

# SELF-EVALUATION FORM FOR ALL-THROUGH MAINSTREAM SCHOOLS

Name of school:

Unique Reference Number (URN):

Not Submitted

## PROTECT - SELF-EVALUATION

### Section A: self-evaluation

#### Introduction

Welcome to your self-evaluation form

The self-evaluation form (SEF) is designed to:

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

Please refer to Ofsted's *Self-evaluation form guidance* before completing or submitting your form. The guidance sets out:

- the purpose of the SEF
- when to complete the form
- how to fill the form in
- structure of the form
- terms and conditions for submitting your SEF to Ofsted.

The full guidance can be accessed as a complete document in the frequently asked questions (FAQs) section of this website.

The information from the guidance on how to complete each question can also be accessed when you fill-in your SEF, by clicking on the 'Guidance' button, at the top right corner of the questions.

#### Submitting your SEF - terms and conditions

The completed SEF must be signed off by the governing body or the appropriate authority before it is submitted to Ofsted. This is done by ticking the box on the 'Submit form' screen which states: 'Please tick this box to confirm the contents of this form have been approved by the appropriate authority for the school'.

#### Completing the questions in Section A: self-evaluation

Section A, the evaluative section, is structured in sub-sections that correspond to *The evaluation schedule* used by inspectors. *The evaluation schedule* sets out what inspectors evaluate; outline guidance; and grade descriptors for every inspection judgement. The grade descriptors and the information on what inspectors evaluate, are replicated within this guidance document, and in your online SEF through the help buttons for each question.

We recommend that schools have a copy of this guidance and *The evaluation schedule* to hand when completing section a of their SEF. *The evaluation schedule* is available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)<sup>[1]</sup>)

Each question starts by asking schools to grade aspects of their work on a four-point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Inadequate.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. Briefly list your major reasons for deciding on this grade and ensure that you reference your judgement to the matters in the relevant grade descriptor. You should include only the minimum amount of detail in support of your judgement; bullet points are quite acceptable. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

It may be helpful to consider the outline guidance for inspectors in *The evaluation schedule* before using the grade descriptors to decide on a judgement. However, you should not attempt to include any detailed analyses of the matters referred to in the guidance. It is sufficient simply to refer to the existence of any such evidence and analysis held elsewhere. The SEF is intended to be a summary of your school's self-evaluation.

Wherever possible, you should support your judgements with carefully chosen evidence which demonstrates the impact of the school's actions on the outcomes for learners.

[1] Please follow the 'Schools' link in the 'Forms and guidance' section of the Ofsted website.

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Sub-section A1: School's context

A1.1 The context in which the school works

The school's context and, particularly, any significant changes in its circumstances since the last inspection

*Please provide information below.*

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Sub-section A2: Outcomes: how well are pupils doing, taking account of any variation?

This section contains seven prime judgements which, taken together, determine the summative judgement: *Outcomes for individuals and groups of pupils*. The seven judgements are:

- the five Every Child Matters (ECM) outcomes
- pupils' behaviour
- the extent of the pupils' spiritual, moral, social and cultural development.

This section starts with *attainment and learning and progress*, which are important elements of the first prime judgement: *How well do pupils achieve and enjoy their learning?*

Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

A guide to proportions

The following table is taken from the *Guide to Ofsted's house style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

**A2.1 Pupils' attainment**

	1	2	3	4
Grade: Pupils' attainment				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

**A2.2 The quality of pupils' learning and their progress**

	1	2	3	4
Grade: The quality of pupils' learning and their progress				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress

	1	2	3	4
Grade: The quality of learning for pupils with special educational needs and/or disabilities and their progress				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.4 Pupils' achievement and the extent to which they enjoy their learning

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy their learning				

*Please note that this is a summative grade based largely on the grades you have decided upon for attainment, learning and progress and learning and progress for pupils with special educational needs and/or disabilities. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for how well do pupils achieve and enjoy their learning and state which one best fits your judgements.*

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A2.5 The extent to which pupils feel safe

	1	2	3	4
Grade: The extent to which pupils feel safe				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.6 Pupils' behaviour

