

SELF-EVALUATION FORM FOR SECONDARY SCHOOLS (WITH AND WITHOUT SIXTH FORMS)

Name of school:

Unique Reference Number (URN):

Not Submitted

Part A: self-evaluation

INTRODUCTION

This self-evaluation form (SEF) is primarily designed to:

- assist you in your own self-evaluation, and
- be used as the basis of the inspection of your school or setting.

The form is in three parts:

Part A SELF-EVALUATION

Part B FACTUAL INFORMATION ABOUT YOUR SCHOOL

Part C INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

WELCOME TO YOUR SELF-EVALUATION FORM

GUIDANCE ON COMPLETION

When to complete the form

- The SEF is a summative document, intended to record the outcomes of your ongoing process of rigorous self-evaluation.
- There is no fixed time in the year when it should be completed. It is usually best done to fit in with your normal cycle of review and planning. It is recommended that schools update their SEF at least annually.
- Section B contains statistical and other factual information. Some of this is pre-populated by Ofsted, as and when the information becomes available. You are advised to ensure that the factual information is up to date.

Purpose of the form

- The SEF is intended to record the outcomes of your self-evaluation. As such, it should be an accurate diagnostic document with all conclusions fully supported by the evidence. Keep Part A short and to the point. It should indicate key strengths and weaknesses and what needs to be tackled to effect improvement. Through the SEF, the school will want to point to evidence that substantiates its own judgements about the quality of its work. Inspectors will make considerable use of the SEF when discussing their arrangements for inspection. The impact of your self-evaluation in helping to bring about improvement will be a major factor in their judgements about the effectiveness of your leadership and management and your capacity to improve in the future.

How to fill the form in

- It is helpful if you check the factual information and complete Part B first and then Part C; the information can then be drawn upon to help complete Part A.
- Part A, the evaluative section, is laid out in sections that correspond to the headings of the evaluation schedule in the framework for the inspection of schools, although overall effectiveness is placed last in the SEF. Please complete the sections dealing with achievement and standards, and personal development and well-being first, since these outcomes will form the basis for your judgements in other sections.
- Reference is made in Part A to Ofsted's guidance for inspectors of schools, which should prove helpful to you when completing your SEF. The guidance is in two parts. *Conducting the inspection: guidance for inspectors of schools* indicates how aspects of the school might be explored by inspectors, and *Using the evaluation schedule: guidance for inspectors of schools*[1] contains advice on how to pitch judgements about the quality of provision and its outcomes.
- In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills in March 2005 and June 2006[2]. These documents each contain a section giving detailed advice on completing some sections of the form. These documents are available on Ofsted's website.
- Each section of the SEF asks you to grade aspects of your work on a four-point scale, as follows:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Inadequate

- It is most important that you complete this form rigorously and objectively. The grade descriptions in *Using the evaluation schedule: guidance for inspectors of schools* will assist you in reaching accurate judgements.
- When completing the text boxes in Part A you should summarise your main findings and illustrate these with the evidence which led to the judgements you have made. Bear in mind any prompts included with the main questions. It is not intended that you should provide large amounts of statistical data and descriptive detail. You should use evidence selectively to support the main judgements about your performance.
- If you have a special needs resource base, extended provision or other specific provision, please ensure that evidence about it is provided at suitable points within the SEF.
- Each section of the form has a 'Help' button, which you can use to help you fill in particular sections.
- Please complete this form electronically via the Ofsted website.

The term 'school' is used to cover all providers, including those that term themselves 'colleges' or use a similar designation. It also covers those providers that are not technically schools, such as children's centres and pupil

referral units.

[1] *Conducting the inspection: guidance for inspectors of schools*, Ofsted, September 2007, available on the Ofsted website <http://www.ofsted.gov.uk>

Using the evaluation schedule: guidance for inspectors of schools, Ofsted, September 2007, available on the Ofsted website <http://www.ofsted.gov.uk>

[2] *A new relationship with schools: improving performance through school self-evaluation*, Department for Education and Skills/Ofsted, March 2005, available on the Ofsted website www.ofsted.gov.uk

Improving performance through school self-evaluation and improvement planning, Department for Education and Skills/Ofsted June 2006, available on the Ofsted website www.ofsted.gov.uk

[3] *Using the evaluation schedule: guidance for inspectors of schools*, Ofsted, September 2007, available on the Ofsted website www.ofsted.gov.uk

1. Characteristics of your school

What are the main characteristics of your school?

Drawing on Part B and C of this form and other relevant data, write a brief description of its features.

