



Hazeley School

Inspection Report

Unique Reference Number 134631
Local Authority Milton Keynes
Inspection number 294140
Inspection dates 12–13 December 2006
Reporting inspector Keith Sadler

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

Type of school	Comprehensive	School address	Emperor Drive
School category	Community		Milton Keynes
Age range of pupils	11–19		MK8 0PT
Gender of pupils	Mixed	Telephone number	01908 555620
Number on roll (school)	447	Fax number	01908 508357
Appropriate authority	The governing body	Chair	Mr Peter Harrison
		Headteacher	Mr Iain Denning
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
11–19	12–13 December 2006	294140

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is new secondary school, which will be an 11 - 19 mixed comprehensive school when all year groups are in place. It opened in September 2005 and admitted pupils in years 7 and 8. In September 2006 a further cohort of Year 7 pupils was admitted. Pupils come from a wide range of primary schools. At present the social circumstances of pupils is above average. About three quarters of pupils are of White British heritage and there are a few pupils from a range of other ethnic backgrounds. The proportion of pupils from minority ethnic groups is almost double the national average. There is one pupil at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is below average. Attainment on entry is varied in each year group and ranges from average to well above average. The school has already gained a number of awards notably 'Investors in People'.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school in which pupils thrive and develop a love of learning. It does all it can to ensure that the life chances of pupils are enhanced through the quality of its provision. An overwhelming atmosphere of community, responsibility and care permeates the school. The quality of care, guidance and support is high and this leads the pupils to feel extremely safe and to develop highly positive attitudes. As a result, attendance levels are outstanding and pupils' personal development and well-being are excellent. Behaviour is exemplary both in lessons and around the school. As one pupil said, 'We are all safe throughout the school and if anyone does misbehave we know that the adults quickly sort it out'.

Pupils have a highly tuned understanding of their own well-being, safety, health and responsibility within the community of the school. Above all, as a result of the outstanding teaching and learning, pupils make excellent progress in their learning and achieve exceptionally well. The good quality curriculum also makes a significant positive impact on pupils' achievement. The curriculum is carefully planned to provide a wide range of experiences and is exceptionally well enriched by a wide range of additional activities. At present, vocational education opportunities for Year 9 pupils are limited.

Even though none of the current Year 9 pupils commenced at Hazeley until Year 8, their progress has been rapid since that time, and they are on course to attain well above average standards in English, mathematics and science in the national tests. Parents are overwhelmingly supportive with all parents saying that their children enjoy school and almost all saying that their children are safe and that leadership and management are good.

All this does not happen by accident! The headteacher has steered the school outstandingly well since his appointment almost a year before the school opened. He is exceptionally well supported by the deputy head and other senior managers and staff with responsibilities. Working together, senior managers have successfully overseen the first stage of the development of the accommodation and are deeply involved in the planning of the second and third stages. They have also ensured that teaching and learning are of high quality by the development of robust systems to check and improve the school's provision. Even though the management of the development of the school is a very substantial task, leaders have ensured that the pupils' education has been paramount. However, the role of the form tutor, particularly in respect of providing academic guidance to pupils, is under-developed. Although the arrangements currently in place are suitable for a school with a few year groups, tutors are not currently given sufficient information from subject teachers to enable them to fulfil their role. The school is exceptionally well supported and challenged by the governors who are excellent. They are directly involved in the strategic development of the school.

What the school should do to improve further

- Develop the role of the form tutor to provide academic guidance for pupils.

Achievement and standards

Grade: 1

Achievement is outstanding. Pupils make excellent progress in lessons, have highly positive attitudes and thrive in their learning. The attainment of current Year 9 pupils, for example, was broadly average at the end of Year 6 before they embarked on their Key Stage 3 studies. Most of these pupils, who have only been in the school for four terms, are now on course to attain standards that are well above average, particularly in mathematics and English. In science, their progress was initially more limited as work was not sufficiently challenging for them, but now they are on course to achieve high standards. A significant minority of pupils in Year 8 and 9 are already reaching standards that meet national expectations at the end of Year 11.

Pupils in Year 7 and 8 have much higher attainment on entry to the school. Because their relative abilities and skills have been identified quickly and effectively, these pupils are making excellent progress in English, mathematics and science. Progress is strong in all subjects, and is particularly evident in the humanities and modern languages. The early identification of pupils with learning difficulties has meant that intensive support is provided for them. In consequence, their achievement is at least as strong as their classmates.

Personal development and well-being

Grade: 1

The personal development and well-being of the pupils are outstanding. Pupils engage very well with visitors and relationships throughout the school community are excellent. Pupils are well aware of reasons for adopting a healthy lifestyle. They make good use of the facilities provided in the dining hall and its increasingly healthy options. High numbers take part in sports and other activities reflecting well their commitment to fitness. Pupils are keen to take responsibility through the school learning council, peer coaching and leading school assemblies.

