

# Hazeley School

## Inspection report

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<b>Unique Reference Number</b>	134631
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	341485
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Daniel Burton HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	995
Of which, number on roll in the sixth form	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Edna Treacher
<b>Headteacher</b>	Mr Mark Bennison
<b>Date of previous school inspection</b>	2 December 2006
<b>School address</b>	Emperor Drive Hazeley Milton Keynes MK8 0PT
<b>Telephone number</b>	01908 555620
<b>Fax number</b>	01908 508357
<b>Email address</b>	enquiries@hazeley.milton-keynes.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 25 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at policies, data and analyses, including the school's self-evaluation, governors' minutes and 307 questionnaires completed by parents, together with questionnaires completed by students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of teaching and the curriculum on students' progress
- the care provided for students with special educational needs and/or disabilities and for those who speak English as an additional language
- the effectiveness of subject leaders in embedding ambition and driving improvement
- the effectiveness of the new sixth form
- the impact of behaviour on student achievement.

## Information about the school

Hazeley School opened in September 2005 and admitted students in Years 7 and 8. Since then, the school has grown in size as further cohorts have been admitted. In 2009, the first cohort of Year 11 students took public examinations. The sixth form opened in September 2009. The large majority of students are of White British heritage with 24% from a range of minority ethnic backgrounds. The proportion of students who speak English as an additional language is slightly above that seen in other schools nationally. While the proportion of students with special educational needs and/or disabilities has previously been slightly below average, numbers are rising and are now more closely aligned to the national average. There are a small number of looked after children. The school is a specialist science college. The current headteacher has been in post since September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hazeley School is a good and improving school and inspectors agree with one student who wrote, 'I think this school is progressing ever so much'. The new headteacher has quickly won the support of staff, students and parents and has established a very clear and ambitious vision for the future of the school. This vision is underpinned by extremely accurate evaluation of the school's strengths and areas for development. Relationships between the new headteacher and other leaders and managers in the school are already creative and productive and, as a result, the school has good, and rapidly improving, capacity to improve.

The performance of the first cohort of students to sit public examinations at the end of Key Stage 4 is extremely encouraging. Unvalidated results indicate that the proportion of students attaining five or more GCSEs at grades A\* to C, including English and mathematics, is expected to be above the national average. This represents good progress for a very large majority of students, given that they enter the school with broadly average levels of attainment. However, the school is not complacent, and has quickly put in place robust strategies to address underachievement in the small minority of curriculum areas which underperformed.

Students enjoy coming to school and get on well with their teachers and each other. They are polite and confident and, on the whole, dress smartly. While students report that standards of behaviour slipped towards the end of the last academic year, almost all agree that behaviour has improved significantly and is now good. The inspection team saw consistently good behaviour. In the most inspiring lessons, behaviour was always outstanding.

The care, guidance and support provided by the school are outstanding and support for the most vulnerable students is a particular area of strength. Specialist support through the 'excellence centre' for students with special educational needs and/or disabilities is first-class and ensures that students with learning difficulties make progress at least as well as other students. A well-planned programme of support for students at the early stages of learning English ensures that they settle quickly into school and make rapid progress in English language acquisition.

Teaching is most often good and lessons benefit from teachers' careful and detailed lesson planning. The very best lessons are tailored sharply to meet the needs of all learners, including the most able and those who need additional support. Inspectors saw particularly good examples of this in mathematics. However, not all teachers take sufficient account of the differing needs and abilities of students in their lessons with the result that progress is more often good than outstanding. Similarly, teachers do not

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always plan activities to enable all students to fully participate in lessons. On these occasions, students become less engaged.

The school's curriculum is good and improving and is better equipped to meet the needs of different groups of learners than before. An increasing range of vocational subjects is now offered and clear plans are in place to extend this aspect of provision further. However, though the school is taking a leading role in planning for the introduction of 14 to 19 diplomas in partnership with other schools, opportunities to increase curriculum choice through other partnership arrangements to date have not been properly exploited. The school deliberately focused on securing its own provision in the early years of its development, but school leaders know that the time is now ripe for a more outward-looking approach. Similarly, while the school is an extremely harmonious community, strategies to promote community cohesion in the wider community have had limited impact.

Sixth form students have made a good start and are enjoying their studies. Their progress to date is good and opportunities for personal development are rapidly evolving. The International Baccalaureate is a notable feature of the school's provision. The school has ambitious and well-planned strategies to develop sixth form provision further as student numbers grow.