(Please note that this is an opportunity for a brief written summary of the main characteristics of your school and it is not necessary to repeat tables of data.)

1a

Please outline the main characteristics of the learners, including:

- their attainment on entry and how you know this
- their social and economic backgrounds, indicating the level of prosperity or deprivation.

Please enter text here

1b

Please summarise briefly your distinctive aims and describe any special features of your school. For example:

- whether your school is a specialist school, and if so: whether it has any high-performing specialist school (HPSS) options; your distinctive aims and how the school has strengthened its specialist areas and benefited from its specialist status; and the impact of any significant partnerships and community engagement related to the specialism(s)
- whether your school is a trust school, and if so: your distinctive aims; and any contributions trust status makes in driving up school improvement
- whether your school has a religious character
- any special units
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers)
- whether your school is an extended school and the rationale for the range of services you offer or make available through the school, in relation to the needs of pupils, their families and the community
- whether your school has other particular characteristics, including significant awards you have received, for example International Schools Award; Healthy Schools Award; Arts Mark Award
- whether your school is implementing the Sustainable Schools framework

Please enter text here

1c

Please outline specific contextual or other issues that act as aids or barriers to raising performance. For example:

- any difficulties in recruiting and retaining staff or governors, for example in science and maths
- recent or impending reorganisation
- mobility of learners and any significant impact on behaviour
- particularly important facts in your recent history, such as change of leadership.

Please enter text here

1d

Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.

Please enter text here

2. Views of learners, parents/carers, community and other stakeholders

What are the views of learners, parents/carers and other stakeholders, including hard to reach groups, and how do you know?

2a

How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services; how often do you do this, and how do you ensure the impartiality of the information?

Please enter text here

2b

What do the views of learners, parents/carers and other stakeholders, including your hard to reach groups, for example young carers, tell you about:

- learners' standards and progress
- learners' personal development and well-being
- the quality of your provision, (curriculum; teaching and learning; and care, guidance and support)
- parents'/carers' views of the transition arrangements for pupils joining the school in Year 7 and later.

Please enter text here

2c

How do you share with parents/carers and other stakeholders the collated findings about their views?

Please enter text here

2d

Give an evaluation of areas where you have successfully involved learners, parents/carers and stakeholders in improving provision

- include the ways you have used the views of stakeholders, including pupils, to influence the priorities noted in section 1d (please cross-refer to any relevant comments in the leadership and management section)
- include ways in which you have sought to involve and engage with parents/carers, in supporting improved outcomes for their children
- how do key stakeholders from partner schools and the wider community contribute to the review and development of your specialism(s) and/or other partnership activities?

Please enter text here

3. Achievement and standards

How well do learners achieve?

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information). If the school's own interpretation of standards and achievement is not reflected in published data, then this needs to be carefully explained.

3a

How well do learners achieve, and how high are their standards? For example:

- test and examination results; whether learners reach challenging targets
- the standards of learners' current work (noting any significant differences between past results and current work)
- learners' progress including comparisons with the progress of similar pupils in other schools. Note any significant differences in the progress of groups of learners, including any groups that are achieving particularly well or are underachieving (for example, pupils with learning difficulties and disabilities, looked after children, particular minority ethnic groups, including Gypsy, Roma and Traveller learners, those who join the school other than at the normal date of admission, and those who are socially or economically disadvantaged) and the extent of the school's success in closing any gaps in attainment
- the extent to which information and communication technology (ICT) capability and other key skills enable learners to improve the quality of their work and make progress
- the extent to which specialist subject attainment targets have been met
- the impact of specialist status in raising standards in the specialism, standards more generally across the school and in partner schools
- the extent to which any extended services contribute to better achievement and higher standards.

Please enter text here

3b

Where relevant, how well do learners achieve in the sixth form? For example:

- the standards of learners' current work in relation to their learning goals
- learners' progress relative to their prior attainment at GCSE and any significant variations between groups of learners (utilising value added measures including 'New Measures of Success')
- the extent to which specialist subject attainment targets for the sixth form have been met
- rates for the completion of courses.

Please enter text here

3c

On the basis of your evaluation, what are your key priorities for development?

Please enter text here

3Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement in their work	Whole school				
	Sixth Form				
Learners' standards in their work	Whole school				
	Sixth Form				

4. Personal development and well-being

How good is the overall personal development and well-being of the learners?

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the *Guidance for Inspectors of Schools*. Your answers here should focus on learners' outcomes; the school's contribution to these outcomes will be covered in section 5.