	1	2	3	4
Grade: Pupils' behaviour				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.7 The extent to which pupils adopt healthy lifestyles

	1	2	3	4
Grade: The extent to which pupils adopt healthy lifestyles				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.8 The extent to which pupils contribute to the school and wider community

	1	2	3	4
Grade: The extent to which pupils contribute to the school and wider community				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.9 Pupils' attendance

	1	2	3	4
Grade: Pupils' attendance				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

	1	2	3	4
Grade: The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A2.11 The extent of pupils' spiritual, moral, social and cultural development

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social and cultural development				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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Sub-section A3: How effective is the provision?

This section is about the quality of the school's provision and the impact this has on outcomes for pupils. Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A3.1 The quality of teaching

	1	2	3	4
Grade: The quality of teaching				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A3.2 The use of assessment to support learning

	1	2	3	4
Grade: The use of assessment to support learning				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A3.4 The effectiveness of care, guidance and support

	1	2	3	4
Grade: The effectiveness of care, guidance and support				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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Sub-section A4: How effective are leadership and management?

This section is about the effectiveness of significant elements of the school's leadership and management. This includes the leadership and management of the Early Years Foundation Stage, the sixth form and boarding provision.

The key judgement is *the effectiveness of leadership and management in embedding ambition and driving improvement*. It captures the effectiveness of leadership and management at all levels. It is not derived by amalgamating all the other grades but inspectors will need to assess their significance before finalising the judgement.

The judgement *the effectiveness of leadership and management in embedding ambition and driving improvement* is a determining factor in making the judgement about *the school's capacity for sustained improvement*.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement

	1	2	3	4
Grade: The effectiveness of leadership and management in embedding ambition and driving improvement				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

A4.2 The leadership and management of teaching and learning

	1	2	3	4
Grade: The leadership and management of teaching and learning				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

	1	2	3	4
Grade: The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

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A4.4 The effectiveness of the school's engagement with parents and carers

	1	2	3	4
Grade: The effectiveness of the school's engagement with parents and carers				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A4.5 The effectiveness of partnerships in promoting learning and well-being

	1	2	3	4
Grade: The effectiveness of partnerships in promoting learning and well-being				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination

	1	2	3	4
Grade: The effectiveness with which the school promotes equal opportunity and tackles discrimination				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A4.7 The effectiveness of safeguarding procedures

	1	2	3	4
Grade: The effectiveness of safeguarding procedures				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A4.8 The effectiveness with which the school promotes community cohesion

	1	2	3	4
Grade: The effectiveness with which the school promotes community cohesion				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A4.9 The effectiveness with which the school deploys resources to achieve value for money

	1	2	3	4
Grade: The effectiveness with which the school deploys resources to achieve value for money				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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Sub-section A5: How effective is the Early Years Foundation Stage?

The key judgements in the table below are common to inspections of the Early Years Foundation Stage whether in early years settings or in schools.

The four judgements are:

Outcomes for children in the Early Years Foundation Stage
The quality of provision in the Early Years Foundation Stage
The effectiveness of leadership and management of the Early Years Foundation Stage
Overall effectiveness: how well the setting/school meets the needs of children in the Early Years Foundation Stage

Throughout this section, the phrases *in italics* link to the themes and commitments which underpin the Early Years Foundation Stage.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

### A5.1 Outcomes for children in the Early Years Foundation Stage

	1	2	3	4
Grade: Outcomes for children in the Early Years Foundation Stage				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

### A5.2 The quality of provision in the Early Years Foundation Stage

	1	2	3	4
Grade: The quality of provision in the Early Years Foundation Stage				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

### A5.3 The effectiveness of leadership and management of the Early Years Foundation Stage

	1	2	3	4
Grade: The effectiveness of leadership and management of the Early Years Foundation Stage				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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A5.4 Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?

	1	2	3	4
Grade: Overall effectiveness				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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Sub-section A6: How effective is the sixth form?

