

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

Name of school: Witton Park High School

Unique Reference Number (URN): 119730

Not Submitted

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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^[1])

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

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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.

Witton Park is an 11-16 mixed gender, maintained school with 1051 students on role. The school was designated a Business and Enterprise Specialist College in 2004. As a high performing school the school was offered a second specialism of Science and it became a Lead School for Gifted and Talented (June 2009). Through the specialism of Business and Enterprise considerable opportunities have been created both at school and through the wider community (Business and Enterprise Calendar of Events). Equally ambitious plans are in place to embrace the Science specialism and the G&T Lead.

Attainment on entry to the school, for a large proportion of students, is consistently below the national average. (Average point score, Raise on Line) The schools' cohort is largely made up of pupils of white British Heritage.

Witton Park High School is in the planning stages of building a new school to accommodate 1230 students - build starts July 2010). We are dedicated to providing an inclusive, supportive and aspirational environment. The new school will have up to 30 places for students with complex difficulties from Newfield Special School. This will strengthen our current links whereby a small group of students work alongside KS4 Alternative Curriculum students for two days a week. Staff turnover is low, only two new staff appointed last year. For the last two years, the school has been oversubscribed with approximately 80-100 appeals.

The school is raising attainment in a variety of ways, supported by the development of the two specialisms. Staff, other stakeholders and students continue to work together to promote an open, fair and equitable community, where opportunities are given for all our pupils to achieve. The CVA for the school has been consistently above average every year since 2006 and in 2009, CVA still remains high.

A very large majority of students live in areas classified as being in the bottom 1% nationally for deprivation in the Country (Using IMD). Pupils eligible for Free School Meals is double the National Average. (Raise on Line)

A minority of pupils come from a range of ethnic backgrounds, this number is increasing at Key Stage 3. A small minority of students have English as an additional language. (Raise on Line)

A minority of students come from families of third generations of worklessness and there appears to be a lack of aspiration amongst many of the families.

A large proportion of students have identified, SEND, this is still double the National Average as are the students who have a Statement of Educational Needs. The performance of the schools' year groups at Key Stage 2 is below the national average and fairly consistent, ranging between 3.9 and 2.6 below national average points score.

There are currently 13 learners who are in the care of the Local Authority and there are currently 24 learners subject to CAF. The percentage attendance in 2009 was 92.8%, a rise of almost 5% in 3 years. 5.9% were classed as persistent absentees compared to 7.9% in 2008.

The school has a significant number of awards: Healthy Schools Award, Investors In People, Basic Skills Award, International Schools Award (Silver), Extended Schools Core Delivery Award, FMIS, Eco Friendly Award.

Students are set according to ability. In Year 7 there is a foundation group to support students with basic literacy and numeracy. The curriculum at Key Stage 4 is moving towards a more personalised curriculum, with several learning routes, including 4 Diploma Lines. The school is offering a Diploma in Finance and Admin from September 2010. AFL is widely used and SEAL and PLTs taught in Years 7 and 8. Achievement Leaders and SLT complement this aspect of the curriculum through the delivery of themed assemblies. In preparation for moving to the new school themed days - Murder Mystery and Stranded Day have been organised for Year 7. We are keen for faculties to work together and in December a STEM Day was organised for Year 8 students. It is our intention to organise more "zone" days in the next two years. Learn to Learn lessons are in place for Year 7. These initiatives are part of our transforming learning agenda and have had considerable impact. (Feedback from students and teachers)

A coaching and mentoring programme is organised to maintain and improve the quality of Learning and Teaching. In house CPD, led by teams of experienced and recently qualified teachers is also designed to strengthen the delivery of lessons.

In common with other schools in the Borough there are challenges in recruiting Teachers of English and Maths. There have been recent changes in the Leadership of the English and Maths Faculties. Members of SLT offer focussed support to both faculties and there are detailed Action Plans in place.

The school has a Community Police Officer, Counsellor and two school based Educational Welfare Officers.

Aids

In 2009, the school was recognised for its high performance at GCSE by SSAT.

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The strong leadership team with clearly defined roles linked to the needs of the school is evidenced in the considerable improvements in the school over a three year period when restructuring took place.

A stable and skilled staff are committed to raising attainment, and accept change positively.

Tracking and monitoring is becoming increasingly rigorous. High expectations of achievement are shared, linked closely to pupils' abilities.

We have pupils who are lively, open and responsive to praise and care.

Without the expertise and high levels of skills of the staff, the behaviour of some pupils could impact upon learning. High levels of support and structured procedures ensure there is ongoing purposeful activity throughout the day. The Senior Leadership Team has a highly visible and supportive presence. The school has recently appointed two Behaviour Managers and this has had a positive impact upon attitudes to behaviour.

Barriers

38% achieved 5 + A*-C grades with English and Maths, representing a 10% increase over 3 years. The performance was 1% below the FFTD target of 3% above FFTB. Our challenge is to improve the outcomes at both Key Stages for boys in English and girls in Maths and Science.

Low levels of achievement on entry, alongside high levels of SEN, result in the constant need to accelerate achievement towards national expectations.

We recognise absence as a barrier to pupil performance and thus have excellent strategies for monitoring attendance and to support pupils and parents/carers. Maintaining attendance at the current level will remain a considerable challenge.

We work very hard to engage parents in their child's learning but a large proportion of parents do not prioritise learning sufficiently. They often lack confidence in their own abilities impacting upon the support they are able to give their children.

The split site presents challenges for day to day organisation. Timetabling and supervision aims to address and minimise the impact of a split site. BSF will bring the school together on one site.

Dining facilities and Design Technology Accommodation are currently limited.

Many of our students lack confidence, self esteem and have low aspirations.

Main priorities for improvement are:-

- To improve the quality of Learning and Teaching:-
- To raise attainment of White boys in English and white girls in Maths and science
- To improve students attitudes to learning
- To improve attendance and punctuality
- To prepare for transition and transformation
- To expand on whole school Enterprise and Science College activities

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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			X	

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.

- A majority of attainment indicators for the final key stage over the last three years have been in line with national averages, as indicated in Raiseonline.
- Percentage of pupils achieving 5A*-C, and 5A*-G, has been at, or above, national levels for the past three years, with an improving trend and significantly above in 2009 (Raiseonline)
- Percentage of EAL, FSM, and SEN pupils achieving 5A*-C has been at, or significantly above, national levels. (Raiseonline)
- APS has been above national average for two out of the past three years, and at, or significantly above, national averages for nearly all pupil groups. (Raiseonline)
- Pupils attaining two or more A*-C in Science is significantly above national averages. (Raiseonline)
- Other data and pupils' current work indicate that attainment is above average (internal assessments/GCSE module scores)
- Instances of significantly below average attainment, including that in key subjects for sizeable groups of pupils, are rare and there is a pattern of improvement.

Whilst attainment is significantly below national levels in English and Maths over the past three years (see SIP/Raiseonline), outcomes are in line with FFT D predictions.

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

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

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.

- Pupils acquire knowledge, develop understanding and learn and practise skills well. (Key stage 3&4 outcomes, acknowledgement of learning outcomes in lessons)
- Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. (lesson observations, dialogue with students as part of work sampling)
- Pupils seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects.
- Progress for all groups of pupils at KS3 is average or significantly above. (2007 Raiseonline, improved attendance, RAP points)
- The majority of progress indicators at KS4 are significantly above average, and significantly below for no group of pupils. (Raiseonline)
- Percentage of pupils achieving 5 A*-C including English and Maths has been well above the National Challenge threshold for the past two years. (Raiseonline)
- CVA has been significantly above the national average for the past three years, and on the 11th percentile in 2009. (Raiseonline)
- Percentage of pupils achieving 5A*-C has been an improving trend for the past three years. (Raiseonline)
- Pupils' current work predicts sustained improvement. (internal assessments/GCSE module score)

- A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.

(Progress of SIOC, students with SEN, FSM students have been in line with or significantly above, national levels for the past three years. This also applies to those groups of students in English and Maths. Raiseonline)

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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		X		

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.

- A very large majority of pupils acquire knowledge, develop understanding and learn and practise skills well.

(Examination Results - KS3 and KS4, Raise on Line, CVA for SEN 1064, Local Authority Data KS2 - GCSE 2009, Provision Mapping, Interim Reports - larger proportion of merits, Quality Assurance - book monitoring, Assessment Focus Tracking Forms, Registration Time - Language, Motor Skills, Reading Programmes, Lexia and Successmaker, Links with Pupil School and Family Service, Cognition and Learning and Complex Needs - observations and assessments, Educational Psychologist Discussions and Assessments, annual reviews)

- A large majority of pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. In most cases they are provided with detailed feedback both orally and through marking.