In answering the following questions, please make clear the main evidence on which your evaluation is based (for example: evidence of participation rates, evidence of learners' spiritual, moral, social and cultural development which runs as a theme across all of these areas (4a -4f), and data on the number of recorded bullying or racist incidents in school).

4a

To what extent do learners adopt healthy lifestyles? For example:

- whether learners take adequate physical exercise, and eat and drink healthily
- learners' understanding of how to live a healthy lifestyle (for example, through education about smoking, substance abuse and sexual health risks).

Please enter text here

4b

To what extent do learners feel safe and adopt safe practices? For example:

- whether learners feel safe from bullying, including religious, racial (including Gypsy, Roma and Travellers of Irish heritage), sexual and homophobic incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk
- the extent to which learners adopt safe and responsible practices in using new technologies, including the Internet.

Please enter text here

4c

How much do learners enjoy their education? For example:

- learners' attitudes and participation, including any significant variations for specific groups of pupils
- how the school's overall absence rate compares with other schools, including those in similar circumstances
- the number of pupils who are persistently absent

Please enter text here

4d

How good is the behaviour of learners? For example:

- what proportion of lessons is significantly disrupted by poor behaviour?

Please enter text here

4e

How well do learners make a positive contribution to the community? For example:

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and take part in community activities both within and beyond the school
- if you are a specialist school, how this has helped learners' understanding of and contribution to the community

Please enter text here

4f

How well do learners prepare for their future economic well-being? For example:

- through the development of literacy, numeracy, information and communication technology, financial and enterprise capability, economic and business understanding, and understanding of sustainable development
- learners' understanding of opportunities for further education and training, and career choices
- learners' acquisition of the social skills and other workplace skills, essential to their future economic well-being.

Please enter text here

4g

Where relevant, how good are learners' personal development and well being in the sixth form?

Please enter text here

4h

On the basis of your evaluation, what are your key priorities for development?

Please enter text here

4Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being	Whole school				
	Sixth form				

5. The quality of provision

Your evaluation of the quality of provision should take account of the impact of teaching, the curriculum and the school's care, guidance and support on the standards achieved and the personal development and well-being of learners.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the *Guidance for Inspectors of Schools*.

In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

5a

How good is the quality of teaching and learning?

- how well teaching meets individuals' learning needs, encourages their progress and meets course requirements
- how well teaching promotes positive behaviour and learning
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the involvement of parents and carers in their children's learning and development
- in specialist schools, the impact that the quality of teaching in the school's specialist subjects has had on other subjects.

Please enter text here

5b

How well do the curriculum and other activities meet the range of needs and interests of learners? For example:

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and previous experience
- how far the curriculum meets external requirements, for example DCSF benchmarks for languages at Key Stage 4, and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy, contributes to learners' personal development and well-being, and promotes equality of opportunity and community cohesion
- the extent to which enrichment activities, including those enhanced by specialist subject/s and, where appropriate, extended services and out-of-classroom learning, contribute to learners' enjoyment and achievement
- the extent to which the community benefits from the school's specialist provision
- the provision of impartial careers advice and work-related learning for all pupils in Key Stage 4
- if your school is a specialist school, the extent to which Key Stage 4 and post-16 courses have been broadened, and the extent to which specialist subject participation targets have been met
- the extent to which learners have opportunities to develop creativity, key skills, enterprise capability, economic and business understanding, and financial capability, and have access to work-related learning in Key Stage 4
- the extent to which any extended services contribute to improving learners' personal development and well-being.

Please enter text here

5c

How well are learners guided and supported? For example:

- the quality and accessibility of care (including integrated day care), advice, guidance and support to safeguard learners' welfare, promote their personal development and help them achieve well
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children
- the quality and accessibility of impartial information and guidance to learners in choosing courses and programmes and, where applicable, career progression
- the effectiveness of any exclusion provision used by the school to support and reintegrate learners back into mainstream lessons
- the effectiveness of steps taken to reduce absence, including persistent absence, and raising the proportion of pupils with high levels of attendance
- action taken to promote equality of opportunity, to ensure that all learners achieve good outcomes
- the extent to which the school supports learners in raising their individual standards through marking, assessment and personal targets.

Please enter text here

5d

Where relevant, what is the quality of provision in the sixth form?

Please enter text here

5e

On the basis of your evaluation, what are your key priorities for development of your provision?