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A6.1 Outcomes for students in the sixth form

	1	2	3	4
Grade: Outcomes for students in the sixth form				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

A6.2 The quality of provision in the sixth form

	1	2	3	4
Grade: The quality of provision in the sixth form				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

A6.3 The effectiveness of the leadership and management of the sixth form

	1	2	3	4
Grade: The effectiveness of the leadership and management of the sixth form				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

A6.4 The overall effectiveness of the sixth form

	1	2	3	4
Grade: Overall effectiveness				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

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Sub-section A7: How effective is the boarding provision?

*Not applicable*

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Sub-section A8: Summative judgements

This final section draws together all the evidence and judgements made in the preceding sections of the evaluation schedule.

The judgement for *Outcomes for individuals and groups of pupils* reflects how well the pupils are doing across all of the outcomes.

The judgement for *The school's capacity for sustained improvement* reflects the effectiveness of leadership and management in securing improvement in the past and ensuring the school will continue to make progress.

These two judgements, alongside the judgements for each aspect of the quality of provision, inform the judgement *Overall effectiveness*.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A8.1 Outcomes for individuals and groups of pupils

	1	2	3	4
Grade: Outcomes for individuals and groups of pupils				

*Please note that this is a summative grade based largely on the grades you have decided upon for the separate outcomes. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for Outcomes for individuals and groups of pupils and state which one best fits your judgements.*

A8.2 The school's capacity for sustained improvement

	1	2	3	4
Grade: The school's capacity for sustained improvement				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

A8.3 Overall effectiveness: how good is the school?

	1	2	3	4
Grade: Overall effectiveness: how good is the school?				

*Please note that this is a summative grade based largely on the grades you have decided upon for Outcomes for individuals and groups of pupils, capacity for sustained improvement and in how effective is the provision. You do not need to repeat the information you have provided in those or other sections. In most cases, you will need to refer only to the grade descriptors for overall effectiveness and state which one best fits your judgements.*

A8.4 Important actions for the school

Briefly list the most important actions the school needs to take to sustain outstanding overall effectiveness or to make significant improvement  
*Please provide information below*

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Section B: factual information about your school

Section B is a record of statistical and other factual information about your school. Where possible, this has been pre-populated for you, using your returns from the most recent School Census. Please check that the information is correct, and amend it if necessary.

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### Sub-section B1: Information about your school

B1.1 Name of school

B1.2 Unique reference number (URN)

B1.3 Unique reference number for the school's childcare provision (where relevant)

B1.4 Unique reference number for the school's boarding provision (where relevant)

*Not applicable*

B1.5 Type of school

B1.6 School category

B1.7 Age range of learners

MIN		MAX	
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B1.8 Gender of learners

B1.9 Gender of learners in the sixth form

B1.10 Name of headteacher (or equivalent)

B1.11 School's address

Please include postcode

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B1.12 Telephone number

B1.13 Fax number

B1.14 Email address

B1.15 Website address

B1.16 Name of appropriate authority

B1.17 Name of chair

B1.18 Local authority

B1.19 Section 48 inspections

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

The school has a religious character and receives a section 48 inspection	Yes		No	
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B1.20 The nature of the school's site

*Please give the number of sites occupied, including off-site childcare provision managed by the school/governing body. If there is more than one site, please give details in the space below, including their purpose, the distance(s) between them, and their post codes if they differ to the site entered in question B1.11.*

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

Number of sites used	<input type="text"/>
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B1.21 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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B1.22 Term dates and planned closures

*Please state the start and finish dates for each term and half term during the academic year 2009/10. Please also provide any dates when the school will be closed to pupils during term time in the academic year 2009/10.*

Term and half-term names	Start date	Finish date

Dates when the school will be closed to pupils
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B1.23 School designation categories

*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			
Children's Centre			
Early excellence centre			
Other (Please state what)			

*Please use this box to provide further details.*

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B1.24 Existing childcare provision under the Childcare Act 2006

*Does the school provide childcare, either registered and/or unregistered, or is there registered provision at the school operated by a private or voluntary provider? This does not include maintained nursery provision, or Reception classes. Please tick to indicate the type of provision made. Session times should be to the nearest half hour.*

