

# **SELF-EVALUATION FORM**

**FOR**

**PRIMARY SCHOOLS (WITH AND WITHOUT NURSERY PROVISION)**

**MIDDLE SCHOOLS (DEEMED PRIMARY)**

**Name of school:**

**Unique reference number (URN):**

## **INTRODUCTION**

This self-evaluation form 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 self-evaluation form (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, but it should be completed 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.**

### Who and what the form is for

- **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. It should indicate key strengths and weaknesses, and what needs to be tackled to effect improvement. 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 and then complete Part C. This is because this 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 and efficiency are placed last in the SEF. **Please complete first the sections dealing with achievement and standards, and personal development and well-being, since these outcomes will form the basis for your judgements in other sections.**
- Reference is made in Section A to the **Guidance for Inspectors of Schools**. This guidance is in two parts. One relates to the use of the evaluation schedule, which contains advice on how to pitch judgements about the quality of provision and its outcomes. The other is guidance on how to conduct inspections, which should also prove helpful to you since it indicates how aspects of the school might be explored by inspectors. In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills, which contains a section giving detailed advice, including examples, on completing some sections of the form. These documents are available on Ofsted's website and through a hyperlink on this form.
- 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 the *Guidance for Inspectors of Schools* will assist you to reach accurate judgements.**
- When completing the text boxes in Part A you should summarise your main findings and illustrate with the evidence which led to the judgements being made, bearing in mind the specific questions written in each of the boxes. **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' facility, 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.**

## **PART A: SELF-EVALUATION**

### **1. CHARACTERISTICS OF YOUR SCHOOL**

**What are the main characteristics of your school?**

*Drawing on Section 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 summary of the main characteristics of the 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.

**1b Please summarise briefly your distinctive aims and describe any special features of your school, for example:**

- whether you intend to become a specialist school, or school with special status, and if it is one already, the main changes that have occurred because of this;
- whether you are a school with a religious character;
- any special units, additional community services or extended provision;
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers).

**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;
- recent or impending reorganisation;
- mobility of learners;
- particularly important facts in your recent history, such as change of leadership.

**1d Please note any additional characteristics of your school that you would particularly like to draw to the attention of an inspection team.**

**1e Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.**

## 2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS

What are the views of learners, parents/carers and other stakeholders 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?

**2b** What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?

**2c** How do you share with parents/carers and other stakeholders the collated findings about their views?

**2d** Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?

- Are there examples of actions you decided not to take (with the reasons for this)?
- Are there examples of ways in which your stakeholders have influenced the priorities noted in section 1e? (Please cross-refer to any relevant comments in the leadership and management section.)

### 3. ACHIEVEMENT AND STANDARDS

How well do learners achieve?

*To help you focus your comment 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).*

#### 3a What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results**, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets
- the **standards** of learners' **current work** in relation to their learning goals (noting any significant differences between current work and recent results)
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**)

#### 3b Where relevant: how well do learners achieve in the Foundation Stage?

#### 3c On the basis of your evaluation, what are your key priorities for development?

**3Grade** Please enter grade. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools

Learners' achievement and standards in their work

Outstanding	Good	Satisfactory	Inadequate



#### 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.*

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

**4a To what extent do learners adopt healthy lifestyles?**

- whether learners take adequate physical exercise, and eat and drink healthily
- learners' growing understanding of how to live a healthy lifestyle

**4b To what extent do learners feel safe and adopt safe practices?**

- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk

**4c How much do learners enjoy their education?**

- take account of learners' attitudes, behaviour and attendance
- learners' spiritual, moral, social, emotional and cultural development

**4d How well do learners make a positive contribution to the community?**

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and contribute to communal activities

**4e How well do learners prepare for their future economic well-being?**

- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being

**4f Where relevant: how good are the personal social and emotional development and well-being of learners in the Foundation Stage?**

**4g On the basis of your evaluation, what are your key priorities for development?**

**4Grade** Please enter grade. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.

	Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being				

## 5. THE QUALITY OF PROVISION

*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 evaluation of the quality of provision should take account of the impact on the standards achieved and the personal development and well-being of learners.*

*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 the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

### 5b How well do the curriculum and other activities meet the range of needs and interests of learners?

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience
- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and stay safe
- the extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement

### 5c How well are learners guided and supported?

- the care, including integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of advice, guidance and support for learners
- 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

**5d** Where relevant: what is the quality of provision in the Foundation Stage, including, if appropriate, the quality of childcare?