(Read Write Inc Assessment, Work Sampling, Lesson Observations, Catch Up Literacy / Numeracy Assessment, RAP Points, Homework Records, Attendance Analysis and reward systems, Alternative Curriculum Groups, Newfield Link, Teaching Assistant Meetings - Monthly, Local Authority Teaching Assistant Training, Reports from Teaching Assistants, Transition Programme - MOTHS, restorative justice)

- A large majority of pupils produce their best work and are usually interested and enthusiastic about their learning in a range of subjects.

(Annual Reviews / IPRA Reviews, Feedback from parents, Informal Discussion with Teaching Assistants, Exam Concessions, Academic Reviews, Social Skills Groups - boys/girls, engage group, School Counsellor, Progress Centre, Foundation Group, Small Nurturing Tutor Groups, Target Setting, Extra Curricular Activities - breakfast club, lunchtime club, pyramid club)

- A large majority of SPEND pupils make at least good progress and some may make outstanding progress.

(Examination Results, Annual Reviews / IPRA Reviews, Interim Reports, Catch Up Literacy)

The school is in the process of implementing the Inclusion and Development Programme (IDP) to develop the knowledge of Special Educational Needs and/or Disabilities to all staff. The majority of pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Measures are in place to implement training to students on strategies according to their needs in order for them to develop resilience when tackling activities in a range of subjects. The school is also in the process of creating a 'Parenting/Child Group' in order to help develop pupils' keenness and commitment to succeed in all aspects of school life).

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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		X		

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.

- Pupil's attainment is average but learning and progress are good. (Raiseonline)
- Pupils says they enjoy their learning (Pupil questionnaires and Student Forum)

A2.5 The extent to which pupils feel safe

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

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.

- Different groups of pupils say they feel safe at school.

(Year 7 pupils are given the opportunity to make use of their Achievement Leader's classroom at lunchtimes. AL and Year 7 Form Tutors share the responsibility of supervising the activities on offer. Students, particularly those in Lower School, are encouraged to make use of the Library and computer rooms during lunchtimes and after school. Vulnerable pupils, particularly those with SEN, are accommodated in Learning Support throughout the school day. A Breakfast Club is also available for pupils to make a positive start to the school day. High staff profile around school at break, lunchtimes and between lessons. South Hall open at lunchtimes. Pupil questionnaire results show that pupils feel safe and believe that our adults will help if they or someone else are getting bullied.)

- Parents and carers say the school keeps pupils safe and few raise concerns about their child feeling unsafe in school.

(An on-site Police Officer has a high profile within the school and is often called upon to support pupils and their families. The concept of Restorative Justice has recently been introduced into school as a means of ensuring that issues are considered fairly, appropriate action is taken and pupils are listened to).

- Pupils generally understand what constitutes an unsafe situation

(A full time School Counsellor ensures that referrals are dealt with promptly and confidentially and that all pupils are welcome to discuss, privately, issues relating to safety both in and out of school.)

- Pupils have an accurate perspective on their own safety and that of others.

(Year 6 Induction Day encourages new pupils to familiarise themselves with procedures and practices and to meet key members of staff (Achievement Leader - Year 7, Form Tutors, Support Staff). Parents invited into school to meet with Form Tutors. (Induction Programme - July 09). The introduction of SEAL into whole school assemblies (September 09) will improve pupil understanding of Key Issues relating to safety and will give students a clear perspective of their own safety and that of others. (Assembly Rota Themes 2009/2010) Internet safety is a priority with systems in place to monitor student use and for staff to take appropriate action where needed.

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Outside agencies deliver assemblies (Police, Fire Officers, Health Visitors) to offer guidance on the dangers connected to the use of the internet, mobile phones, alcohol and drug abuse, knives, arson. Students directed to the appropriate personnel with further concerns or worries. Pupils can choose to become Peer Mediators and are given appropriate training. Prefects in Year 11 are given some responsibility for pupil safety through the supervision of students during lunchtimes. (Prefect Duty Rota)

- Pupils are confident that issues they raise will be dealt with promptly and effectively by the school.

(Student Voice/School Forum meet on a regular basis to discuss issues/raise concerns. Each year group represented and money allocated to spend on making the school a safer, calmer environment. (Minutes from Meetings). The member of staff responsible for Student Voice is also a member of the Culture and Climate Strategic Group and the Student Council is consulted on any relevant issues raised by the group. (Minutes from Strategic Group Meetings). Issues/suggestions from School Forum meetings are also referred to the Culture and Climate Group for discussion as an agenda item. (Minutes from Strategic Group Meetings)

Rigorous recording systems are in place to monitor bullying and racist incidents (Central database, student files). Headteacher attends full Leadership Forum Meetings (Minutes)

The school is rapidly moving towards "Outstanding" in this area, however, in order to be securely placed within this category a more reflective and evaluative approach is required. The school will now take action to gather the relevant information from pupils, parents/carers and other outside agencies to fully appreciate the extent to which students feel safe at all times.

A2.6 Pupils' behaviour

	1	2	3	4
Grade: Pupils' behaviour		X		

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.

- A very large majority of pupils exhibit behaviour that makes a strong contribution to good learning in lessons.

(Merit/demerits on Pars; Lesson Observations; Academic Reviews; Data from Traffic Light ; Behaviour Reports; Interim and Full academic report; Quality Assurance monitoring of student work; Whole staff Behaviour Inset; Praise Postcards and Individual and group Rewards. Significant decrease in behavioural incidents, zero permanent exclusions, only 5 fixed term exclusions, have reduced over a 3 year period from 126)

- The large majority of students' behaviour is welcoming and positive.

(Student of the Month data; Jump the Queue tickets; Tutor Group Leagues, Peer Mediators; School Council minutes; Behaviour Assemblies (corridor/classroom expectations)

- The large majority of students show responsibility in responding to the expectations of staff.

(Graduated Positive Discipline Policy; Inset on Behaviour Management; SLT Walkabout; Pupil Partnership Agreement data; Assemblies and other celebration events; SEAL; Girls/Boys Group; School Council/Student Voice, Behaviour Resources; RAP Points; Strategic Group Meetings/minutes; Restorative Justice Sessions; Zero exclusions, RAP System, Pupil Voice and staff questionnaire)

- The large majority of students set consistent standards for themselves

(Academic Reviews; Report System; Target Setting; Annual Reviews (SPEND); IEPs; Progress Centre Reports; Care Panel Information;

Bullying and Racist Incident Statistics Bound Book and Racist Incident Form; Weekly Behaviour Meetings, Achievement Leaders Records. Weekly Tutor Group Meetings)

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- The very large majority of students respond quickly and well to any additional guidance from staff about how to conduct themselves

(Alternative Curriculum; Progress Centre - 'Consequences Training')

Permanent and Fixed Term Exclusion analysis; Behaviour Unit data analysis. Staff training - Child Protection/Safeguarding; Buddy System, Local Authority PRU.)

- The very large majority of students behave considerably towards each other

(Disability Awareness Training; Assemblies; Newfield Links; Peer Mentoring;

Gardening Club, Sensory Garden; other EC activities; Charity Events.

The school is working to improve the behaviour of students in several ways:

A very well received Whole School Inset on Behaviour Management has led to requests for a forum in which behaviour is discussed. A Behaviour Surgery will be held by the School Behaviour Managers at least monthly.

Staff will be able to attend sessions and discuss difficulties and successes in an understanding environment.

This will augment the training, mentoring and coaching already taking place.

The Student Forum already has a strong voice within school. The development of a Behaviour Working Group from the members of this committee will ensure that students' thoughts and feelings are heard regarding behaviour matters. (Behaviour Questionnaires).

A2.7 The extent to which pupils adopt healthy lifestyles

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

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.

- Pupils know and understand many of the important factors which affect the different aspects of their health.

(Healthy Schools Award, School Counsellor, School Nurse weekly drop ins, SEAL, PSHCEE. Drug Awareness Programme/Speakers, Food Technology, 2 hours PE Key Stage 3, 2 hours for the majority Key Stage 4, smoking cessation, lifelines, breakfast club, Brooke Advisory Centre)

- Most want to take action to improve their health and participate regularly in activities which enable them to do so.

(Range of sports clubs and teams - interform competitions, Junior Sports Leaders Award, Salad Bar, Witton Walkers. Improved menu is impacting on students and healthy eating. Water available - students can take water into lessons. Walking Wednesdays, Travel Plan. PSHCEE has a robust programme in drug education, SRE and Healthy Eating.)

- The majority of pupils have adopted a healthy lifestyle.

(Student questionnaire, student uptake on extra curricular activities. Biometric system - records of students eating habits).

- Pupils respond well to the school's health promotion strategies and may be involved in running health related activities.

(Junior Sports Leaders Award, referring in inter-form activities, students supporting, STEM Day and Girls and Boys Group".)

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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		X		

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.

- Pupils value their school community and willingly take on responsibility and participate constructively in school life beyond routine lessons and activities.