Childcare provided on non-domestic premises	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)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the Early Years Foundation Stage						
Children from the end of the Early Years Foundation Stage to under aged 8 years						
Children aged 8-17 years						
Total						

B1.25 Plans for future childcare provision under the Childcare Act 2006

*Are you in the process of applying for a childcare registration on your school premises?  
If yes, please answer the questions below. This does not include maintained nursery provision, or Reception classes.*

Childcare provided on non-domestic premises	Governing body is to manage the provision.	Private or voluntary provider is to manage the provision.	Name of Registered person/nominated person if applicable	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the EYFS						
Children from the end of the EYFS to under aged 8 years						
Children aged 8-17 years						
Total						

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B1.26 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 only)		
Study support (after school catch up provision - indicate if year round or term time only)		
Other		

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

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B1.27 Designated special educational needs (SEN) resource 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	

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**B1.28 School federations and other collaborative arrangements**

*Please indicate whether or not the school is part of any kind of collaborative arrangement.*

*If it is, please describe the nature of the arrangement in the text box below. For example, please record whether there is a single governing body, a statutory governance collaboration involving a joint committee, or any other arrangement. For information on federations and other collaborative arrangements, please refer to [www.teachernet.gov.uk](http://www.teachernet.gov.uk)*

*In the data fields, please record the names and unique reference numbers of the other schools in the federation or collaborative arrangement. Please also record the name of the school, person (executive or shared head, for example) or group who leads the federation or collaborative arrangement.*

The school is part of a collaborative arrangement	Yes		No	
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Details of other schools in the federation or other collaborative arrangement:-

Name of school		URN	
Name of school		URN	
Name of school		URN	
Name of school		URN	
Name of the school, person or group who leads the federation or other collaborative arrangement			

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**B1.29 Work-related learning**

*Please give the numbers of learners involved in work-related 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							

**B1.30 Diploma partnership arrangements**

*Please list partners and include a brief description of arrangements, including any planned future arrangements.*

Name of partner	
Name of partner	
Name of partner	
Name of partner	
Name of partner	
Name of partner	

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**B1.31 Joint 14-16 provision**

*Please indicate whether or not the school has arrangements for joint teaching of 14-16 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 14-16 provision	Yes		No	
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Other school and colleges involved:-

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

**B1.32 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 school and colleges involved:-

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

## PROTECT - SELF-EVALUATION

### Sub-section B2: Information about the learners

#### B2.1 Number of learners

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

		Boys	Girls	Total
Children 0 to under aged 3 years				
Children aged 3 years to end of the Early Years Foundation Stage	Government funded early education provision			
	Maintained nursery			
	Reception			
Key stage 1	Year 1			
	Year 2			
Key stage 2	Year 3			
	Year 4			
	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				

#### B2.2 Number of children in out-of-school provision

*If the school offers out-of-school provision, which is managed by the school/governing body, please give the current number of children who use the provision*

	Boys	Girls	Total
Children in out-of-school provision			

#### B2.3 Number of learners on roll placed in alternative provision

	Boys	Girls	Total
Excluded learners			
Other Learners			

#### B2.4 Number of children with a child protection plan

	Boys	Girls	Total
Children with a child protection plan			

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B2.5 Ethnic background of learners in maintained provision

*Please record the numbers of learners in each classification; the total columns will auto-calculate.*

	Boys	Girls	Total
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			
Traveller of Irish Heritage			
Any other ethnic group			
Parent /carer / learner preferred not to say			
Information not obtained			
Total			

B2.6 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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B2.7 Support for minority ethnic learners, including Gypsy, Roma or Travellers of Irish heritage

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

Number of minority ethnic learners supported through specific funding	
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**PROTECT - SELF-EVALUATION**

B2.8 English as an additional language

*Please give the total number of learners who speak English as an additional language.*

Total number of learners who speak English as an additional language	
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*Please give the number of learners who are at an early stage of English language acquisition.*

Number of learners who are at an early stage of English language acquisition.	
---	--

*Please list the three most common first languages spoken by the learners who are at an early stage of English language acquisition. Please list them in order, with most frequent first*