**5e** On the basis of your evaluation, what are your key priorities for development?

**5Grade** Please enter grades. To guide judgement, please consult grade descriptions in the **Guidance for Inspectors of Schools**.

Quality of teaching and learning  
Quality of the curriculum and other activities  
Quality of care, guidance and support for learners

Outstanding	Good	Satisfactory	Inadequate

## 6. LEADERSHIP AND MANAGEMENT

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

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

### 6a What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of integrated care and education
- how effectively performance is **monitored and improved** to meet challenging targets through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (ie **inclusion**)
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning
- the extent to which governors (and, if appropriate, other supervisory boards) discharge their responsibilities

### 6b Where relevant: what is the effectiveness of leadership and management in the Foundation Stage?

### 6c On the basis of your evaluation, what are your key priorities for development?

**6Grade** Please enter grade. To guide judgement, please consult grade descriptions in the **Guidance for Inspectors of Schools.**

Effectiveness and efficiency of leadership and management

Outstanding	Good	Satisfactory	Inadequate

## 7. OVERALL EFFECTIVENESS AND EFFICIENCY

How effective and efficient 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 comment 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 overall effectiveness of the provision, including any extended services, and its main strengths and weaknesses?

**7b** What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation?

**7c** What is the capacity to make further improvement?

**7d** How effective are links with other organisations to promote the well-being of learners?

**7e** What steps need to be taken to improve the provision further?

**7f Where relevant: what are the quality and standards in the Foundation Stage?**

**7Grade Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.**

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
Capacity to make further improvement				
Improvement since the last inspection				
Quality and standards in Foundation Stage				



## PART B: FACTUAL INFORMATION ABOUT YOUR SCHOOL

### Section A: Information about your school

<b>A1</b>	<b>Name of school</b>	<input type="text"/>
<b>A2</b>	<b>Unique reference number (URN)</b>	<input type="text"/>
<b>A3</b>	<b>Unique reference number for the school's childcare provision (where relevant)</b>	<input type="text"/>
<b>A4</b>	<b>Type of school</b>	<input type="text"/>
<b>A5</b>	<b>School category</b>	<input type="text"/>
<b>A6</b>	<b>Age range of learners</b>	<input type="text" value="-"/>
<b>A7</b>	<b>Sex of learners</b>	<input type="text"/>
<b>A8</b>	<b>Name of headteacher (or equivalent)</b>	<input type="text"/>
<b>A9</b>	<b>School's address</b>	<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
	<i>Please include post code</i>	<input type="text"/>
<b>A10</b>	<b>Telephone number</b>	<input type="text"/>
<b>A11</b>	<b>Fax number</b>	<input type="text"/>
<b>A12</b>	<b>E-mail address</b>	<input type="text"/>
<b>A13</b>	<b>Website address</b>	<input type="text"/>
	<i>Please include http:// as part of the website address</i>	
<b>A14</b>	<b>Name of appropriate authority</b>	<input type="text"/>
<b>A15</b>	<b>Name of chair of governors</b>	<input type="text"/>
<b>A16</b>	<b>Local education authority</b>	<input type="text"/>

**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):			
Full service extended school			
Extended school			
Children's Centre			
Early Excellence Centre			
Other (please state what):			

Please use this box to provide further details.

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**A18a Childcare provision under the Children Act Part X A 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? Tick to indicate which type(s) of provision are made. Session time should be to the nearest half hour.

