

The Hazeley Academy Self Evaluation Form

2026-2027



Context

The Hazeley Academy is a highly aspirational, truly comprehensive, and oversubscribed 11–18 secondary school of over 1,600 pupils on the rapidly growing western flank of Milton Keynes. Our intake reflects the diversity of Milton Keynes and England in key characteristics such as ethnicity, socio-economic background, and prior attainment.

The Academy is 21 years old and in 2018 formed the 5 Dimensions Trust. The 5 Dimensions Trust website can be accessed here: [5 Dimensions Trust](#)

The Academy was last inspected in February 2024 and was judged to continue to be a **good** Academy. Our vision is to “grow a vibrant community of exceptional people.” We are a values-led Academy, focused on developing character, confidence, and creativity by encouraging every pupil to contribute to our community. Parent feedback is very positive: over 90% say their child is happy at The Hazeley Academy, and 89% would recommend the Academy to others (June 2025).

We consider all aspects of the Academy to be at least at a strong standard and moving towards an exceptional standard. Details of the evidence can be found in the 5D Self-Evaluation Flight Deck.

Safeguarding

Safeguarding is effective.

Inclusion – Strong Standard

Inclusion is at the heart of The Hazeley Academy, and our provision is of a strong standard. The Ofsted report (2024) confirmed, “the school’s processes to identify pupils’ different needs and starting points are accurate. Expert staff provide effective support for pupils with SEND. Similarly, specialist support helps pupils who cannot read well enough yet. This helps them catch up quickly.”

Reading is a whole-Academy priority. Our form-time reading programme, alongside specialist weekly instruction and phonics, builds vocabulary and fosters engagement. The library is a vibrant hub of support, expertly staffed and central to Academy life.

Pastoral care is expert and proactive. Return 2 Learn Mentors, Behaviour Coaches, Anti-Bullying Ambassadors, and our well-established restorative practices ensure pupils feel extremely safe and supported. 85% of pupils report that “the school encourages me to be independent and take on responsibilities” (May 2026). Equality and representation are championed by the student-led Equality Group, which Ofsted recognised as “a beacon of strong practice,” with 91% of parents confirming that the Academy “places strong emphasis on equality” (June 2026).

Achievement – Expected Standard

Achievement at The Hazeley Academy is of an expected standard. Pupils rise to the ambitious standards set by staff, including those with special educational needs and/or disabilities (SEND). As noted in the 2024 Ofsted report, “staff have high expectations of all pupils, including pupils with SEND. Pupils rise to these expectations and work hard.” Parents agree, with 89% supporting the statement, “the school has high expectations of my child” (June 2026). This is confirmed with 88% of pupils agreeing that “my teachers give me work that challenges me” and “have high expectations of the work I can produce” (May 2026).

Progress consistently meets or exceeds national benchmarks across most subject areas and subgroups, including disadvantaged, SEND, and the more able. Most pupils achieve well across a broad range of subjects, with the majority achieving the full English Baccalaureate suite. The overwhelming majority of our pupils go on to aspirational destinations and leave the Academy as well-rounded people who contribute positively to the community. Our pupils are ready for the next stage and go on to a rich variety of destinations. At Year 11, 45% of respondents continue to study at The Hazeley Academy Sixth Form, and 55% progress to apprenticeships, college, or other providers. At Year 13, 84% of respondents progress to high-quality higher education (including those taking a gap year), 5% to Level 4 or above apprenticeships, and 10% to meaningful employment.

Curriculum and Teaching – Strong Standard

Our curriculum is rigorous, connected, and purposefully developed. As identified by Ofsted (2024), “The ambitious curriculum is well designed and coherent. The school has identified precisely the knowledge, and skills pupils need to know and learn.” Curriculum intent is rooted in our values and local context, with clarity of components and end points across all key stages. The 5D Baccalaureate in KS3, alongside our 5Cs, is central to The Hazeley Academy’s education. Over 92% of parents agree that there are a good range of subjects (June 2026).

Implementation is underpinned by strong subject expertise and shared approaches. As Ofsted highlighted, “clear expectations ensure that teachers skilfully use shared approaches, in line with the school’s ‘Abundant Learning’ strategy. This ensures that pupils learn and remember crucial knowledge and skills.”

Teaching is of a strong standard, with effective assessment and feedback, the development of metacognitive skills, and the use of engaging strategies such as the Magenta Principles. Teachers routinely check pupils’ understanding, though at Key Stage 3 this is not yet consistent enough. We are addressing this by refining our systems for systematically identifying gaps and adapting teaching to close them.

Attendance and Behaviour – Strong Standard

Attendance and behaviour are of a strong standard. Pupils attend the Academy regularly and are highly engaged in Academy life. In the year 2025–26, attendance was well above the national average at 93.1% in Years 7–11. Persistent absence was 17.54%, below the national average. Attendance in Years 12–13 was 82.4%. Pupils 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 four Rs approach: strong **routines**, excellent **relationships**, proportionate **rewards**, and restorative **approaches**. Episodes of poor behaviour and bullying are rare, but when they do occur, they are dealt with effectively. As Ofsted reported (2024), “pupils’ behaviour is calm and orderly because of the school’s high expectations. Everyone shares a consistent understanding of the rules and routines. This means that pupils learn in positive and purposeful learning environments.” In addition, 80% of parents agree that pupils are “well behaved” (June 2026). We have a strong anti-bullying strategy, which includes pupil ambassadors, robust systems of support, and a focus on student education, encouraging them to be an “upstander, not a bystander.”