	<i>If other, please specify:</i>
	<i>If other, please specify:</i>
	<i>If other, please specify:</i>

B2.9 Learners with special educational needs and/or disabilities

*Please give the number of learners at each of the following levels of provision identified in the Special Educational Needs Code of Practice.*

Level of provision	0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	YR	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Sixth form	Total
Undergoing assessment									
School Action / Early Action									
School Action Plus / Early 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									

## PROTECT - SELF-EVALUATION

### B2.10 The nature of learners' special educational needs and/or disabilities

Please record the number of learners in each of the following groups who have a statement of special educational needs or who are recorded as School Action Plus, under the Special Educational Needs Code of Practice. Please enter each learner once only, according to the most significant disability/difficulty.

If you use the last line of the table marked 'other' please specify the disability or difficulty.

Disability/difficulty		0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	YR	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Sixth form
Specific learning (dyslexia)	Any additional SEN resource base								
	Main school								
Moderate learning	Any additional SEN resource base								
	Main school								
Severe learning	Any additional SEN resource base								
	Main school								
Profound and multiple learning	Any additional SEN resource base								
	Main school								
Behavioural, emotional and social	Any additional SEN resource base								
	Main school								
Speech language and communication	Any additional SEN resource base								
	Main school								
Hearing impairment	Any additional SEN resource base								
	Main school								
Visual impairment	Any additional SEN resource base								
	Main school								
Multi-sensory impairment	Any additional SEN resource base								
	Main school								
Physical	Any additional SEN resource base								
	Main school								
Autistic spectrum disorder	Any additional SEN resource base								
	Main school								
Other (Please specify)	Any additional SEN resource base								
	Main school								

**PROTECT - SELF-EVALUATION**

Total (statements and School Action Plus)	Any additional SEN resource base								
	Main school								

**B2.11 Learners who are Gifted and Talented**

*Please record the number of gifted and talented learners*

	YR	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Sixth form	Total
Identified as gifted and talented in most recent school census							

**B2.12 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 record in the box below, details of the subject(s) from which they are disapplied and the alternative provision made for these learners. Do not include the names of the learners.*

Number of learners disapplied	
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**B2.13 Children for whom the learning and development requirements of the Early Years Foundation Stage are disapplied**

*Please give the number of children who are exempt from the learning and development requirements of the Early Years Foundation Stage. When you are inspected, please give the lead inspector details of the exemption(s) and the date of the QCA notification where applicable.*

Number of children disapplied	
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**B2.14 Learner mobility**

*Please indicate the usual ages of admissions and transfers to the school, and the usual time that these occur during the academic year.*

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*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 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 the last academic year (from relevant Annual School Census)	
The number of learners who are Gypsy, Roma and Travellers of Irish heritage, that travel throughout the school year	

**B2.15 Learner mobility in pupil referral units**

*Not applicable*



## PROTECT - SELF-EVALUATION

### Sub-section B3: Information about learners' targets

#### B3.1 Statutory targets (applies only to schools with learners in Year 6)

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 which you report to the local authority. 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 both English and maths (Year 6)		
Target % of learners expected to achieve 2 levels of progress in English (Year 6)		
Target % of learners expected to achieve 2 levels of progress in maths (Year 6)		

#### B3.2 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/carers. 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 including English and maths		

#### B3.3 Specialist school designation (applies only to schools with specialist status)

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

Number of years of designation:	
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#### B3.4 Specialist school specialism attainment targets (applies only to schools with specialist status)

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

Specialism Attainment Targets	Specialism	Subject	2007/08		2008/09		2009/10	
			Target	Actual	Target	Actual	Target	Actual
Average point score								
Target and actual average point score for first specialism subject 1								
Target and actual average point score for first specialism subject 2								
Target and actual average point score for first specialism subject 3								
Target and actual average point score for second specialism subject 1								
Target and actual average point score for second specialism subject 2								
Target and actual average point score for second specialism subject 3								

#### B3.5 Specialist school students' achievement targets (applies only to schools with specialist status)

Students' Achievement Targets	2007/08		2008/09		2009/10	
	Target	Actual	Target	Actual	Target	Actual
Proportion of Students						
Target and actual proportion of students achieving 3 or more A*/A grades at GCSE or equivalent	%	%	%	%	%	%