(Prefects, Head Boy/Head Girl, buddy system, peer mentoring, links with Newfield Special School, Student Forum, pupil involvement in wider school life, school clubs including Eco Club, Youth Parliament, paired reading and pupil led assemblies, Police Cadets, Enterprise Fair, BSF Days and L2 Skills Days)

- Pupils hold clear views about their learning and well-being and participate keenly in discussions about these matters.

(Student Forum, student representation at Leadership Forum and Governors Meetings, Student Voice as part of SLT work sampling, student involvement in appointment of new staff, PSHEE and BSF)

- Pupils understand and care about the issues facing their local area and where appropriate suggest and take actions to help improve the school and wider community.

(School led inter-faith project across the Borough, Newfield Special School Links, support of local and global charities, weekly visits to homes for the elderly, sensory garden, allotments, student involvement in designing and improving facilities within school)

- Pupils' behaviour in the local area is well regarded.

(Feedback from school visits, visitors in school, Arthritis Care, local hospice and Pendlebury Children's Hospital)

A2.9 Pupils' attendance

	1	2	3	4
Grade: Pupils' attendance		X		

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.

(Attendance has improved from 87% to 92.5%, (overall absence 7.5%) over a four year period. Persistent absence has been reduced to 5.89% from 8.00% and the school has been removed from the DCSF's Cause for Concern List. Attendance team contact parents before 11.00am each day, either by telephone, text or email. Two School based Educational Welfare Officers respond positively, enthusiastically, "Keep Kids Safe" Programme is used and has proved to be efficient and effective. Patterns of poor attendance identified at Primary School so that Form Tutors and Attendance Team can get involved with the families very quickly. Weekly raffles, attendance leagues, attendance rewards are regularly distributed. Attendance is high profile around the school. Students with EAL, SIOC, students with SEND and students on FSM all have attendance above 92%. Vulnerable students, those involved with the engage team, CAMs, CAF and Social Services fall below 90%.)

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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		X		

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.

- The pupils successfully apply their well-developed basic skills for a broad range of purposes and are well equipped with wider skills and personal qualities.

(98% of students successfully complete two weeks work experience placements in Year 10, feedback from employers, students and parents. Variety of Learning Pathways - sixteen Year 10 students involved in 4 Diploma lines, a range of B.Tec choices, extended work placements, college courses, Training 2000 courses. SEAL and PLTs at Key Stage 3, PSHCEE - writing of CV's, Records of Achievement, Functional Skills, Enterprise activities, through enquiry based learning, Youth Parliament, Financial Awareness Modules, links with Newfield Special School).

- Pupils have a good understanding of the next steps they need to take, and intend to take, to succeed in the future.

(Connexions, Open Days at FE Colleges, University visits, tutor sessions at college particularly for vocational courses, mock interviews, visiting speakers, assemblies, careers fair, credit union, mini enterprise activities, Fair Trade Days, Enterprise Fair, Young Enterprise Challenges, opportunities wide and varied through Business and Enterprise Specialism, L2 Days, Academic Reviews and Target Setting)

- Pupils' attendance is at least average and they are consistently punctual.

(Attendance Data - from 87% to 93%, removal from persistent absence, PARS, First Day Response Team, Attendance Team, two school based EWOs, Tutor Group raffles, Attendance Rewards, texting home, academic reviews and attendance certificates sent home. Overall attendance is above average. There is a 3 year trend of improved absence. Attendance is above average for all sizable groups. (EAL, FSM, SIOC, SEN - SA, SAD and statemented students - data available). The proportion of students who are persistently absent has reduced dramatically and the school is no longer in the DCSF Cause for Concern (for persistent absence).

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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		X		

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.

- Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities.

(Theatre trips, Dance festival, Paris Trip, Skiing, Witton Walkers, study skills at Blackburn Rovers, Tate Gallery, Cricket Old Trafford, Outdoor Education, Art Exhibition, Resident Artist, Poetry Workshops, Museum Visits, Year 11 pupil led Ramadan Assembly, whole school lesson on Ramadan).

- They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas.

(PSHCEE, restorative justice, peer mentoring, Student Forum, prefects, Key Stage 3, RE Curriculum, Youth Parliament, School Beat Officer)

- Pupils have a strong sense of common values across different societies.

(Interfaith Conference, community cohesion group and Enterprise Project, Nightsafe Charity, Newfield, visits to residential homes for the elderly and International Schools Award)

- They engage well with a range of groups from different ethnic, religious and socio-economic backgrounds, including those not represented in the immediate community.

(Interfaith, atmosphere of harmony pervades the school, Arthritis Care, Pendlebury Children's Hospital, Faith Council Projects. Respect diversity within school community, Inter-form activities. Fully inclusive school).

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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		X		

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.

- The teaching is consistently effective in ensuring that pupils are motivated and engaged.

(Quality assurance of planners, lesson observations, active learning INSET, L2 Skills Days, improved attendance, improved behaviour and Student Voice)

- The great majority of teaching demonstrates good progress and learning.

(Lesson observations, improved outcomes at Key Stage 3 and 4, effective use of AFL techniques and tracking data)

- Subject knowledge of the majority of teachers is strong. Students are well motivated and make good progress. Some teachers have excellent subject knowledge and inspire pupils to make exceptional progress.

(Lesson observations, lesson planning, examination results and destinations)

- Imaginative use is made of resources including new technology as well as a wide variety of learning and teaching styles to enable pupils to be active in their learning and to enjoy learning.

(Strategic Group Minutes, Student Voice, informal discussions with students, Learning and Teaching Workshops, development of PLTS and L2 in Years 7 & 8, work sampling and lesson observations)

- Excellent progress has been made through the use of Learning Mentors and HLTAs to enable identified students to achieve and in some cases to exceed expectations. Working partnerships between TAs and teaching staff contribute significantly to the quality of learning.

(TAs Monthly INSET, attendance at Faculty Meetings, intervention programmes)

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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		X		

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.

- Ongoing tracking and assessment of student progress ensures that the needs of all pupils are met.

(Shared planning, Feedback Policy, APP, AFL Learning and Teaching Workshop, Assessment Calendar, GOR Analysis, lessons observations and work sampling)

- In most cases pupils are provided with detailed feedback orally and through marking.

(Lesson observations, work sampling, INSET, Student Voice and AFL Workshops)

- The majority of students know how well they have done and can discuss what they need to do to sustain good progress.

(Target Sheets, academic reviews, target level booklets, dialogue with students during lesson observations.)

- The very large majority of teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.

(Use of questioning techniques and mini plenaries in lesson observations and questioning workshop. There are currently examples of outstanding learning and teaching where pupils are making exceptional progress. Measures are in place to ensure that the overwhelming majority of pupils receive a consistently challenging and inspirational learning experience. For example, the further development of PLTS, L2 and the use of new technology strategies to facilitate this include: an interactive learning and teaching wall and revised lesson plans to reflect L2L principles. The school is in the process of introducing an electronic Learning Passport to support the development of personal, learning and thinking skills. Further opportunities will be given in order to ensure a more consistent and detailed approach to written feedback.)

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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		X		

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.

- The School's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being.

(For 2009/10 the curriculum model has been further developed to improve the breadth and balance provided for all our students. The curriculum has been vastly extended and improved for KS4 students building on partnerships and collaborating with other schools and providers within the LA. The KS4 model includes 2 collaborative days to allow students to access diplomas and courses offered at other providers. The curriculum allows all students to combine academic and vocational courses, and provide them with the entitlement to the 4 pathways these include: Diplomas, Young Apprenticeships, GCSEs and BTecs. 4 diplomas offered by the LA 14-19 partnership, 2 Young Apprenticeships in Engineering and Motor Vehicle. Introduction of new GCSE and BTEC courses delivered in partnership with local providers (T2000). Development of FLT; Hospitality and Catering, Landscape and Horticulture, Animal Care, these are taught offsite working in partnership with a local school. Faculty teams work together to develop medium and short term plans. All teachers use the school's lesson planning sheet which enables a good learning experience for our students.)

- The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with highly specific needs.

(The new courses introduced for KS4 students have increased personalisation and entitlement. The curriculum offer is highly tailored to meet the needs of all our students. Eg: 6 students are currently studying on a hospitality and catering course at a partner school. The students completed a mock option choice in January 2009 and this allowed the school to tailor the design of the course offer to some extent to student interest and demand. Extra time is planned for English and Maths for borderline students in years 9 and 10 and extra time for MFL for the most able in Year 8. In addition, in Years 10 and 11 a small number of students follow an alternative programme which is delivered by a highly experienced teacher. It allows them to access a WRL programme, work based placements and vocational courses and where appropriate they join their peers for some courses. Where this is not appropriate they work on an individualised programme. All of the students on this programme achieved 5 or more A*-C. (August 2009)

- Cross-curricular provision, including literacy, numeracy and ICT, is mainly good and there is nothing that is inadequate.