The pupils' spiritual, moral, social and cultural education is outstanding. As a result of the excellent care and provision, including the high expectations for good behaviour that all the adults have of the pupils, the vast majority treat the code of behaviour with respect.

Aware of those less fortunate than themselves, pupils take part in fund raising activities to support local and national charities. Strong systems are in place to ensure that pupils develop their basic skills exceptionally well, so that they are becoming well prepared to contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and contributes exceptionally well to the pupils' enjoyment of school and their achievement. Teachers make excellent use of the high quality facilities and resources to enable pupils to learn in ways best suited to them. These include a good range of information and communication technology equipment. Typically lessons are very well planned and provide an exciting range of activities that captivate the pupils' interests. Teachers pitch the work at the appropriate level to meet the varying learning levels of the pupils. Teachers are particularly adept at providing a strong purpose for learning and this too aids pupils' achievement because the work set is given relevance. For example, in an outstanding vocational education lesson in Year 9, pupils thoroughly enjoyed working together in groups to establish aspects of marketing strategy for a range of commercial activities. Pupils delighted in sharing with the strategies that they had developed with the class. Teachers manage pupils very well. In almost all lessons, relationships are outstanding and pupils benefit from clear explanations and high quality questioning that helps to engage and interest them. Teachers' marking of work is of good quality. It is supportive and well linked to pupils' targets so they have a clear understanding of how they can improve.

Curriculum and other activities

Grade: 2

The school offers a good curriculum which is broad and balanced. As well as meeting statutory requirements, it caters for the needs of all pupils, including those with particular needs, interests or talents. There is particularly strong provision to ensure that more able pupils achieve well and that those that find learning hard receive excellent support. The curriculum places an appropriately strong emphasis on the core skills of literacy and numeracy and these are well supported by their extensive use in other subjects. There is a vocational studies course for Year 9 pupils which is well planned and relevant. This provides additional breadth to the curriculum, though, as yet, it is being piloted and hence not available to all pupils. The curriculum is enriched by the provision of a second modern language which is taught in Year 9. Outside agencies, visitors and themed days support learning in many subjects and give pupils an insight into the world of work and finance. This is underpinned by a comprehensive programme of personal, health and social education. Following consultation with pupils, there is a wide range of extra-curricular activities particularly focusing on sports and the performing arts.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. Staff demonstrate a high level of commitment to the care of pupils. Child protection arrangements are strong and careful attention is paid to health and safety within the school environment and on educational visits. Arrangements for safeguarding pupils are regularly reviewed. Staff are always visible in support of pupils during lesson changes, break and lunch times. This helps pupils to feel secure in and around school.

Outstanding personal guidance, particularly that relating to choices as pupils move through the school, draws very well on outside agencies when needed. Pupils say that they value this support given by their tutors. Arrangements for the academic guidance and support of pupils are in place. Termly achievement reviews give pupils an opportunity to discuss targets with teachers and parents. This enables them to keep a clear focus on what they need to do to improve.

Leadership and management

Grade: 1

The leadership and management of the headteacher is outstanding. He receives very vigorous support from his deputy and other members of the senior leadership team as well as from middle managers. Working closely together, they have all provided very clear educational direction and have successfully created an ethos in which pupils are highly valued. Teaching and learning are rigorously monitored for their effectiveness and staff are held accountable robustly for their work. Equality of opportunity for all pupils is actively and successfully promoted and systems to support personal development are exceptionally strong. However, although at present form tutors are effective in their management of pupils' academic guidance, the management systems in place limit the information flow to tutors.

There is a strong culture of self-evaluation and the views of parents and pupils inform improvements. Comprehensive subject reviews show commitment to raising standards and achievement still further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for contributing so well to the recent inspection of your school. We all enjoyed visiting lessons and talking with many of you and to some staff. We also looked at the questionnaires returned by your parents. They were overwhelmingly supportive of your school.

We found that yours is an outstanding school that you can be proud of. Your teachers work hard to make sure that lessons are interesting and exciting. Almost all of you work hard and make rapid progress in lessons. Year 9 pupils are on course to attain high standards in the tests next summer and those in Year 7 and 8 are also progressing extremely well. The school cares for you exceptionally well. You told us that you feel safe and very well supported and there is very little bullying in the school. Your behaviour is excellent. You have very positive attitudes and thoroughly enjoy all the school has to offer. You get good advice and guidance from staff and the curriculum is of good quality.

Your headteacher and other managers work hard to make sure yours is such an outstanding school and we found that they are doing an excellent job. There is, of course, much to do in a new and rapidly expanding school; even appointing all the new teachers for next year is a substantial task. In addition, Phase 2 of the school buildings take very significant amounts of management time and planning. Nonetheless, the staff have your good education at the heart of all they do.

We have asked the school to develop the role of your tutors to make sure that they take a lead in providing academic as well as pastoral guidance for you. You can contribute to the success of your school by continuing to work hard to meet your targets and to maintain the excellent relationships you have with adults and other pupils.

With best wishes for your future.

Yours sincerely

Keith SadlerLead Inspector