**PROTECT - SELF-EVALUATION**

B3.6 Specialist school specialism participation targets (applies only to schools with specialist status)

Specialism Participation Targets	Specialism	2007/08		2008/09		2009/10	
		Target	Actual	Target	Actual	Target	Actual
Average point score							
Key Stage 4: proportion of students taking specialism 1		%	%	%	%	%	%
Post 16: number of students taking specialism 1							
Key Stage 4: proportion of students taking specialism 2		%	%	%	%	%	%
Post 16: number of students taking specialism 2							
Key Stage 4: proportion of students taking specialism 3		%	%	%	%	%	%
Post 16: number of students taking specialism 3							

B3.7 Optional targets for pupil referral units

*Not applicable*

B3.8 Other statutory targets for special schools (applies only to learners in Years 6, 9 and 11)

*Not applicable*

## PROTECT - SELF-EVALUATION

Sub-section B4: Information about exclusions, transfers and retention

B4.1 and B4.2 Exclusions and transfers of learners in maintained settings by ethnicity

*Please give in B4.1 the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.*

*If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in B4.2 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 provide the start and end date of the year for which the data is entered into B4.1 and B4.2:

	From:				To:			
	B4.1 Exclusion				B4.2 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
	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								
Traveller of Irish Heritage								
Any other ethnic group								
Parent/carer/learner preferred not to say								
Information not obtained								
Total number of exclusions / transfers of boys / girls								

## PROTECT - SELF-EVALUATION

B4.3 and B4.4 Exclusions and transfers of learners in maintained settings, with special educational needs and/or disabilities

*Please give the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.*

*If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in D4 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 provide the start and end date of the year for which the data is entered into B4.3 and B4.4:

	From:				To:			
	B4.3 Exclusion				B4.4 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
School Action / Early Action								
School Action Plus / Early 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 number of exclusions of boys / girls with special educational needs and / or disabilities								

B4.5 Retention post-16

		Number enrolled on the course on 1 November during the last academic year	Number who completed the course at the end of the last academic year	% course retention rate (the number completing the qualifications x100, divided by the number enrolled on the qualification on 1 November)
Level 3	AS			
	A2			
Level 2				
Below level 2				

**PROTECT - SELF-EVALUATION**

B4.6 Routes taken by learners aged 15+ (usually applies only to schools with learners in Years 11, 12 and 13)

*Please record the number of learners aged 15 and above who, having completed Year 11, Year 12 or Year 13, took the following routes at the start of the last complete academic year.*

Year	Y11	Y12	Y13
A course at any school or any course of further education			
Any course at a higher education institution			
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)			
Not in education, employment or training			
Any other category (please describe)			

## PROTECT - SELF-EVALUATION

### Sub-section B5: Information about provision

#### B5.1 Teaching time

*Please give the total teaching time each week (to the nearest half hour). Please refer to the helpbutton guidance.*

	Teaching time
0-3	
3 to the end of the Early Years Foundation Stage, excluding Reception	
Reception classes	
Key Stage 1	
Key Stage 2	
Key Stage 3	
Key Stage 4	
Sixth Form	

#### B5.2 Curriculum description

*Please provide any information about how the curriculum is organised throughout the school. For example, about option choices, support/withdrawal teaching, work-related learning and/or, in the Early Years Foundation Stage, about child initiated activities, adult led activities etc. Include any relevant additional groups and/or subjects.*

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## PROTECT - SELF-EVALUATION

### B5.3 Banding and setting

Please indicate how your school organises classes in English, mathematics and science, by placing a tick in the relevant boxes. If your school uses banding or setting for any other subjects, please record the details in the text box below.