(At KS3 the curriculum has been modified to increase the time for cross-curricular activities and PLTs. Time has increased for Year 7 students from 1 hour (2008/09) to 2 hours a week (2009/10) to provide a broad range of cross-curricular activities developing PLTs based on the L2L model. For Year 8 a number of cross-curricular days are planned for 2009/10 to build on their experiences in Year 7 :- STEM Day 7th December 2009, w/c March 2010 Year 7 L2 Skills Day and Year 8 Zone Day, w/c 5th July 2020 Year 7 L2 Skills Days and Year 8 Zone Day. L2L and the cross curricular days provide opportunities to use and apply literacy, numeracy and ICT skills. In Year 7 SEAL is being developed and implemented through tutor time and assemblies. PSHCEE delivery has been improved from September 2009. Experienced teams of staff plan and deliver specific areas including the new programme of study in Citizenship engaging our students in discussions concerning health, safety, religion and economic well being. September 2009 - there are focus groups to strengthen literacy and numeracy across the school. The school is working towards further developing functional skills in literacy, numeracy and ICT. Specialist status means that all students gain at least one qualification in ICT and students are involved in numerous enterprising opportunities. Recently acquired second specialism in Science allows for extra provision for students to study triple Science.)

- Enrichment opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed.

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(There are clubs at breakfast, lunchtime and after school to support students with homework and class work. The school provides a large range of extra-curricular and sports activities every night after school including Police Cadets, Eco School's Group. There are numerous opportunities for the students to go on trips and visits. In 2008/09 there were more than 70 trips and visits including visits to Belgium, Paris and to Italy Skiing. Students are also involved in School Productions and the Youth Parliament. Every student is rewarded with a trip at the end of each term for good attendance, punctuality and behaviour. In addition, there are visits to museums, theatres, outdoor pursuits centres. This year a cross curricular trip between Humanities and Mathematics took students to battlefields in Belgium, all of which help to enrich both the learning and life experiences of our students. The school's curriculum provides some memorable experiences and rich opportunities for high quality learning and wider personal development and well-being. Through Building Schools for the Future the school is being more innovative with our curriculum. Highly tailored programmes/personalised timetables support personal needs. Bring subjects together to work on cross-curricular themes as mentioned above.)

A3.4 The effectiveness of care, guidance and support

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

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.

- Well organised arrangements for the care of all pupils contribute to their generally good development and well-being and support their learning effectively.

(Arrangements for the care of all pupils is good. The school prides itself on its very good staff/student relationships. All students belong to a tutor group within a year system. The students know that their tutor will support them with resolving difficulties. Peer mediators provide support within tutor groups. SEAL Assemblies contribute to the good development and wellbeing of the students. From 2009 the role of the tutor has extended to support the academic achievement of their students (academic reviews). There is well targeted support for all students enabling them to learn effectively. Transition from Key Stage 2 to Key Stage 3, Learning Mentors, buddy system for Year 7. Learning Support is effectively deployed across the curriculum to support learning).

- Clearly targeted support for groups of potentially vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships.

(A small number of students who have social or emotional needs form a nurture group and meet with a non teaching assistant at the beginning of the day where they have breakfast and are prepared for learning. (Progress Centre). A School Counsellor works intensively with a group of boys and a group of girls who find it difficult to behave appropriately and engage with the learning. They work on developing a range of personal and social skills, to improve their behaviour, to learn how to enjoy learning with the aim of being able to integrate back into the classroom setting. St Thomas and Ace Referrals for vulnerable students, Gifted and Talented, targeted support and alternative curriculum, literacy and numeracy catch-up, behaviour unit, Police Cadets, pupil voice and Aim Higher. Students who experience problems affecting their mental and or physical health benefit from support from the schools Psychotherapeutic Counsellor.)

- The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education.

(Looked after children are supported by a member of staff who works closely with the student and carers to ensure the student is accessing an appropriate and challenging curriculum and that they are reaching their potential. Links with Newfield, foundation GCSE results, Education Welfare Officers, links with Action for Children, Familywise, School Nurse). Mentoring scheme - students mentor younger students. The school has excellent relationships with outside agencies. This enables us to give well coordinated support. (ie: YIP and YOT). The school has a police officer in residence at the school who supports with resolving conflict, contributes to the curriculum anti bullying social cohesion activities and a successful after school police cadets club).

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- Good quality advice and guidance are provided consistently, enabling pupils to make informed choices about their future.

(Students make well informed choices about their futures. The school ensures that students are given good quality advice and guidance - two connexions advisors work in school 4 days a week, all students in Year 11 are given an interview. Visits to universities, sixth form colleges, a careers fair all support the students in the post 16 choices. Youth Parliament, Police Cadets, Young Chamber. All Year 10 students have a mock interview to support them with interviews required for their 2 week work placement. In Year 9 all students have an individual interview with a member of staff to support them in making option choices. From September 2009 the school introduced an Options Evening for parents and students to gather information about KS4 Courses).

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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		X		

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.

(Clear monitoring and evaluating systems in place, challenging targets set with key staff and shared with all staff, vision articulated at staff meetings, assemblies and parents evenings, tracking of students progress, a focus on underachieving groups, raising achievement evenings, success celebrated at every opportunity, throughout the school, high expectations of achievement, whole school self review calendar shared with middle leaders and Governors, work sampling, lesson observations, exam analysis, learning walks, Headteacher meets with every teacher in September to discuss exam results and future aspirational targets, high profile of SLT around the school throughout the day. Majority of middle leaders have received NCSL and LA training, supporting leadership activities such as monitoring and evaluating performance, SLT members linked to curriculum areas and to achievement/pastoral groups.)

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A4.2 The leadership and management of teaching and learning

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

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.

- The Senior Leadership Team and many middle leaders and managers consistently communicate high expectations to staff about securing improvement.

(Target setting, effective use of data, SIP, Curriculum Leaders meetings, Achievement Leaders meetings, Learning Directors - academic reviews, academic mentoring, intervention plans, Learning and Teaching, Lesson Observations)

- They galvanise the enthusiasm of staff and channel their efforts to good effect.

(INSET, Learning and Teaching workshops throughout the year, staff meet individually with Headteacher in September, sharing of good practice - coaching, modelling of good practice, peer observation).

- Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to teaching, other provision and outcomes.

(Monitoring calendar, lesson observations, teacher targets for each class, data used by all staff, national benchmarks individual groups identified and performance managed).

- Planning involves any relevant major partners, and is founded on robust evidence and good quality data.

(Whole School GOR analysis, Raise on Line and Local Authority data shared with SLT, middle leaders and all staff, FFT-D, SIP, SIO, Local Authority Consultants, change of setting)

- It is tackling key areas of weakness, including those in teaching, systematically and building on areas of strength.

(Peer observations, additional resources - Learning Mentors, Teaching Assistants and HLTA, coaching modelling, videoing of good quality lessons, Learning and Teaching Workshops, intervention plans for groups of students, catch up classes, improved lesson planners, Learning Walls, Local Authority Subject networking)

- As a result, teaching is at least satisfactory and improving.

(Lesson observation data, improved Key Stage Outcomes, student engagement and participation, student voice, student and parental questionnaires)

- Target setting is realistic and challenging.

(Key factor in raising standards has been the development of effective use of data to track student progress and determine intervention. Rigorous target setting for students reviewed three times a year, individual, staff, faculty and whole school targets set, shared with Governors and Parents. Monitoring/evaluation is establishing a culture of high aspirations. Tracking of under-performing groups - FSM, SEN, white girls, white boys and G&T.

- Consequently, outcomes are generally good, or there is substantial evidence that they are improving strongly.

(In some areas the effectiveness of Learning and Teaching in driving improvements is outstanding. Monitoring and self analysis have produced well focussed plans. The SLT are now working towards ensuring there is consistency and rigor in all areas. The quality of teaching in the majority of cases is at least good. The SLT

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are taking highly effective steps to ensure that the procedures and systems are robust in moving our good teaching to outstanding.)

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		X		

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.

- The Governing Body has the capacity to meet the school's needs and is influential in determining the strategic direction of the school.

(Curriculum and Staffing Governors Committee Meetings - see minutes, Governors links with faculties. Appointment of new Chair and several new Governors. Governors Induction Pack, LA Governors Training Programme, LA Governor Support).

- Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively.

(Child Protection Policy approved by Governors, Governors aware of their statutory responsibilities regarding safeguarding. Link Governor Richard Trained. Elected exclusion committee, Staff Discipline Committee, Pupil Discipline Committee, Grievance and Complaints Committee.)

- They are fully and systematically involved in evaluating the school.

(Additional full Governors Meeting arranged to discuss school's self evaluation, Full Governors Meetings, Finance and Resources Committee Meetings, Staffing and Curriculum Committee Meetings)

- Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements.