Type of care	Managed by the school / governing body	Managed by a private or voluntary provider	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children
Full day care					-	
Sessional care					-	
Crèche					-	
Out-of-school care					-	
Other (please state):					-	
<b>Total</b>						

**A18b Number of children on roll**

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

Category	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 manages provision	Private or voluntary provider manages provision	Independent provider manages provision	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children
Full day care						-	
	<i>Date which application is likely to commence:</i>						
Sessional care						-	
	<i>Date which application is likely to commence:</i>						
Crèche						-	
	<i>Date which application is likely to commence:</i>						
Out-of-school care						-	
	<i>Date which application is likely to commence:</i>						
Total							

**A20 Additional services**

Please indicate any community provision provided. Tick if 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
Adult education		
Family learning programme		
Family support services		
Community use of facilities		
Drop-in facilities		
Community outreach		
Other, please specify:		
Other, please specify:		

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

**A21 Designated SEN resource base or similar provision**

*If your school has an LEA-designated SEN 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. Throughout the rest of the form, this provision is referred to as 'SEN resource base'.*

Designated resource base / provision for:	Number of places

**A22 Boarding provision**

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

	Boys	Girls	Total
Number of boarders			

**A23 Not applicable**

**A24 Not applicable**

**Additional features of the school**

**A25 The nature of the school's site**

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

Number of sites used

**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

**A27 School Federations**

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

*If so, please give details in the space below of the names and unique reference numbers of the other schools in the Federation.*

The school is part of a Federation  Yes / No

**A28 Clause 47 inspections**

*Please indicate whether or not the school has a religious character and needs a Clause 47 inspection.*

The school has a religious character and needs a Clause 47 inspection  Yes / No

**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

## Section B: Information about the learners

### B1 Number of learners

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

		Boys	Girls	Total
Pre-Foundation Stage	U3s			
Foundation Stage	Grant-funded nursery			
	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			
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 DfES. If the current numbers are significantly different from these please correct them.

	Number		Number
White - British	<input type="text"/>	Asian or Asian British - Bangladeshi	<input type="text"/>
White - Irish	<input type="text"/>	Asian or Asian British - any other Asian background	<input type="text"/>
White - any other White background	<input type="text"/>	Black or Black British - Caribbean	<input type="text"/>
Mixed - White and Black Caribbean	<input type="text"/>	Black or Black British - African	<input type="text"/>
Mixed - White and Black African	<input type="text"/>	Black or Black British - any other Black background	<input type="text"/>
Mixed - White and Asian	<input type="text"/>	Chinese	<input type="text"/>
Mixed - any other mixed background	<input type="text"/>	Any other ethnic group	<input type="text"/>
Asian or Asian British - Indian	<input type="text"/>	Parent / learner preferred not to say	<input type="text"/>
Asian or Asian British - Pakistani	<input type="text"/>	Information not obtained	<input type="text"/>
		Total	<input type="text"/>

### 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

**B4 Travellers**

Please give the number of Traveller learners on the school's roll.

Number of Traveller learners

**B5 Support for minority ethnic and/or Traveller learners**

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

Number of minority ethnic learners supported through specific funding   
Number of learners supported through grants for Travellers

**B6 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

Please list the three most common first languages spoken by these learners. Please list them in order, with most frequent first.


**B7 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	Under 3s	Nursery	YR-Y8
School Action/ Early action			
School Action Plus/ Early action plus			
Statements of special educational needs			
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989			
Total			

**B8 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 SEN 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		
	Under 3s	Nursery	YR-Y8	Under 3s	Nursery	YR-Y8
Specific learning (dyslexia)						
Moderate learning						
Severe learning						
Profound and multiple learning						
Social, emotional and behavioural						
Speech or communication						
Hearing impairment						
Visual impairment						
Multi-sensory impairment						
Physical						
Autistic						
Other, please specify:						
Total (statements and School Action Plus)						

**B9 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

**B10a 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

Number of learners on roll in January of that school year (from relevant Annual Schools Census)

**B10B Not applicable**



**B11 Looked after children**

*Please enter the current number of looked after children.*

Number of looked after children

Please indicate details, including any variations year to year

## Section C: Information about learners' targets

### C1 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 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.*

Target % of:	Year		
learners expected to achieve Level 4 or above in English (Y6)			
learners expected to achieve Level 4 or above in mathematics (Y6)			
learners expected to achieve Level 5 or above in English (Y6)			
learners expected to achieve Level 5 or above in mathematics (Y6)			

**C2 and C3 Not applicable**

## 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 the 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.

#### Date for D1 and D2:

Please give the end date of the year for which the data is entered into D1 and D2