Please enter text here

5Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning	Whole school				
	Sixth form				
Quality of the curriculum and other activities	Whole school				
	Sixth form				
Quality of care, guidance and support for learners	Whole school				
	Sixth form				

6. Leadership and management

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the *Guidance for Inspectors of Schools*.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a

What is the overall effectiveness of leadership and management? For example:

- how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education
- how performance is monitored and improved through quality assurance and self-evaluation
- how effectively leaders and managers use challenging targets to raise standards, including statutory targets, attendance targets and, where applicable, specialist school targets
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential; and how well leaders and managers monitor the impact of the school's equality and diversity policies in relation to all groups of learners
- how well leaders and managers promote the professional development of the whole school's workforce and promote a suitable work/life balance for them
- how effectively resources are deployed to achieve value for money, including the impact of continuing professional development upon outcomes for learners
- how effectively links are made with other providers, services, employers and other organisations to promote access to integrated care, education and any extended services
- how effectively governors (and, if appropriate, other supervisory boards) discharge their responsibilities
- for specialist schools, the impact of the specialism on the quality of leadership and management
- do procedures for safeguarding meet current government requirements, for example child protection procedures, vetting systems, risk assessments and disaster plans?

Please enter text here

6b

Where relevant, how effective is the leadership and management in the sixth form?

Please enter text here

6c

On the basis of your evaluation, what are your key priorities for the development of leadership and management?

Please enter text here

6Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in *Guidance for Inspectors*.

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness of leadership and management	Whole school				
	Sixth form				

7. Overall effectiveness

How effective and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners and why?

To answer the questions raised in this section of the form you should draw together your evaluations in the previous sections.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please in each case make clear the main evidence on which your evaluation is based.

7a

What is the effectiveness of any steps taken to promote improvement since the last inspection? If you are a specialist school, what has been the contribution of specialist subjects? If you are a specialist school, what has been the contribution of specialist subjects?

Please enter text here

7b

How effective and inclusive is the provision overall, including any extended services, and what are the main strengths and weaknesses? For example:

- how effective is the school in enabling all learners to make good progress and achieve high standards

- how well does the school promote the personal development and well-being of all learners, including through working in partnership with others

- how well does the school promote community cohesion

- how efficiently does the school use the resources available to it and how has the school achieved value for money in its provision

- where relevant, what is the overall effectiveness of boarding provision?

Please enter text here

7c

How well does the school work in partnership with others to promote learners' well-being?

Please enter text here

7d

Where relevant, what is the overall effectiveness of the sixth form, including, where appropriate, reaching specialist school targets?

Please enter text here

7e

What are your main priorities to further improve the overall effectiveness of the school?

Please enter text here

7f

What is the capacity to make further improvement?

Please enter text here

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
Capacity to make further improvement				
Improvement since the last inspection				
Effectiveness of sixth form				

Part B: factual information about your school

Section A: Information about your school

A1 Name of school

A2 Unique reference number (URN)

A3 Unique reference number for the school's day care provision (where relevant)

A4 Type of school

A5 School category

A6 Age range of learners

MIN		MAX	
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A7 Gender of learners

A8 Name of headteacher (or equivalent)

A9 School's address

Please include post code

A10 Telephone number

A11 Fax number

A12 Email address

A13 Website address

A14 Name of appropriate authority

A15 Name of chair of governors

A16 Local authority

A17 Special categories of school

Please indicate whether the school has, or has applied for, any of these designations.

Category	School currently has designation (Please tick)	An application has been made (Please tick)	Date of commencement / likely commencement
Specialist school (please state which specialism)			
Specialist school (please state HPSS option 1)			
Specialist school (please state HPSS option 2)			
Specialist school (please state HPSS option 3)			
Trust school			
Other (Please state what)			

Please use this box to provide further details.

A18a Childcare provision under the Children Act (Part XA) 1989

Is the governing body registered for childcare provision in any of the following categories? Is a private or voluntary provider registered for childcare provision in any of the following categories? Please tick to indicate which type(s) of provision are made. Session time should be to the nearest half hour.

Type of care	The school/ governing body manages the provision	A private or voluntary provider manages the provision	Name of registered person / nominated person	Length of session (hours)	Age range of children (from, to)	Number of children
Full day care						
Sessional care						
Creche						
Out-of-school care						
Other (please state)						
Total						

A18b

Please give the current number of children on roll in each of the categories in the table.

	Boys	Girls	Total
Under 3s			
Foundation Stage grant-funded nursery			
Out-of-school care			
Total			

A19 Childcare Registration

Are you in the process of applying for a childcare registration on your school premises?

If yes, please answer the questions below.