(Performance data agenda item at Full Governing Body Meeting. School Targets discussed and shared at Headteacher's Performance Management Meeting. Attendance and behaviour issues shared at Governors Meetings, SIP Report given to all Governors. Governors adopt both a supportive and challenging role. Regular discussion between Head and Chair of Governors and Chair of Resources.)

- Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.

(Governors present at Open Evening, Achievement Evenings and social events. Clear summary of pupil and parent questionnaires discussed with Governors. As our Governing Body becomes more established there is a clear indication that they will begin to make exceptional contribution to the work of the school. Indeed individual governors already do this. Governors are becoming more confident in taking risks and are showing signs of being more innovative and flexible in their training. BSF is a very good example of this. They are united in their belief that outcomes for all pupils will continue to improve).

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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		X		

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.

- The school has a highly positive relationship with most groups of parents and carers.

(Parental returns from academic reports, parental questionnaires. A large majority of parents and carers attend parental information evenings, raising achievement evenings, social events and Celebration Assemblies. Involvement of parents in planning and preparation of the anti-bullying policy. Involvement of parents at restorative justice meetings, Mums and Daughters Group and Lads and Dads Group. Support in maintaining high standards for behaviour, attendance and uniform.)

- The school regularly asks parents and carers for their views and ensures that these are used to inform important decisions about whole school matters.

(Parental questionnaires, attendance at Open Evening, Induction Evening, Option Choices, BSF, Post-16. Parent Governors, through Achievement Leaders, through letters, texting and emailing.)

- Parents and carers are kept well informed about their children's achievement wellbeing and development.

(Termly newsletters, achievement newsletters, interim reports, Headteacher's Letter, Parents Evening, Monitoring Reports, Praise Postcards. School based EWO visits, School Counsellor, First Day Response, external agencies: - School Nurse, Educational Psychologist, YIP, Engage Team, Drug Advisory Group, Pregnancy Counsellors, Smoking Cessation Agency, Connexions and Familywise)

- The school helps parents and carers to support their children's learning in different ways.

(VLE, Homework Planners, Homework Challenges, Learning Support Annual Reviews, Enrichment and Extension activities, Aim Higher Activities, Parents Evenings, Girls Group and Boys Group, attendance at sporting events)

- The effective liaison with parents and carers contributes to improvements in pupils' achievements, wellbeing and development.

(Sharing of pupil data and effective target setting, Achievement Panels. A very large majority of parents attend the Option Choices and Parents Evenings and one to one interviews arranged for all students. A large majority of parents attend the Transition/Induction Evening. Primary Liaison meetings between feeder schools. Catch-up Evenings and Easter Revision Schools)

- There are clear and accessible channels for parents and carers to communicate with the school which the school actively encourages parents to pursue.

(An "Open Door" Policy and an ongoing dialogue through text, emails, telephone calls and letters home. Parental Liaison Coordinator. Parental Support Section on Website, Parent Governors.)

- The school's systems for keeping parents informed about aspects of its work run smoothly.

(The overwhelming majority of parents and carers are accepting and supportive of the school's systems. The schools intention is always to keep parents and carers exceptionally well informed about all aspects of their own children's achievement, well-being and developing. In order to move to outstanding the school acknowledges the need to fully embed the use of modern technology in communicating with parents. We consistently explore ways to engage fully with all parents.)

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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		X		

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.

- A range of partnership activities, and/or the resulting improvements in the school's provision and leadership and management, make a strong contribution to at least satisfactory, and often good, achievement and well being for pupils.

(Diplomas, Language for Learning, EIP, Network Groups, Pupil Partnership Agreements, ACE, PRU, Newfield, extended work placements, sporting activities, Stepping up to Leadership, Succession Planning, Community Cohesion events, LA Strategy Meetings)

- Partnership activity provides good value for money because it contributes to improved and generally good outcomes for pupils in aspects which the school alone could not provide.

(Diplomas, Pupil Partnership Agreements, Careers Education, Work Experience, Visit to Universities, Extension and Enrichment, Extended Schools delivery, School Sports Partnership, local business links, health support services, INSET Providers, Connexions, CAMHS, School Beat Manager, Educational Psychologists, Mary Burberry Unit, Multi-Agency Meetings, integrated Youth Support)

- The school understands the value of what it has to offer and seeks ways to support other institutions.

(Newfield, Progress Centre, BSF, Teacher Training Placements, sharing of good practice:- learning and teaching, AFL, SEAL, L2. ASDAN, Alternative Curriculum. Lead School for Gifted and Talented. We are highly committed to working in partnership with other schools and stakeholders. In order to move to outstanding the school recognises that we need to be more proactive in initiating and leading a range of significant activities.)

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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		X		

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.

- The school articulates and pursues ambitious strategies for its particular groups of pupils who may be subject to discrimination.

(Performance data is disaggregated into different groups, ethnicity, gender, SIOC, FSM, G&T and SEN included in teacher's planners and shared at Leadership Forum, Curriculum and Achievement Meetings, SEN and G&T Meetings. Learning Directors, Learning Mentors, Teaching Assistants and Higher Level Teaching Assistants target support.)

- Concerted action to promote equality of opportunity has resulted in sustained and significant improvement in performance and participation of these groups.

(Alignment of English/Maths groups, five waves of appropriate interventions in place, enrichment and extension groups, aim higher identified groups, Learning and Teaching strategies reviewed and amended to take into account the change in pupil characteristics of the school - larger proportion of Asian Boys in Years 7 and 8, through PSHCEE, Curriculum, assemblies and form tutor periods - we try to reflect the local community, incidents and complaints addressed at the earliest possible stage. Success celebrated widely at every opportunity.)

- Gaps between different groups are closing.

(Students on FSM, perform as well as students on non-FSM, students with SEN achieve well and make good progress - CVA for students with SEN is 1064. Updated Race and Equality Policy. Racial incident forms completed and analysed, restorative justice, data regularly scrutinised to ensure that there are no differences in performance due to issues such as attendance, social and pastoral foundation groups, 1 to 1 support, catch-up literacy and numeracy, Extra Mile Project for Year 8 boys on FSM, Progress Centre and alternative curriculum for disaffected students, boys and girls groups.)

- The school has identified where further improvements can be made to overcome any remaining variations in performance and it has good strategies to tackle them.

(Reorganisation of year groups to upper and lower populations rather than parallel groups, GOR analysis recently introduced to highlight underperformance and late development, more focussed setting, strengths and weaknesses of staff identified and being addressed. Personalised timetables for some students, reduced spread of ability in classes, improving trend of attendance, targeting the most suitable teachers for critical classes, early entry in English and Maths, refocus targeting based on early entry results and modular exam results, intervention groups for English and Maths placed in separate tutor groups. Packs of relevant resources given to different groups of students - differentiated where applicable. Double Award Programme - Blackburn Rovers highlighting students at Key Stage 3 on level 4 or below, 1.1 tuition.)

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A4.7 The effectiveness of safeguarding procedures

	1	2	3	4
Grade: The effectiveness of safeguarding procedures		X		

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.

- The school adopts recommended good practice across all areas of its work.

(All relevant policy documents are regularly reviewed and amended as and when appropriate and all staff are familiar with such procedures. (Policy Document file - electronic and central folder)

- The school has well developed quality assurance and risk assessment systems which take into account the views of pupils and parents.

(Pupil and parent questionnaires, student voice, school council, peer mediators, school nurse, school councillor). Careful attention is given to risk assessments for all trips out of school. Designated member of staff appointed and trained accordingly, September 2008. CPD file, risk assessments, Policy and Procedures, central records)

- Views of pupils and parents and other stakeholders acted upon to make effective improvements to safeguarding systems.

(Student Voice and School Council Minutes, Culture and Climate Strategic Group Minutes, Home visit records, multi agency meeting minutes.)

- Training of all staff, in particular child protection is of good quality.

(LEA Child Protection Policy adhered to, SLT designated person known to all staff. Robust systems in place to deal with Child Protection Issues, relevant staff have been recently trained by BWD, all teaching and non-teaching staff trained September 2009)

- The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe.

(PSHCEE programme, School Nurse, assemblies related to staying safe delivered by outside agencies, SLT, on site Police Officer, assemblies relating to SEAL)

- The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils.

(Ongoing dialogue between representatives from school and outside agencies in respect of vulnerable pupils and those causing concern, child protection file regularly updated and all relevant members of staff kept informed, regular meetings take place between providers of support such as EWOs, Educational Psychologist, School Nurse, School Counsellor, staying safe, engage team, Family Wise Services)

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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		X		

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.

- The school demonstrates that it makes a strong contribution to promoting community cohesion based on a clear analysis of its religious, ethnic and socio-economic context.