	D1 Exclusions				D2 Excluded learners		D3 Transferred learners			
	Number of exclusions				Number of excluded learners		Number of transfers made			
	Fixed period	Permanent					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 - A.O.A.B.										
Black or Black British - Caribbean										
Black or Black British - African										
Black or Black British - A.O.B.B.										
Chinese										
Any other ethnic group										
Parent / learner preferred not to say										
Information not obtained										
Total										

**D4 Not applicable**

**D5 Not applicable**

**Section E: Information about provision**

**E1a Teaching time**

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

	Teaching time
Foundation Stage	<input type="text"/>
Key Stage 1	<input type="text"/>
Key Stage 2	<input type="text"/>
Key Stage 3	<input type="text"/>

**E1b Not applicable**

**E2 Curriculum description**

*Please provide any information about how the Foundation Stage curriculum is organised, for example about child initiated activities, taught activities, support/withdrawal teaching etc.*

**E3 Not applicable**

## 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 equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent						
	SEN resource base	U3s	Grant funded nursery	Maintained nursery	YR-Y8	Across provider	Total
Qualified teachers (including the headteacher)							
Unqualified teachers							
Total FTE							

### F2 Support teachers for minority ethnic and/or 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 and/or Traveller backgrounds, using the following categories.

	Full-time equivalent						
	SEN resource base	U3s	Grant funded nursery	Maintained nursery	YR-Y8	Across provider	Total
Support teachers funded through EMAG							
Support teachers funded through Traveller Achievement Grant							
Support teachers funded through LEA 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	U3s	Grant funded nursery	Maintained nursery	YR-Y8	Across provider	Total
Teaching assistants trained to support learners with learning difficulties and/or disabilities							
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		
	U3s	3 & 4 year olds	Total
Qualified teachers			
Unqualified teachers			
Total FTE			

Please indicate the name of the registered person:

**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		
	U3s	3 & 4 year olds	Total
Qualified nursery assistants and trained teaching assistants			
Teaching assistants trained to support learners with learning difficulties and/or disabilities (LDD)			
Other education support staff			
Total FTE			

**F6 Support staff for minority ethnic and/or 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 learners from minority ethnic and/or Traveller backgrounds, using the following categories.

	Full-time equivalent						
	SEN resource base	U3s	Grant funded nursery	Maintained nursery	YR-Y8	Across provider	Total
Support staff funded through EMAG							
Support staff funded through Traveller Achievement Grant							
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.*

	Total
Number of teachers who left during the last two school years	
Number of teachers who were appointed during the last two school years	

**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.*

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

## 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 year	
Expenditure per learner		% of deficit or balance carried forward to the next year	

Please add an explanation if the deficit or balance carried 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 DfES. You can access the appropriate website by visiting 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

Please complete the following table relating to statutory requirements.

Please complete each section of the form by selecting the relevant column as follows 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; or

**Not in place:** the statutory requirements that apply to your school are not in place and action needs to be taken to ensure 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
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 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 (in <i>special schools</i> as far as is practicable) and has told parents of the right to withdraw their children.			
4. ( <i>Schools with learners 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 about it and the right to withdraw their children.			
5. ( <i>Schools with learners 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 about it and the right to withdraw their children.			
Equality	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 or marital status.			
7. The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of monitoring and assessments of impact to parents 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 and the Commission for Racial Equality (CRE) code of practice.			

Learners with learning difficulties and disabilities	Fully in place	Partly in place	Not in place
9. The school has regard to the Special Educational Needs Code of Practice when meeting learners' learning difficulties and/or disabilities and makes its policy known to parents.			
10. The school meets the requirements of the Special Educational Needs and Disability Act 2001. It has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility.			
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 provider's procedures for child protection follow the requirements of the local Area Child Protection Committee, and the governing body ensures that these are followed.			
Informing parents/guardians	Fully in place	Partly in place	Not in place
13. The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies.			
14. The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/guardians.			
15. The school keeps parents and prospective parents informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations [subject to the Education Bill 2005]			
Leadership and management	Fully in place	Partly in place	Not in place
16. The responsibilities of the governing body, its committees, the head teacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.			
17. The governing body has a performance management policy and ensures that all teachers, including the head teacher, are appraised in accordance with statutory requirements.			
18. The governing body has all relevant complaints and appeals procedures, as set out in the DfES guide to the law for school governors.			
19. The governing body operates recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance.			

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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