Type of care	Governing body is to manage the provision.	Private or voluntary provider is to manage the provision.	An independent provider is to manage the provision.	Name of Registered person	Length of session (hours)	Age range of children (from, to)	Number of children	Date which application is likely to commence
Full day care								
Sessional care								
Creche								
Out-of- school care								
Total								

A20 Extended services

Please indicate any extended services provided by the school. Tick Yes to indicate which type(s) of provision are made and give a brief indication of the extent and nature of the provision.

Type of Provision	Tick if Yes	Extent and nature of provision
Parental support including family learning programme		
Specialist support services		
Community access including adult learning		
Childcare (indicate if year round or term time)		
Study support (after school catch up provision; indicate if this is year round or term time only)		
Other		

Please use this box to provide further significant details not covered above.

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A21 Designated special educational needs resources base or similar provision

If your school has a local authority designated special educational needs resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Please indicate whether the school has any of the following: a remove room; a learning support centre; or an internal exclusion centre.

Throughout the rest of the form, this provision is referred to as 'SEN resource base'.

Designated resource base/provision for:	Places
If other was chosen please specify	
If other was chosen please specify	

A22 Boarding provision

If your school has boarding provision, please indicate the maximum number of boarders.

Maximum number of boarders	
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A23 Workplace learning

Please give the numbers of learners involved in work-place learning (for learners aged 14-16, under section 178 of the Education Act 2002), and the nature of the provision. Provide any brief details in the space below. Please list no more than the top five provisions.

Nature of provision	Below Y10	Y10	Y11	Y12	Y13	Y14	Total
Total							

A24 Joint post-16 provision

Please indicate whether or not the school has arrangements for joint teaching of post-16 courses with other schools or colleges. If so please give details in the box below, with names and Unique Reference Number (if known) of the other schools and colleges involved.

The school makes joint post-16 provision	Yes		No	
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Other schools and colleges involved:

Name of school/college		URN (If known)	
Name of school/college		URN (If known)	
Name of school/college		URN (If known)	

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A25 The nature of the school's site

Please give the number of sites occupied. If more than one, please give details, including post codes and the distance(s) between them in the space below.

Please also give an indication of the location of any work-based learning.

Number of sites used	
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A26 Reorganisation

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in the space below.

The school is subject to reorganisation proposals	Yes		No	
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A27 School federations

Please indicate whether or not the school is part of a federation.

If so, please give details in the box below of the names and unique reference numbers of the other schools in the federation.

The school is part of a federation	Yes		No	
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Details of other schools in the federation:

Name of school		URN	
Name of school		URN	
Name of school		URN	
Name of school		URN	

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A28 Section 48 inspections

Please indicate whether or not the school has a religious character and needs a section 48 inspection.

The school has a religious character and needs a section 48 inspection	Yes		No	
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A29 Term dates and occasional closures

Please indicate for each term and half term the start and finish dates for one year ahead.
Please also provide the dates of any planned occasional closures within the stated term times.

Term and half-term names	Start date	Finish date

Dates of occasional closures

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Section B: Information about the learners

B1 Number of learners

Please give the current number of learners on the roll in each of the categories in the table.

		Boys	Girls	Total
Key stage 2	Year 5			
	Year 6			
Key stage 3	Year 7			
	Year 8			
	Year 9			
Key stage 4	Year 10			
	Year 11			
Sixth Form	Year 12			
	Year 13			
	Year 14			
Total				

B2 Ethnic background of learners in maintained provision

This table shows the numbers of learners in each classification. It is based on the latest data available from your annual returns to the DCSF. If the current numbers are significantly different from these please correct them.

	Number		Number
White - British		Asian or Asian British - any other Asian background	
White - Irish		Black or Black British - Caribbean	
White - any other White background		Black or Black British - African	
Mixed - White and Black Caribbean		Black or Black British - any other Black background	
Mixed - White and Black African		Chinese	
Mixed - White and Asian		Gypsy/Roma	
Mixed - any other mixed background		Travellers of Irish Heritage	
Asian or Asian British - Indian		Any other ethnic group	
Asian or Asian British - Pakistani		Parent / learner preferred not to say	
Asian or Asian British - Bangladeshi		Information not obtained	
		Total	

B3 Refugees and asylum seekers

Please give the number of learners on the school's roll who are refugees or asylum seekers. Use the space below to give any further significant details.

Number of refugees and asylum seekers	
Number of refugees and asylum seekers designated as looked after children	

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B4 Support for minority ethnic, including Gypsy, Roma and Traveller learners

Please give the numbers of ethnic minority, including Gypsy, Roma and Traveller learners who receive support through specific funding, from whatever source.