(Wide diversity enriches school community, racial harmony is good, strong sense of belonging, Community Cohesion promoted at every opportunity - Philosophy and Ethics, PSHCEE, SEAL, L2, Assemblies "outside speakers", school visits to the mosque, cathedral, Newfield Special School, Youth Parliament, Student Voice, full range of Enterprise activities, Extra Mile - Year 8 boys on FSM)

- It evaluates its contribution to community cohesion and can identify clear impact but this may be uneven across the three strands.

(Racist incidents are rare, students with special educational needs and disabilities integrate well and are well supported. Celebration of EID, Celebration of Success at every opportunity.)

- There are effective plans that promote engagement with a range of community groups beyond the school and the immediate community.

(Collaboration with other schools, Darwen Academy, Tauheedal Islamic Girls School, Newfield Special School, Enterprise Challenge Days, Community Fair, Inter-faith conference, Faith Visits - Buddhist Centre, Synagogue, Sessions with local Faith Leader. Mutual respect encouraged and shown. Students demonstrate a mature sensitivity and approach to students with differing needs. Involvement with BWD Faith Council Projects, International Schools Award (Silver), liaison between learning communities in North East of England, Spain. Charity Fund raising for "Nightsafe", Arthritis Care, Children in Need, Cancer Research and Pendlebury Children's Hospital. Supplying equipment for African Children. Sensory Garden in Witton County Park. Year 9 students weekly visits to a local residential home for the elderly. Enterprise activities - Young Chamber, Youth Conference, Women entrepreneurs, Pathfinder Enterprise group, numerous publications.)

- The impact of its work is felt strongly within the school and pupils from different backgrounds get on noticeably well with each other.

(Few racial incidents, isolated disagreements, zero fixed term and permanent exclusions. Strong school ethos, strong pastoral system, systems and procedures understood and followed, SEAL, student intervention with each other in lessons and after school activities. All members of school dealt with fairly and with respect.)

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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		X		

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.

- Outcomes for individuals and groups of pupils are good.

(The budget has been approved by the Governing Body and the LA and is within the 5% surplus guidelines. Financial strategy in place for 2010 and 2011 ensuring a balanced budget for the future, rolling programme of maintenance and refurbishment in place, most of which is done internally by two premises managers and groundsmen. Significant reduction in the expenditure on vandalism - now minimal. Detailed SEN provision map ensures needs are met, informing LA/Govs/SLT on SEN expenditure. Staffing audit completed annually, resulting in a training and professional plan being created. Mixture of external and in-house INSETS priorities for SIP planned with co-ordinated INSETS).

- There are no major shortcomings evident in the use or management of resources.

(Headteacher, Business Manager, Chair of Finance meet regularly to discuss the school budget, ensuring that cost centres are not over budget. Open, fair and transparent departmental budgets - monitored regularly. Half termly Governors Finance and Resource Meetings, FMIS standards met in March 2007, due to be renewed March 2010.)

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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.

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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.

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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		X		

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.

- All other grades for sub-sections in how well are the pupils doing is judged as good.

(Achievement of students is good and for some groups it is outstanding. With some groups doing significantly better than the national average (CVA from KS2 - KS4)

- The learning and progress of students is good.

(Lesson observations show that students are keen to succeed and enjoy learning. The ethos and culture of the school is altering to one of high aspirations and achievement for all).

- The extent to which students feel safe is good.

(The school employs a range of strategies and personnel to ensure that students feel safe and supported.)

- Pupil behaviour is good.

(And is a reflection of the good relationships between pupils, staff, and parents).

- The extent to which students adopt healthy lifestyles is good.
- How well pupils develop workplace and other skills that will contribute to their future economic well being is good. The students experience a range of situations that prepare them for the work place and financial capacity is a subject delivered to KS4 students.

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A8.2 The school's capacity for sustained improvement

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

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.

- Action to overcome weaknesses in teaching, other provision and outcomes is likely to have been concerted and effective.

(Rigorous assessment, through analysis of data, middle leaders and teachers provide more accurate data and assessment, Data is used to establish proactive intervention and plan teaching and learning. Lesson observations and CRD Programme).

- Performance in key areas has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance.

(Disaggregated data used to track performance, several teachers have completed NCSL - Leading from the Middle and are now completing Leadership Pathways, whole school INSET focuses on key priorities, networking within Educational Improvement Partnership, improved outcomes at Key Stage 4)

- Senior Leaders, managers and the governing body have an accurate picture and understanding of the school's strengths and weaknesses.

(SLT Links to curriculum and achievement groups, Governor Curriculum links, Headteacher's Report to Governors, Governors Meetings, provision of CPD and linked to school improvement priorities, well organised and focused performance management coaching to improve satisfactory teaching to good teaching. Rigorous action plans for English and Maths - confident they will impact on outcomes).

- Leaders and managers embed ambition and drive and secure improvement well

(Good development of the school's self evaluation procedures and strategic planning, celebration of success at every opportunity, vision articulated and embraced by all, Strategy for Change document for BSF, staff and student workshops ongoing for the transformational learning agenda, open and transparent leadership. Staff and other stakeholders regularly consulted before decisions taken, highly visible presence of SLT)

- They articulate confidently and plan effectively what the school needs to do to improve further and have been successful in making and sustaining improvements.

(Staff meetings, newsletters, SIP Report, School Improvement Plans, staff meet individually with the Headteacher in September/October to discuss attainment, achievement, progress and future targets, assemblies, parents meetings).

- Management systems run smoothly

(Clear procedures and systems in place, implemented and support by all. Issues addressed as soon as they arise, after full and frank discussion).

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

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

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.

(The school has capacity for sustained improvement. SIP Reports. Student progress continues to improve and has added considerable value to student achievements. Apart from attainment the Judgements in the quality of provision are good.

The judgements in the quality of provision are good along with the quality of teaching and the school's capacity for sustained improvement.

The outcomes for individuals and groups of pupils are improving and for some groups are significantly higher than expected.

However whilst the percentage of students who achieve 5A*-C including English and Maths is slightly below what is expected and significantly below the national average it shows a rising trend over three years.

The quality of safeguarding is judged to be good and the extent to which the school promotes equal opportunity and tackles discrimination is good).

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

- To improve the progress of all students, particularly in English and Maths.
- To increase the number of students who achieve A* and A grades at Key Stage 4.
- To prepare for Building Schools for the Future and the transformational learning agenda, working with staff, students, parents and Governors.
- To continue to improve student attendance.
- To embed the Science College Specialism within the learning community and beyond.
- To ensure that all staff fully understand "Raiseonline" and to use the data effectively for maximum impact on learning outcomes.

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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

Witton Park High School

B1.2 Unique reference number (URN)

119730

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

Comprehensive

B1.6 School category

Community

B1.7 Age range of learners

MIN	11	MAX	16
-----	----	-----	----

B1.8 Gender of learners

Coeducational

B1.9 Gender of learners in the sixth form

B1.10 Name of headteacher (or equivalent)

Gwen Onyon BEd (Hons) MA NPQH

B1.11 School's address

Buncer Lane

Blackburn Lancashire

Please include post code

BB2 6TD

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B1.12 Telephone number

01254 264551

B1.13 Fax number

01254 693699

B1.14 Email address

Gwen.Onyon Blackburn.gov.uk

B1.15 Website address

http://www.wittonpark.blackburn.sch.uk

B1.16 Name of appropriate authority

Local Authority

B1.17 Name of chair

Councillor Dave Hollings

B1.18 Local authority

Blackburn with Darwen

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	X
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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	2
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- * The school is sited in two wings (North and South) on the edge of a country park
- * The wings are 300 metres apart, with public park land between the two sites
- * The Technology department is sited in a building slightly further north to the upper (North) wing
- * Because departments are suited student movement is required between wings at lesson changeover. The split site and student movement make containment difficult to monitor. A new timetable and restructuring of the academic system from September 2006 will reduce movement between wings, make policing of the movement easier and help to contain the students in a more appropriate manner.
- * 2 Site Supervisors work with cleaning teams and catering staff, 1 x handyman and 2 x groundspeople. 2 members of the SLT together with the Business Manager manage the work needed on the two sites to provide a good environment for all. Work Experience for students is offered by the above to students from the school at different times of the year.

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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	X
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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
Autumn Term	03/September/2009	23/October/2009
Autumn Half Term	02/November/2009	18/December/2009
Spring Term	04/January/2010	12/February/2010
Spring Half Term	22/February/2010	01/April/2010
Summer term	19/April/2010	28/May/2010
Summer Half Term	07/June/2010	23/July/2010

Dates when the school will be closed to pupils

Thursday 3rd September 2009; Friday 23rd October 2009; Monday 4th January 2010; Thursday 1st April 2010;
Friday 28th May 2010

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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) Business and Enterprise	X		01/September/2004
Specialist school (please state HPSS option 1) Science College	X		19/June/2009
Specialist school (please state HPSS option 2)			
Specialist school (please state HPSS option 3)			
Trust school			
Other (Please state what)			

Please use this box to provide further details.

