and winning at a regional level in many areas. Personal Development</p>	Annual league tables.	3
<p>H 4.4 Quality Marks/Awards Each school gains one valuable national award per year that validate the quality of work.</p>	Achievement of awards.	3
<p>H 5 Great destinations low NEETS 98% of students leave us to a destination that they are happy and excited with. 95% retention Y12-13. Personal Development</p>	Destination data.	1
Academic		
<p>A1.0 Progress and Attainment KS5 Consistently significantly above national across all subjects, key measures and subgroups. While also being aware of context of each cohort. Q of Ed – Impact</p>	Exam outcomes and PR data.	2
<p>A1.1 Progress and Attainment KS4 Consistently significantly above national across all subjects, key measures and subgroups. While also being aware of context of each cohort. Q of Ed — Impact</p>	Exam outcomes and PR data.	2
<p>A1.2 Progress and Attainment at KS3 Consistently significantly above national across all subjects, key measures and subgroups. While also being aware of context of each cohort. Q of Ed — Impact</p>	PR data extrapolated back from KS4 using internal systems.	2
<p>A1.3 Progress and Attainment at KS2 Consistently significantly above national across all subjects, key measures and subgroups. Q of Ed — Impact</p>	SATs outcomes and PR data.	N/A
<p>A1.4 Progress and Attainment at KS1 Consistently significantly above national across all subjects, key measures and subgroups. Q of Ed — Impact</p>	SATs outcomes and PR data.	N/A
<p>A1.5 Progress and Attainment at EYFS Consistently significantly above national across all subjects, key measures and subgroups. Q of Ed — Impact</p>	SATs outcomes and PR data.	N/A
<p>A2.0 Magenta Engaged, challenging, purposeful lessons 90%+ of lessons show that students are highly engaged in purposeful learning. Q of Ed — Implementation</p>	Anonymised lesson observations.	2

<p>A2.1 Metacognition/Self-Regulation/Coursework and Student Organisation 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. Q of Ed – Implementation</p>	<p>Feedback from stratified samples of students.</p>	<p>2</p>
<p>A2.2 Oracy Students can communicate effectively and through it develop linguistically, cognitively, socially and emotionally. Q of Ed – Implementation</p>	<p>Anonymised lesson observations.</p>	<p>3</p>
<p>A2.3 Teacher Knowledge – Staff have good subject knowledge. Effective additional support is in place for those teaching outside of specialism. Q of Ed – Implementation</p>	<p>Anonymised lesson observations. Records and plans for CPD.</p>	<p>2</p>
<p>A2.4 Feedback 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. Q of Ed – Implementation</p>	<p>Anonymised lesson observations and work scrutinise.</p>	<p>2</p>
<p>A3.0 Curriculum The curriculum has clear intent, is well implemented in a layered/sequential way and has impact. Q of Ed – Intent</p>	<p>Annual externally validated report.</p>	<p>2</p>
<p>A3.1 Schemes of work 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 and CIAG/Mental Health/ SMSC/Assessments/Feedback/ Homework /Differentiation/Magenta/ Oracy/Metacognition. Q of Ed – intent / Personal Development Health and Wellbeing</p>	<p>Annual peer review leading to an action plan and review after six months.</p>	<p>2</p>
<p>A3.2 Assessment Valid, reliable, purposeful assessment which efficiently leads to rapid and sustained progress closing any gaps. Q of Ed – Implementation</p>	<p>Peer reviews of assessment material and marked work. Correlation between forecast and actual grades.</p>	<p>2</p>
<p>A3.3 Homework Purposeful, regular homework is consistently set, completed enthusiastically and feedback on. This has a tangible impact on progress and longer-term transferable skills.</p>	<p>Termly homework tracker. Staff, student and parent surveys.</p>	<p>2</p>

<p>A3.4 Effective Timetable 80%+ continuity of teacher over the key stage/ 90% Specialist teachers/90% of students gain first choice/limited split classes. Q of Ed – Intent</p>	<p>Annual externally validated report.</p>	<p>2</p>
<p>Staff</p>		
<p>S1 Vision/Values/Roles Staff share the vision and values of the Trust and have clarity in their roles both at school and Trust level Leadership and Management</p>	<p>Staff surveys. Exit interviews. Feedback from visitors.</p>	<p>1</p>
<p>S2 Staff find their work fulfilling Staff surveys/feedback shows that they are happy/respected/engaged/empowered/free from bullying and harassment. Leadership and Management</p>	<p>Staff surveys. Exit interviews. Feedback from visitors. Feedback in grievances/whistleblowing.</p>	<p>1</p>
<p>S3 Support Services 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.</p>	<p>Staff surveys and interviews.</p>	<p>1</p>
<p>S4.0 CPD 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. Leadership and Management</p>	<p>Staff surveys and focus group feedback, CPD and LTC evaluations. (NOTE THE DEFINITION HERE NEEDS FURTHER AGREEMENT).</p>	<p>2</p>
<p>S4.1 Flight paths and Succession Planning 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.</p>	<p>Staff surveys and focus group feedback. Performance management. (NOTE THE DEFINITION HERE NEEDS FURTHER AGREEMENT)</p>	<p>2</p>
<p>S5.0 Retention Turn over between 10 -15%. Exit interviews predominantly tell a story of moving on for promotion or personal reasons.</p>	<p>Exit interviews.</p>	<p>2</p>
<p>S5.1 Recruitment 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.</p>	<p>Termly HR report.</p>	<p>2</p>
<p>S6 Staff Absence 5% staff absence 2 % long term absence.</p>	<p>Termly HR report.</p>	<p>2</p>
<p>S7 Health and Safety Safety mark Gold. Accidents are rare and when they do occur, they are dealt with well.</p>	<p>Termly health and safety report. Safety Mark Award.</p>	<p>1</p>
<p>S8 Financial Health Projections for 3-year balanced budget. Under 80% of budget spent on staffing.</p>	<p>Termly finance report</p>	<p>2</p>

Parent Partners		
P1 Parental surveys 95% satisfaction in all of the key measures.	Parental survey.	2
P2.0 Attendance at Parents Evenings 85%+ with no subgroup 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
P2.1 Attendance at information evenings 60% attendance with no subgroup below 45%. Parents consistently describe the evenings as very useful and can articulate how they will have impact.	Attendance figures and feedback from parents.	3
P2.2 Attendance at celebration evenings/performances 40% attendance with no subgroup below 25%. Parents consistently describe the events as enjoyable and inspiring.	Attendance figures and feedback from parents.	4
P3 Empowered Parents 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.	3
P4.0 Applications for Y7 and waiting lists 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
P4.1 Students Numbers at KS5 320 students at Hazeley 400 students at SBE. Retention figures are above national average.	Student numbers.	2
Wider Community		
W1 Students taking part in community sport/arts 50% of students take part on a weekly basis.	Autumn, Spring and Summer attendance reports on student participation.	3
W2 Students taking part in community volunteering and/or work experience 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.	3
W3.0 Use of facilities outside of school time Facilities are booked at 95%+ with over 70% being with key partners that link with the Trust.	Termly finance report.	2

<p>W3.1 Income Generation 2% of income generated from bookings - 1% from Grants.</p>	<p>Termly finance report.</p>	<p>3</p>
<p>W3.2 Quality of Governance Excellent levels achieved on self and external reviews. Leadership and Management</p>	<p>Annual externally validated report.</p>	<p>2</p>
<p>W3.3 Purposeful Partnerships The purpose and impact of each partnership can be clearly articulated and show efficiency and impact. Leadership and Management</p>	<p>Termly Principals report to LGB.</p>	<p>3</p>