Number of minority ethnic learners supported through specific funding	
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B5 English as an additional language

Please give the number of learners for whom English is not their first language and who are at an early stage of English language acquisition.

Number of learners for whom English is not their first language <u>and</u> who are at an early stage of English language acquisition	
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Please list the three most common first languages spoken by these learners. Please list them in order, with most frequent first.

	If other, please specify:	
	If other, please specify:	
	If other, please specify:	

B6 Learners with learning difficulties and/or disabilities (LDD)

Please give the number of learners at each of the following levels of provision

Level of provision	Y5-Y11	Sixth Form
School Action		
School Action Plus		
Statement of special educational needs		
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989		
Other (please specify)		
Total		

B7 The nature of learners' learning difficulties and/or disabilities (LDD)

Please give the numbers of learners with statements or who are receiving support through School Action Plus under the special educational needs Code of Practice who are in each of the following groups. If you use the last line of the table marked 'other' please specify the disability or difficulty in the brackets. Please enter each learner once only according to the most significant disability/difficulty.

Disability/difficulty	SEN resource base		Main school	
	Y5-Y11	Sixth form	Y5-11	Sixth form
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Behavioural, emotional and social				
Speech language and communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic spectrum disorder				
Other (Please specify)				
Total (statements and School Action Plus)				

B8 Learners for whom the National Curriculum is disapplied

Please give the number of learners for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please give the lead inspector details of the subject(s) from which they are disapplied and the alternative provision made for these learners.

Number of learners disapplied	
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B9 Learner mobility

Please indicate the level of learner mobility with reference to admissions and transfers in the last academic year.

The number of learners who joined the school other than at the usual time of first admission	
The number of learners who left the school other than at the usual time of leaving or transfer	
The number of learners on roll in January of that school year (from relevant Annual School Census)	
The number of Gypsy, Roma and Traveller children who travel throughout the school year	

B10 Looked after children

Please enter the current number of looked after children.

Number of looked after children	
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Please indicate details, including any variations year to year

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Section C: Information about learners' targets

C1 Statutory targets (applies only to schools with learners in Years 6 and 9)

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 3 which you publish for parents. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

	Year	
Target % of learners expected to achieve Level 4 or above in English (Year 6)		
Target % of learners expected to achieve Level 4 or above in mathematics (Year 6)		
Target % of learners expected to achieve Level 5 or above in English (Year 6 and Year 9)		
Target % of learners expected to achieve Level 5 or above in mathematics (Year 6 and Year 9)		
Target % of learners expected to achieve Level 5 or above in science (Year 9)		
Target % of learners expected to achieve Level 5 or above in ICT (Year 9)		

C2 Statutory targets (applies only to schools with learners in Year 11)

Please give the school's statutory targets for GCSE examination results at the end of Key Stage 4 which you publish for parents. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year.

	Year	
Target % of learners expected to achieve 5 or more grades A* to C		
Target % of learners expected to achieve 1 or more grades A* to G		
Target average GCSE points score		

C3 Specialist school designation (applies only to schools with specialist status - non-statutory)

Please enter the number of years of designation as a specialist school.

	Number of years of designation		
	2006	2007	2008
Specialist Subject Attainment Targets			
Actual or expected average point for specialist subject 1			
Actual or expected average point for specialist subject 2			
Actual or expected average point for specialist subject 3			
Actual or expected average point score for second specialism subject 1			
Actual or expected average point score for second specialism subject 2			
Actual or expected average point score for second specialism subject 3			
Specialist Subject Participation Targets			
Key Stage 4: proportion of students taking specialist subject 1	%	%	%
Post 16: number of students taking specialist subject 1			
Key Stage 4: proportion students taking specialist subject 2	%	%	%
Post 16: number of students taking specialist subject 2			
Key Stage 4: proportion students taking specialist subject 3	%	%	%
Post 16: number of students taking specialist subject 3			

Section D: Information about exclusions, transfers and retention

D1, D2 and D3 Exclusions and transfers of learners in maintained settings

Please give in D1 the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered. In D2 give the number of learners excluded, aggregating both fixed period and permanent exclusions.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in D3 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved. Please include information on whether pupils excluded were late entrants to the school or not.