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						0

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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						0

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	X	Keeping Up with the Children
Specialist support services		
Community access including adult learning	X	Parents as Educators
Childcare (indicate if year round or term time only)		
Study support (after school catch up provision - indicate if year round or term time only)	X	After school catch up (term time only)
Other Student based Extra Curricular	X	Lunch time, pre and post school hour provision (listed below)

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

<p>Extra Curricular Activity Day/s Time Target year Group Partners (if applicable)</p> <p>Supervised Learning Support Monday Lunch 7,8,9</p> <p>Salt Doughs (Art Club) Monday Lunch 7,8,9</p> <p>Lego Club Monday After School 7,8,9 CLC partnership</p> <p>Law GCSE (G&T cohort) Monday After School 10 St Wilfrids CE High School</p> <p>Christmas Cake Club Monday After School all years</p> <p>Football Teams Monday After School 8,11</p> <p>Extra ICT Lessons Monday After School 10,11</p> <p>Computer Club Monday Lunch 9</p> <p>Football Teams Monday After School 10</p> <p>Netball Monday Lunch 9</p> <p>Extra BICT Lessons Monday After School 10,11</p> <p>Catch up GCSE textiles Monday After School 11</p> <p>Football Teams Tuesday After School 7</p> <p>Sew your Own Christmans Gif Tuesday After School all years</p> <p>Bead Work Tuesday Lunch 7,8,9</p>	
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Cookery Club Tuesday After School 7,8,9
Basketball Team Tuesday After School 8,9
Chess Club Tuesday After School 10,11
Science Club Tuesday After School 10,11
Computer Club Tuesday Lunch 7
Car Run Tuesday After School 11 Blackburn College
Cookery Club Tuesday After School 7,8,9,10
Science Extra Tuesday After School all years
Dance Group Tuesday After School 9,10 Our Lady & St John RC High School
Ludos Dance Club Tuesday After School all years
History Revision Classes Tuesday After School 11
Drama Club Wednesday After School all years
Revision Sessions Wednesday After School 10,11
Supervised Learning Support Wednesday Lunch 7,8,9
Basketball Team Wednesday After School 9
DJ Skills Wednesday After School 8,9
Weight Training Wednesday After School 9,10,11
Crafts Wednesday After School 7,8,9
Football Teams Wednesday After School 7
Chess Club Wednesday After School all years
Coursework Support Wednesday After School 10,11
Car Run Wednesday After School 10 Blackburn College
Designing Web Pages Thursday After School all years
Green Fingers Thursday After School all years
Science Club Thursday After School all years
Football Teams Thursday After School 9
Geography Club Thursday After School 7,8,9
Catch up Sessions Thursday After School 10,11
GCSE Art Thursday After School 10,11
Sign Language Thursday After School 10,11
Catch up Sessions Thursday After School 11
Motorbike Restoration Thursday After School 10,11
Art Classes Thursday After School 9
Business Revision Thursday After School all years
Parental IT Course Thursday After School 11
Critical Thinking Thursday After School Parents / Friends
Science Extra Thursday After School 10
Recorder Ensemble Thursday After School all years
Recording Studio Thursday After School all years
GCSE Revision Thursday After School all years
Netball Thursday After School 10,11
Holistic Girls Thursday After School 8,10,11
Basketball Team Thursday After School 9
Darts Thursday After School 7
Crafts Thursday After School all years
Computer Club Thursday After School 7,8,9
Coursework Support Thursday After School 10
Coursework Support Thursday After School 10,11
Critical Thinking Thursday After School 10,11
Pop Choir Friday After School all years
Witton Walkers Saturdays Outside School all years
Website Development Monday Daily
Maths Club Various Days
Princes Trust Outdoor W/E Annual
Cheerleading Various Days
Street Dance Various Days
Indoor Athletics Various Days
Tampolining Various Days
Fantasy Football All Year All Year all years
Booster Clases March/April Daily 9
Cricket Team Summer all years
Rugby Summer all years
Coursework Support All Year Mornings 11
Cricket Team Summer 7,8

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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
	0
If other was chosen please specify	0
	0
If other was chosen please specify	0

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

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	X
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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			

Blackburn with Darwen Heads, in partnership with the Local Authority, are currently exploring collaborative or federated approaches from April 1st 2006. It is unlikely that this will be constructed as a full 'federation' as outlined in the 2004 definitions from the DfES, but will be more illustrative of the models explored in the 2005 document.

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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
Army Way of Life			7				7
Myerscough College		7	3				10
Work placements			4				4
Work experience		215					215
Young Apprenticeships		8					8
Total	0	230	14	0	0	0	244

B1.30 Diploma partnership arrangements

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

Name of partner	See below
Name of partner	See below
Name of partner	See below
Name of partner	See below
Name of partner	See below
Name of partner	See below
2009 - Blackburn College - Construction and the Built Environment Diploma 2009 - Training 2000 and Darwen Vale - Engineering Diploma 2009- Blackburn College - Creative and Media 2009 - Beardwood School and Blackburn Society Health Development St Wilfrids - Manufacturing and product design 2010 - Myerscough College and Witton Park - Environmental and Land Based Studies 2010 - Witton Park and OLSJ - Business Administration and Finance	

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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	X	No	
---	-----	---	----	--

Other school and colleges involved:-

Name of school/college	Training 2000 - Engineering GCSE	URN (If known)	
Name of school/college	See below	URN (If known)	
Name of school/college	See below	URN (If known)	
Blackburn College - 4 Diploma Lines (see B1.30 above) Darwen Vale - 4 Diploma Lines (see B1.30 above) Training 2000 - 4 Diploma Lines (see B1.30 above) Beardwood - 4 Diploma Lines (see B1.30 above)			

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	X
--	-----	--	----	---

Other schools and colleges involved:

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

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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				0
Children aged 3 years to end of the Early Years Foundation Stage	Government funded early education provision			0
	Maintained nursery			0
Key stage 2	Year 5			0
	Year 6			0
Key stage 3	Year 7	125	92	217
	Year 8	129	84	213
	Year 9	110	101	211
Key stage 4	Year 10	111	104	215
	Year 11	102	111	213
Sixth Form	Year 12			0
	Year 13			0
	Year 14			0
Total		577	492	1069

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			0

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

	Boys	Girls	Total
Excluded learners			0
Other Learners			0

B2.4 Number of children with a child protection plan

	Boys	Girls	Total
Children with a child protection plan		3	3

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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	389	342	731
White - Irish	1	0	1
White - any other White background	1	0	1
Mixed - White and Black Caribbean	0	2	2
Mixed - White and Black African	1	1	2
Mixed - White and Asian	2	6	8
Mixed - any other mixed background	1	3	4
Asian or Asian British - Indian	74	57	131
Asian or Asian British - Pakistani	95	68	163
Asian or Asian British - Bangladeshi	4	1	5
Asian or Asian British - any other Asian background	5	5	10
Black or Black British - Caribbean	0	0	0
Black or Black British - African	3	2	5
Black or Black British - any other Black background	0	1	1
Chinese	0	0	0
Gypsy/Roma	0	0	0
Traveller of Irish Heritage	0	0	0
Any other ethnic group	0	1	1
Parent /carer / learner preferred not to say	0	0	0
Information not obtained	0	1	1
Total	576	490	1066

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	3
Number of refugees and asylum seekers designated as looked after children	0

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	280
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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	359
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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.	134
---	-----

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

Gujarati	If other, please specify:
Punjabi	If other, please specify:
Urdu	If other, please specify:

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)	Key Stage 2	Key Stage 3	Key Stage 4	Sixth form	Total
Undergoing assessment				21	5		26
School Action / Early Action				138	93		231
School Action Plus / Early Action Plus				95	67		162
Statement of special educational needs				16	12		28
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989							0
Other (please specify)							0
Total	0	0	0	270	177	0	447

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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)	Key stage 2	Key stage 3	Key stage 4	Sixth form
Specific learning (dyslexia)	Any additional SEN resource base						
	Main school				75	22	
Moderate learning	Any additional SEN resource base				115	85	
	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				65	44	
Speech language and communication	Any additional SEN resource base						
	Main school				17	12	
Hearing impairment	Any additional SEN resource base						
	Main school				2	1	
Visual impairment	Any additional SEN resource base						
	Main school				2	1	
Multi-sensory impairment	Any additional SEN resource base						
	Main school				1		
Physical	Any additional SEN resource base						
	Main school				2	4	
Autistic spectrum disorder	Any additional SEN resource base						
	Main school				1	2	
Other (Please specify) Medical	Any additional SEN resource base						
	Main school				1	1	
	Any additional SEN	0	0	0	115	85	0

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Total (statements and School Action Plus)	resource base						
	Main school	0	0	0	166	87	0

B2.11 Learners who are Gifted and Talented

Please record the number of gifted and talented learners

	Key stage 2	Key stage 3	Key stage 4	Sixth form	Total
Identified as gifted and talented in most recent school census		73	36		109

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	0
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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	0
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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	40
The number of learners who left the school other than at the usual time of leaving or transfer	31
The number of learners on roll in January of the last academic year (from relevant Annual School Census)	1058
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

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B2.16 Looked after children

Please enter the current number of looked after children.