Strong routines, excellent relationships, appropriate recognition, and restorative practice ensure that disruption is rare. When poor behaviour does occur, it is dealt with swiftly and effectively. Pupils are confident in recognising and challenging bullying behaviours, with ambassadors leading strategies in both Academy and local primary partners.

Personal Development and Wellbeing – Expected Standard

Personal development is of an expected standard, with notable strengths across enrichment and community engagement. Ofsted (2024) noted, “the provision for pupils’ wider development is a strength of the school. Pupils benefit from rich and varied experiences that enhance their understanding of growing up in modern Britain. The school provides a plethora of opportunities to develop pupils’ leadership skills.” Our engagement with the community is effective, with 91% of parents describing this partnership as “strong” (June 2026). Volunteering and involvement in community activity is a strength of our Academy.

Our Personal Development programme is comprehensive, sequenced from Year 7–13, and ensures that pupils develop resilience, awareness, and independence. The 5D Baccalaureate and extensive extracurricular activities, including volunteering, house events, mental health programmes, and Duke of Edinburgh, are integral to Academy life. Careers education and guidance are of high quality and meet all Gatsby Benchmarks, supporting strong destinations at both 16 and 18 years. 96% of parents report their child regularly “takes part in clubs and activities” (June 2026).

Leadership and Governance – Expected Standard

Leadership and governance are of a strong standard. The Hazeley Academy is led by its vision and driven by its values, working in synergy with the 5 Dimensions Trust. Leaders are relentless in pursuing high expectations while ensuring the Academy is a great place to work. 84% of parents describe the Academy as “well-led and managed” (June 2026). Staff surveys confirm that staff are loyal, feel valued, and appreciate the high-quality professional development provided. Systems are efficient, robust, and proportionate. The Academy responds effectively to change while remaining rooted in its community, with strong links to local employers and families. The Ofsted report (2024) highlighted, “the ‘5Cs’ of ‘character,’ ‘confidence,’ ‘creativity,’ ‘contribution,’ and ‘community’ underpin all aspects of school life. Governors know the school well. They bring expertise, appropriate challenge, and effective support.”

Sixth Form – Strong Standard

Pupils in the large, popular Sixth Form benefit from a strong emphasis on academic achievement, prudently balanced with developing independent learning skills and community service. As Ofsted reported (2024), “as a result, all pupils secure their chosen next steps in education, employment, or training.”

Achievement

Pupils in the Sixth Form achieve highly across a broad range of academic and vocational subjects. Outcomes are consistently strong for all groups, including SEND, disadvantaged, and the more able. As recognised in the 2024 Ofsted report, “pupils in the large, over-subscribed Sixth Form benefit from a strong emphasis on academic achievement, prudently balanced with developing independent learning skills and community service. As a result, all pupils secure their chosen next steps in education, employment, or training.” Destinations are a strength, with the vast majority progressing to aspirational higher education, employment, or training pathways.

Curriculum and Teaching

The curriculum is ambitious, broad, and carefully sequenced to meet the needs of pupils with diverse entry profiles. Teachers are highly skilled subject specialists who provide engaging lessons, high-quality feedback, and timely intervention. As Ofsted noted, teaching in the Sixth Form makes particularly effective use of high-quality discussion and reasoning, deepening understanding and preparing pupils well for examinations and beyond. Curriculum planning reflects both national priorities and local opportunities, ensuring it remains relevant, rigorous, and future-focused.

Inclusion

Provision for inclusion is of a strong standard. Support for SEND and disadvantaged pupils is tailored and effective, ensuring that all pupils can access the full curriculum and achieve well. Sixth Form staff know their pupils very well, with pastoral and academic guidance tightly interwoven. Equality, diversity, and inclusion are actively promoted, with Sixth Form pupils leading initiatives through the Equality Group and acting as role models for the wider Academy.

Attendance and Behaviour

Attendance in Sixth Form is consistently above national levels. Pupils demonstrate maturity, independence, and strong metacognitive skills. They are excellent role models for younger pupils, embodying the 5Cs of character, confidence, creativity, contribution, and community. Behaviour is exemplary, with pupils contributing positively to a calm and aspirational learning environment.

Personal Development and Wellbeing

Personal development is a significant strength of Sixth Form. Pupils engage extensively with enrichment opportunities, including volunteering, Young Enterprise, sport, anti-bullying leadership, Duke of Edinburgh, and mental health programmes. They understand that they “grow through taking part” and actively contribute to the culture and ethos of the Academy. Careers education and guidance are of a strong standard, ensuring all pupils are well prepared for their next steps.

Leadership and Governance

Leadership of the Sixth Form is of a strong standard, sustaining high expectations alongside care and collaboration with pupils and families. Leaders know their pupils well, and systems ensure that academic progress, personal development, and wellbeing are closely monitored and supported. The Sixth Form pupil leadership team plays an active role in shaping provision, strengthening the sense of community and continuous improvement. Governors and trust leaders provide effective oversight and challenge, ensuring that provision remains aspirational and inclusive.