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

- Improve the quality of teaching and learning so that, by September 2010, 25% of lessons are outstanding, by:
  - ensuring that more lessons are as effective as the best in providing support and challenge for all groups of learners, including those with special educational needs and/or disabilities
  - providing more opportunities for all students to be actively involved in their learning.
- Implement strategies to promote community cohesion in the local and wider community more quickly.
- Strengthen recent improvements to the curriculum by fully exploiting opportunities for partnership working.

**Outcomes for individuals and groups of pupils****2**

Students work well in lessons and are keen to succeed. They respond best when teachers design activities which are genuinely challenging and are accompanied by appropriate support to enable all to succeed. In one outstanding art lesson, students relished the opportunity to hypothesise about the meaning of a painting by Francis Bacon. Because the teacher allowed discussions to flow, intervening only to test and challenge emerging views, all students were seen to participate. Skilful teaching brought out the best in the students and they were captivated. In lessons where activities are less varied, students can become distracted, but their good moral development means

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that this rarely results in bad behaviour.

Unvalidated GCSE results for 2009 indicate that girls achieved less well than boys. Other than this, there was no noticeable discrepancy in the achievement of other groups of learners, for example those of minority ethnic heritage or those known to be eligible for free school meals. Current school tracking information demonstrates that boys and girls are now doing equally well, and lesson observations during the inspection confirmed this.

While some students benefit from their roles as sports leaders or buddies, and from helping out at public events, opportunities to make a positive contribution to the school and wider community have been somewhat limited. However, students have readily embraced the concept of the 'student executive' and are excited by developing plans to give them a greater influence in the school's development.

Students feel very safe in school and know who to turn to should they need any support or advice. Racist incidents are exceptionally rare and students report that there is very little bullying. All students know that the school takes a very robust approach to protect potential victims of cyber-bullying. Younger students are supported through an effective 'buddy' scheme.

The majority of students are committed to being healthy and participation in sporting activities is high. There is also good take-up of the school's healthy lunches.

Attendance is above average, but is prevented from being high because too many families choose to take holidays during term time. The school is working hard to address this issue because teachers know that absence has a negative effect on the progress individuals make.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Inspectors agree with school leaders that the quality of teaching and learning is good. Teachers are dedicated and hard-working and lesson planning is thorough and sometimes imaginative. Students appreciate their teachers' care and dedication, seen, for example, in the out-of-hours support that they can rely on if they need extra help. Teachers use assessment information well to monitor students' progress and to help students understand how they can improve their work. However, not all teachers make sufficient use of this information to ensure that lessons fully meet the needs of all groups of learners. In some lessons, strategies to develop thinking skills are inhibited by too much 'teacher talk', or by question-and-answer sessions which fail to provide enough students with the opportunity to articulate their views.

Developments to the curriculum have already started to have a positive effect on students' progress. This is seen most strikingly in science where the introduction of a much wider suite of qualifications is leading to greatly improved progress for students who were previously underachieving. This is an early example of the effectiveness of the school's science specialism in driving improvement. However, the school knows that it is now time for the specialism to have a greater impact in other areas of the school's work. An increased range of BTEC qualifications are now offered with plans to extend this aspect of provision for the future. A key strength of the curriculum is its flexibility in meeting the needs of more vulnerable learners who are given personalised timetables which are carefully tailored to meet individual needs. Some students with very low levels of literacy and numeracy have made remarkable progress in a short space of time as a result of this provision.

This typifies the excellent care, guidance and support provided by the school. Vulnerable learners, including looked after children, feel very well supported and benefit from having a named key worker. The 'Return to Learn' centre provides a ready and welcome source of support to students who find some aspects of school life more challenging. Transition arrangements into the school are excellent, both for students in Year 7 and Year 12 and for those newly arrived to the British Isles. The school works very effectively with a range of outside agencies to promote good achievement and well-being for all.