Number of looked after children	12
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Please indicate details, including any variations year to year

Year 7 <EQ> 8 students Year 8 <EQ> 2 students Year 9 <EQ> 2 students Year 10 <EQ> 3 students Year 11 <EQ> 4 students
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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	2006	2007
Target % of learners expected to achieve 5 or more grades A* to C including English and maths		60	62

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

Number of years of designation: 5

B3.4 Specialist school specialism attainment targets (applies only to schools with specialist status)

Specialism Attainment Targets	Specialism	Subject	2007/08		2008/09		2009/10	
Average point score			Target	Actual	Target	Actual	Target	Actual
Target and actual average point score for first specialism subject 1	Business & Enterprise	Business ICT	58	80	60	71	62	
Target and actual average point score for first specialism subject 2	Business & Enterprise	Maths	38	35	40	34	42	
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	
Proportion of Students	Target	Actual	Target	Actual	Target	Actual
Target and actual proportion of students achieving 3 or more A*/A grades at GCSE or equivalent	% ⁹	% ⁸	% ¹⁰	% ¹²	% ¹¹	%

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

Specialism Participation Targets	Specialism	2007/08		2008/09		2009/10	
Average point score		Target	Actual	Target	Actual	Target	Actual
Key Stage 4: proportion of students taking specialism 1	Business	% 94	% 94	% 95	% 27	% 96	%
Post 16: number of students taking specialism 1	Business	30	24	32	34	34	
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

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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: 01/September/2008				To: 03/July/2009			
	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	11	3						
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	1							
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/carers/learner preferred not to say								
Information not obtained								
Total number of exclusions / transfers of boys / girls	12	3	0	0	0	0	0	0

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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 B4.4 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	3							
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	3	0	0	0	0	0	0	0

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			NaN
	A2			NaN
Level 2				NaN
Below Level 2				NaN

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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	22		
Any course at a higher education institution			
Employment without training	3		
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)			

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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 helppbutton guidance.

	Teaching time
0-3	
3 to the end of the Early Years Foundation Stage, excluding Reception	
Key Stage 2	
Key Stage 3	25.5
Key Stage 4	25.5
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.

Curriculum Model 2008/09

KS3

On entry students are placed in ability groups. They are setted using KS2 data and the results of testing in the induction phase. This allows for some flexibility within the population. At KS3, students follow NC subjects. A carousel is used to deliver EPA and DT. From this data a cohort is identified. These students are taught by one teacher for English, Humanities, and Literacy. Specialist teachers deliver all other subjects. This helps transition Year 7 and gives consistency and support. These groups remain in Years 8 and 9 but there is flexibility to move students out of these groups as necessary.

KS4

Year 10 and 11

Students follow a programme of EN, MA, SC, BICT, PE, PSHE, HU, DT, plus an option. Within Humanities, students choose History, Geography, RE or ASDAN. This is delivered across the whole year group. There option offers Art, Drama, music, MFL, GCSE PE, BTEC Sport and BTEC Travel and Tourism and BTEC Business. This again is taught across the whole year group. English and Maths are set against each other to provide flexibility in sets. An alternative WRL curriculum is available for an identified cohort. This comprises school based courses, work placements and vocational courses offsite provided through the 14-19 Partnership.

An alternative WRL Curriculum is accessed by the identified cohort. Some Year 11 students are involved in WRL. This involves work placements and the Year 11 Project at Blackburn College.

Withdrawal/Support

KS3

There is a focus within one identified cohort in Years 7, 8 and 9 on literacy and numeracy. Students with severe specific learning difficulties have additional support from an SPLD teacher. Teaching Assistants are attached to Year and Faculty teams. They support students in specific faculties and teams. They also run lunch time and out of school sessions. The learning mentor team work with identified students at both key stages who are under achieving.

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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
Y3														
Y4														
Y5														
Y6														
Y7			X					X					X	
Y8			X					X					X	
Y9			X					X					X	
Y10			X					X					X	
Y11			X					X					X	
Y12														
Y13														

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	Society, Health & Development	1	
	Engineering	5	
	Creative & Media	3	
	Construction	6	
L1			
	Total number of learners	15	0

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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	0	0

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	775
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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	631
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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					
	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	Total FTE
Qualified teachers (including the headteacher)						0
Unqualified teachers						0
Total FTE	0	0	0	0	0	0

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					
	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	Total FTE
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support teachers funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support received in last year from Traveller Education Support Service						0
Support teachers funded through LA or other funding sources						0
Total FTE	0	0	0	0	0	0

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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					
	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	Total FTE
Qualified nursery assistants and trained teaching assistants						0
Teaching assistants trained to support learners with special educational needs and/or disabilities						0
Other teaching assistants						0
Other education support staff						0
Total FTE	0	0	0	0	0	0

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					
	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	Total FTE
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support staff funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support staff funded through LA or other funding sources						0
Total FTE	0	0	0	0	0	0

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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			0
Early years professional status			0
Qualified nursery assistants			0
Trained teaching assistants			0
Teaching assistants trained to support learners with special educational needs and/or disabilities			0
Other unqualified support staff			0
Total FTE	0	0	0

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	0	0
	Deputy or assistant headteacher	0	0
	Head of year	0	0
	Head of faculty/department	0	0
Senior leadership team member not holding QTS			
Of which:			
	Headteacher	0	0
	Deputy or assistant headteacher	0	0
	Head of year	0	0
	Head of faculty/department	0	0
Classroom teacher holding QTS		0	7
Classroom teacher not holding QTS			1
Education support staff			
Of which:			
	Higher level teaching assistant	1	0

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Teaching assistant	0	3
Technician	1	0
Other	2	10
Total	0	8
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	0	0
Deputy or assistant headteacher	1	0
Head of year	0	0
Head of faculty/department		
Senior leadership team member not holding QTS		
Of which:		
Headteacher		0
Deputy or assistant headteacher		0
Head of year		0
Head of faculty/department		0
Classroom teacher holding QTS	10	7
Classroom teacher not holding QTS		1
Education support staff		
Of which:		
Higher level teaching assistant	1	0
Teaching assistant	12	4
Technician	1	1
Other	8	3

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Total	10	8
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>		
Period 1st September 2007 to 31st August 2009.		

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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	2
Total number of vacant teaching posts (FTE)	4

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Sub-section B7: Information about finance and resources

B7.1 Financial information for the year April to March

From April 2008		To March 2009	
Income and expenditure (£)		Balances (£)	
Total income	5682690	Balance from previous year	505771
Total expenditure	5630587	Balance carried forward to the next year	557874.0
Expenditure per pupil	5267.2	% of deficit or balance carried forward to the next year	9.0

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

Unfortunately the information in the box above is incorrect at the form will not allow us to amend the figures for Expenditure per pupil or the % of deficit balance carried forward. Please note the correct figures should be:-
 Balance carried forward to the next should be £582'337
 Expenditure per Pupil - £5398.50 and % of deficit or balance carried forward to the next year 10%
 Figure includes planned capital expenditure of Fire Risk Assessment of £40'000. BSF Contribution of £55'000 and Biometric System payment of £22'552. Standards Fund Carry Forward of £285'339

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)	1069
Number of computers	456
Number of learners per computer	2.3

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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.)	X		
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.	X		
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.	X		
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.	X		
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.	X		
C7. The school meets fully the learning and development requirements of the Early Years Foundation Stage.	X		

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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).	X		
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"> 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"> monitor the implementation of the scheme and assess its impact on staff, learners and parents/carers. 	X		
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"> 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"> monitor the implementation of the scheme and assess its impact on staff, learners and parents/carers. 	X		
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"> 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"> monitor the implementation of the scheme and assess its impact on staff, learners and parents/carers. 			

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.	X		
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.	X		
C14. The school has appointed a special educational needs coordinator and has ensured that the post holder has received training.	X		

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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.	X		
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).	X		
C17. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.	X		
C18. The school complies with the welfare requirements of the Early Years Foundation Stage.	X		
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.	X		

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.	X		
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.	X		
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.	X		

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	X		
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.	X		
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.	X		
C28. The governing body fulfils the requirements to promote community cohesion.	X		
C29. The school meets the current government requirements regarding safeguarding children and safer recruitment.	X		
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.	X		

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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