Please provide the start and end date of the year for which the data is entered into D1 and D2:

From:					To:					
	D1 Exclusion				D2 Excluded Pupils		D3 Transferred pupils			
	Number of exclusions						Number of transfers made			
	Fixed Period		Permanent		Number of excluded pupils		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British										
White - Irish										
White - any other White background										
Mixed - White and Black Caribbean										
Mixed - White and Black African										
Mixed - White and Asian										
Mixed - any other mixed background										
Asian or Asian British - Indian										
Asian or Asian British - Pakistani										
Asian or Asian British - Bangladeshi										
Asian or Asian British - any other Asian background										
Black or Black British - Caribbean										
Black or Black British - African										
Black or Black British - any other Black background										
Chinese										
Gypsy/Roma										
Travellers of Irish Heritage										
Any other ethnic group										
Parent/learner preferred not to say										
Information not obtained										
Total										

D4 Retention post-16

	Number enrolled on the course on 1 November during the last academic year	Number who completed AS/A2 at the end of the last academic year	%AS/A2 retention rate (the number completing the qualifications x100, divided by the number enrolled on the qualification on 1 November)
AS			
A2			

D5 Routes taken by learners aged 15+ (usually applies only to schools with learners in Years 11, 12 and 13)

Please indicate the routes taken by learners aged 15 at the start of the last complete school year prior to the inspection. Please give the numbers who subsequently commenced each of the following:

Year	Y11	Y12	Y13
A course at any school or any course of further education			
Employment without training			
Employer based government supported training (trainee not employed by employer)			
Employer based government funded training (trainee fully employed by employer)			
Gap Year (Year 13 only)			
Any other category (please describe)			

Section E: Information about provision

E1 Teaching time

Please give the total teaching time each week (to the nearest half hour), referring to the appropriate notes of guidance.

	Teaching time
Key Stage 2	
Key Stage 3	
Key Stage 4	
Post-16	

E2 Curriculum description

Please provide any information about how the curriculum is organised, for example about banding, setting, option choices, support/withdrawal teaching, work related learning etc.

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E3 Post-16 programmes

Please enter in the table the number of full-time learners following the programmes listed. Please specify any other programmes in the brackets in the lines marked 'other', and include the level of the course (L1, L2, and L3).

		Year 12	Year 13
L3	A level and AS level		
	Advanced vocational programmes		
	A/AS and vocational combination		
	International Baccalaureate programmes		
L2	Intermediate vocational programmes		
	GCSE based programmes		
	GCSE and vocational combination		
L1	Foundation vocational programmes		
	Other		
	Other		
	Other		
	Other		
	Total number of learners		

Section F: Information about staffing

F1 Number of teachers

Please indicate the numbers of qualified and unqualified teachers in each of the categories in the table. Please give full-time (FTE) equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Qualified teachers (including the headteacher)				
Unqualified teachers				
Total FTE				

F2 Support teachers for minority ethnic, including Gypsy, Roma and Traveller learners

Of the qualified teachers included in F1 (number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic, Gypsy, Roma and Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)				
Support teachers funded through the Children's Grant for Gypsy, Roma and Traveller pupils				
Support received in last year from Traveller Education Support Service				
Support teachers funded through LA or other funding sources				
Total FTE				

F3 Teaching assistants and other education support staff

Please give the numbers of education support staff in each of the categories below. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Teaching assistants trained to support learners with learning difficulties and/or disabilities (LDD)				
Other teaching assistants				
Other education support staff				
Total FTE				

F4 Number of teachers in the childcare provision

Please indicate the numbers of qualified and unqualified teachers deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Under 3s	3 & 4 year-olds	Total FTE
Qualified teachers			
Unqualified teachers			
Total FTE			

Please indicate the name of the registered person.

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F5 Teaching assistants and other education support staff in the childcare provision

Please give the numbers of education support staff deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Under 3s	3 & 4 year-olds	Total FTE
Qualified nursery assistants and trained teaching assistants			
Teaching assistants trained to support learners with learning difficulties and/or disabilities			
Other education support staff			
Total FTE			

F6 Support staff for minority ethnic, including Gypsy, Roma and Traveller learners

Of the support staff included in F3 (teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic, including Gypsy, Roma and Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)				
Support staff funded through the Children's Services Grant for Gypsy, Roma and Traveller pupils				
Support staff funded through LEA or other sources				
Total FTE				

F7 Teaching staff turnover

Please give the full-time equivalent (FTE) number of teachers employed in the school who took up their appointment or who left in the last two school years.

Number of teachers who left during the last two school years (FTE)	
Number of teachers who were appointed during the last two school years (FTE)	

F8 Temporary teachers and teaching vacancies

Please give the number of vacant posts and the number of posts currently filled by agency, supply or relief teachers, or by teachers on short-term contracts of less than a full school year. Please give the full-time equivalent figure.