Careers guidance is good and opportunities for enterprise education are developing. Students benefit from having access to a full-time Connexions advisor. Provision to ensure students' future economic well-being is good.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Although student achievement is good, the school is determined that it should be outstanding and has set very challenging, but achievable, targets for the future. Procedures to monitor students' progress have been sharpened and are now more forensic, timely and robust than before. Students at greatest risk of underachieving are starting to benefit from the school's assertive mentoring programme. Good leadership and management of teaching and learning have ensured consistently good teaching in most curriculum areas and the school is rightly determined that a greater proportion of lessons should be outstanding. Well-considered plans are in place to share the best practice in teaching and learning through the development of a sophisticated peer-coaching scheme. While most subject leaders manage their departments well, resulting in good student achievement, the school has plans to implement strategies to develop middle leadership further to strengthen its overall capacity for improvement. The school's three-year vision is highly ambitious and of extremely high quality. Measurable targets enable the committed and experienced team of governors to hold leaders to account in all areas of the school's work. Governors know the school well and have a clear understanding of its strengths and weaknesses. The drive to improve the curriculum reflects the school's determination to ensure equality of opportunity for all groups of learners. Safeguarding requirements meet statutory requirements and the school works well with external agencies to ensure the safety of learners experiencing challenging circumstances. The way in which the school promotes community cohesion is satisfactory overall; plans are in place to support more extensive promotion of community cohesion within the local and wider community, but this work is currently at a relatively early stage.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Students have adapted well to the demands of sixth form studies and the early evidence shows that they are making good progress. Student well-being and personal development are effectively promoted through a good enrichment programme, which includes service in the local community. As a result, students are already making a positive contribution through their work to support younger students in the school, primary school children and the elderly. Teaching is good, as in the rest of the school, and staff say they have received good training to prepare them for teaching the International Baccalaureate. This qualification is a key strength of provision, though other aspects of the curriculum are currently more limited, particularly for students who wish to take vocational qualifications. Good leadership and management arrangements for the sixth form mean that the school is well placed to build on this positive start and develop provision further to meet the ambitious recruitment and achievement targets set by the school.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

A very large majority of parents are highly supportive of the school and the quality of education their children receive. Most parents say their children enjoy school and make good progress in their learning. Parents are also highly supportive of the school's new leadership arrangements. A very small number of parents expressed concerns about the school's arrangements for supporting students with medical needs. The inspection team

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raised these concerns with the school and arrangements are now being reviewed to ensure that this aspect of provision is as secure as the school's other safeguarding arrangements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazeley School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 307 completed questionnaires by the end of the on-site inspection. In total, there are 995 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	121	39	165	55	14	5	3	1
The school keeps my child safe	129	42	168	55	3	1	3	1
The school informs me about my child's progress	118	38	161	52	14	5	8	3
My child is making enough progress at this school	102	32	172	56	17	6	8	3
The teaching is good at this school	86	28	200	65	6	2	4	1
The school helps me to support my child's learning	65	21	188	61	37	12	10	3
The school helps my child to have a healthy lifestyle	68	22	193	63	33	11	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	81	26	179	58	14	5	5	2
The school meets my child's particular needs	88	29	182	59	26	9	4	1
The school deals effectively with unacceptable behaviour	99	33	162	53	32	10	6	2
The school takes account of my suggestions and concerns	65	21	123	56	28	9	12	4
The school is led and managed effectively	98	32	184	60	8	3	4	1
Overall, I am happy with my child's experience at this school	127	41	165	54	6	2	6	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 November 2009

Dear Students

Inspection of Hazeley School, Milton Keynes, MK8 0PT

Thank you for the very warm welcome you gave the inspection team during our recent visit to your school. We enjoyed seeing you at work in your lessons and listening to your views in meetings and as you talked to us at break and lunchtime. Here is a summary of our main inspection findings, though I hope some of you will read the full inspection report.

- Hazeley School is a good school which enables students to make good progress in their studies. As a result, standards by the end of Year 11 are above the national average.
- Teachers are dedicated and hard working and most lessons are good.
- Students benefit from the excellent care, guidance and support which the school provides. Support for those who need extra help with their learning or additional emotional support is outstanding.
- The curriculum has improved since the last inspection and is increasingly well-equipped to meet students' differing needs.
- Sixth form students have made a good start to their studies because the school has managed arrangements for the new sixth form well.
- Students respond well to opportunities to contribute to the school and wider community although, at the moment, such opportunities are too limited.
- The new headteacher has made an excellent start at Hazeley School and has already won the support and respect of staff, students and parents.

We have asked your teachers to continue to improve the school further by:

- improving the quality of teaching and learning so that more lessons are outstanding
- implementing strategies to promote community cohesion in the local and wider community more quickly
- strengthening recent improvements to the curriculum by working more closely with other organisations.

We wish you and your teachers every success.

With best wishes

Yours sincerely

Daniel Burton

Her Majesty's Inspector

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