	English				Mathematics				Science			
	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods
YR												
Y1												
Y2												
Y3												
Y4												
Y5												
Y6												
Y7												
Y8												
Y9												
Y10												
Y11												
Y12												
Y13												

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B5.4 Diploma programme

*Please enter in the table the number of full-time learners following diploma programmes. Please specify the names of the diploma courses against the appropriate course level - L1, L2 and L3.*

	Course name	Years 9-11	Years 12-13
L3			
L2			
L1			
	Total number of learners		

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B5.5 Post-16 programmes

*Please enter in the table the number of full-time learners following the programmes listed. With the exception of any diploma programmes already listed in B5.4, please specify any other programmes in the brackets within 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		

B5.6 Provision of sport

*Please give the number of pupils provided with at least two hours per week of high quality sport.*

Number of pupils provided with at least two hours per week of high quality sport	<input type="text"/>
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B5.7 School lunches

*Please give the number of pupils who take school lunches.*

Number of pupils who take school lunches	<input type="text"/>
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## PROTECT - SELF-EVALUATION

### Sub-section B6: Information about staffing

#### B6.1 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					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Qualified teachers (including the headteacher)						
Unqualified teachers						
Total FTE						

#### B6.2 Support teachers for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

*Of the qualified teachers included in 6.1 (number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.*

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)						
Support teachers funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						
Support received in last year from Traveller Education Support Service						
Support teachers funded through LA or other funding sources						
Total FTE						

## PROTECT - SELF-EVALUATION

### B6.3 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					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Qualified nursery assistants and trained teaching assistants						
Teaching assistants trained to support learners with special educational needs and/or disabilities						
Other teaching assistants						
Other education support staff						
Total FTE						

### B6.4 Support staff for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

Of the support staff included in 6.3 (teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)						
Support staff funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						
Support staff funded through LA or other funding sources						
Total FTE						

## PROTECT - SELF-EVALUATION

### B6.5 Staff in the childcare provision

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

	Full-time equivalent		
	Children 0 to under aged 3 years	Children aged 3 years to the end of the Early Years Foundation Stage, excluding Reception	Total FTE
Qualified teacher status			
Early years professional status			
Qualified nursery assistants			
Trained teaching assistants			
Teaching assistants trained to support learners with special educational needs and/or disabilities			
Other unqualified support staff			
<b>Total FTE</b>			

Please indicate the name of the registered person.

--

### B6.6 Staff turnover - leavers

Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who left the school during the previous and current academic years.

If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have left this area of work over the last 2 years.

	Full-time equivalent	
	Total leaving in previous academic year	Total leaving in current academic year
Senior leadership team member holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Senior leadership team member not holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Classroom teacher holding QTS		
Classroom teacher not holding QTS		
Education support staff		
Of which:		

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Higher level teaching assistant		
Teaching assistant		
Technician		
Other		
Total		
Childcare: Children 0 to under aged 3 years		
Childcare: Children aged 3 years to end of the Early Years Foundation Stage		
<i>Please use this box to add any explanatory comments regarding staff leaving the school</i>		

**B6.7 Staff turnover - joiners**

*Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who took up their appointment at the school during the previous and current academic years. If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have been appointed to this area of work over the last 2 years.*

		Full-time equivalent	
		Total joining in previous academic year	Total joining in current academic year
Senior leadership team member holding QTS			
Of which:			
	Headteacher		
	Deputy or assistant headteacher		
	Head of year		
	Head of faculty/department		
Senior leadership team member not holding QTS			
Of which:			
	Headteacher		
	Deputy or assistant headteacher		
	Head of year		
	Head of faculty/department		
Classroom teacher holding QTS			
Classroom teacher not holding QTS			
Education support staff			
Of which:			
	Higher level teaching assistant		
	Teaching assistant		
	Technician		

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Other		
Total		
Childcare: Children 0 to under aged 3 years		
Childcare: Children aged 3 years to end of the Early Years Foundation Stage		
<i>Please use this box to add any explanatory comments regarding staff joining the school</i>		

**B6.8 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)	

**PROTECT - SELF-EVALUATION**

Sub-section B7: Information about finance and resources

B7.1 Financial information for the year April to March

From April		To March	
Income and expenditure (£)			
Total income		Balance from previous year	
Total expenditure		Balance carried forward to the next year	
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% of the total budget*

--

B7.2 and B7.3 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.