Number of vacancies filled by teachers on temporary contracts of a term or more (FTE)	
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	
Total number of vacant teaching posts (FTE)	

Section G: Information about finance and resources

G1 Financial information for the year April to March

From April			To March
Income and expenditure (£)		Balances (£)	
Total income		Balance from previous year	
Total expenditure		Balance carried forward to the next	
Expenditure per pupil		% of deficit or balance carried forward to the next year	

Please add an explanation if the deficit or carry forward is greater than 5%

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G2 & G3 Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DCSF. You can access the appropriate website by clicking on the following link -

<https://sfb.teachernet.gov.uk/login.aspx>

Full guidance can also be obtained from the website.

G4 Number of computers for learners' use

Please give the number of learners to computers

Number of learners (from B1)	
Number of computers	
Number of learners per computer	

Part C: information about compliance with statutory requirements

Using the headings

Fully in place

This means that governors are aware of the relevant statutory requirements, and they know how they apply to their school (if that is the case). It also indicates that the school fully meets the relevant statutory requirements.

For example: the governors already know that the school's procedures for safeguarding meet all statutory requirements and at least once a year they check that this continues to be the case.

Partly in place

This means that governors are aware of the relevant statutory requirements, and they know how they apply to their school (if that is the case). Governors are aware that, while the relevant statutory requirements are met in spirit or in part, some elements or details are not in place. Please use the space for comments to indicate, briefly, what action needs to be taken to ensure statutory requirements are fully in place.

For example: governors are aware that, although the great majority of learners receive the full statutory curriculum, a very small minority do not do so, perhaps because they are extracted on occasions for special support or tuition. Or perhaps the programmes of study for a particular subject are not fully implemented.

Not in place

This means that governors are aware that, for whatever reasons, relevant statutory requirements applying to their school are not met. When being inspected, governors should expect the lead inspector or another member of the inspection team to follow up these points during the inspection. Please indicate, briefly, what action needs to be taken to ensure statutory requirements are fully met.

For example: governors have agreed the school's race equality policy and are still discussing a draft.

The curriculum

	Fully in place	Partly in place	Not in place
1. Every learner receives the full statutory curriculum that the school must provide.			
2. The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents/carers of the right to withdraw their children.			
3. Where the provider is a school, it provides a daily act of collective worship for all learners and has told parents/carers of the right to withdraw their children.			
4. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education and, if doing so, has agreed the content and organisation of the programme and has told parents/carers about it and the right to withdraw their children.			
5. <i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents/carers about it and the right to withdraw their children.			

Equality & diversity

	Fully in place	Partly in place	Not in place
6. The governing body ensures that the provider does not discriminate unlawfully against learners, job applicants or staff on the grounds of sex, race, disability, gender ^[4] , religion and belief ^[5] or marital status.			
7. The governing body has agreed a written policy on race, disability and gender equality, arrangements to monitor its implementation and assess its impact on staff, learners and parents/carers and communicates the results of monitoring and assessments of impact to parents/carers and the governing body.			
8. The school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000, the Commission for Racial Equality (CRE) code of practice, the general duty and the specific duties in the Disability Discrimination Act 2005 and the Disability Rights Commission (DRC) code of practice and the Equalities Act 2006 and the Equal Opportunities Commission (EOC) code of practice.			

[4] From 06/04/07.

[5] From 01/10/06.

Learners with learning difficulties and disabilities

	Fully in place	Partly in place	Not in place
9. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, makes its policy known to parents/carers and reports annually on the success of its policy.			
10. The school meets the requirements of Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the (DRC) code of practice for schools (2002). The school informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these[6].			

[6]Publication of the disability equality scheme is not required until December 2007 for primary and special schools and PRUs.

Learners' care and well-being

	Fully in place	Partly in place	Not in place
11. The governing body has procedures for ensuring the provider meets all relevant health and safety legislation.			
12. The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, (and the policy is made available to parents on request).			
13. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.			

Informing parents/carers

	Fully in place	Partly in place	Not in place
14. The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.			
15. The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.			
16. The school keeps parents and prospective parents/carers informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations.			

Leadership and management

	Fully in place	Partly in place	Not in place
17. The governing body has met the Financial Management Standard in Schools.			
18. The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements.			
19. The governing body has all relevant complaints and appeals procedures, as set out in the DCFS guide to the law for school governors.			
20. The governing body fulfils the requirements to promote community cohesion.			
21. The provider meets the government requirements regarding safeguarding as set out in the DCSF guidance Safeguarding Children and Safer Recruitment in Education.			

Please state briefly what action is being taken to deal with requirements that are partly in place or not in place.

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