B7.4 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	

## PROTECT - SELF-EVALUATION

Section C: information about compliance with statutory requirements

Please complete the following table relating to statutory requirements.

*Please complete each question in this section by placing a tick in the relevant column to indicate how far statutory requirements are being met.*

*Fully in place: all statutory requirements that apply to your school are fully in place*

*Partly in place: most statutory requirements are in place, but action needs to be taken to ensure that they are fully in place*

*Not in place: the statutory requirements that apply to the school are not in place and action needs to be taken to ensure that they are.*

*Where action is needed, please provide an explanation in the space provided, and indicate what action the governing body is taking.*

The curriculum

	Fully in place	Partly in place	Not in place
C1. Every learner receives the full statutory curriculum that the school must provide. (Note: if aspects of the curriculum are disapplied, please indicate partly in place and explain below.)			
C2. The school provides teaching of religious education for all learners in accordance with the locally agreed syllabus (or otherwise, in accordance with relevant prescribed exceptions) and has told parents/carers of the right to withdraw their children..			
C3. The school provides a daily act of collective worship for all learners and has told parents/carers of the right to withdraw their children and, where applicable, sixth formers of their own right to withdraw.			
C4. The school has a written policy on sex and relationships education, and has made it available to parents/carers.			
C5. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education (other than that required by the national curriculum) 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.			
C6. <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 (other than that required by the national curriculum) and has told parents/carers about it and the right to withdraw their children.			
C7. The school meets fully the learning and development requirements of the Early Years Foundation Stage.			

## PROTECT - SELF-EVALUATION

### Equality & diversity

	Fully in place	Partly in place	Not in place
C8. The governing body has implemented policies and practices to ensure that it does not discriminate unlawfully against learners, job applicants or staff on the grounds of, gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital/civil partnership status or age (where applicable).			
C9. The governing body complies with its general duties under the Sex Discrimination Act 1975 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a gender equality scheme (or a single equality scheme that clearly incorporates a gender equality scheme) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>			
C10. The governing body complies with its general duties under the Race Relations Act 1976 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a race equality policy (or a single equality scheme that clearly incorporates a race equality policy) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>			
C11. The governing body complies with its general duties under the Disability Discrimination Act 1995 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a disability equality scheme (or a single equality scheme that clearly incorporates a disability equality scheme) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>			

### Learners with special educational needs and/or disabilities

	Fully in place	Partly in place	Not in place
C12. 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, publishes its policy and makes it known to parents/carers and reports annually on the success of its policy.			
C13. 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 publishes and informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these.			
C14. The school has appointed a special educational needs coordinator and has ensured that the post holder has received training.			

## PROTECT - SELF-EVALUATION

### Learners' care and well-being

	Fully in place	Partly in place	Not in place
C15. The school has procedures in place to ensure that it meets all relevant health and safety legislation.			
C16. The school has a child protection policy and procedures in place that are in accordance with local authority and DCSF guidance and locally agreed interagency procedures, (and the policy is made available to parents/carers on request).			
C17. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.			
C18. The school complies with the welfare requirements of the Early Years Foundation Stage.			
C19. The school complies with its duties under s43, 44 and 45 of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice.			

### Informing parents/carers

	Fully in place	Partly in place	Not in place
C20. The headteacher and/or governing body as appropriate ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.			
C21. The headteacher (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.			
C22. The school keeps parents/carers 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
C23. Where applicable, the governing body has met the Financial Management Standard in Schools			
C24. The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.			
C25. The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements.			
C26. The governing body has secured that the provisions in the School Teachers' Pay and Conditions Document and any associated regulations relating to terms and conditions, including performance management and induction, have been implemented for all teachers and the headteacher.			
C27. The governing body has all relevant complaints and appeals procedures, as set out in the DCSF guide to the law for school governors.			
C28. The governing body fulfils the requirements to promote community cohesion.			
C29. The school meets the current government requirements regarding safeguarding children and safer recruitment.			
C30. The governing body ensures that childcare is registered, where this is required by the Childcare Act 2006, and complies with all necessary registration requirements.			

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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