

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

Name of school: Whitby Community College

Unique Reference Number (URN): 121667

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.

Attainment on entry

Attainment of the cohort is slightly above national averages at the end of KS2. At the end of KS3 it is reported that attainment in both feeder schools is above average (teacher assessments) Attainment on entry to KS5 is broadly in line with National averages (Alis intake data, Panda)

Student's background

Students transfer to us from two 11 - 14 feeder schools. Just below average proportion of students are eligible for free school meals, but our students' are not generally from advantaged backgrounds' (IMD score 22.64 in 2007). The vast majority are White British. There are very few looked after children or students at an early stage of English language acquisition. Mobility is very low. Attendance is average.

Specialist School Status

Designation as a specialist technology college (2002) and joint status with our feeder schools in 2008 has helped develop an ethos, which is outward looking, technological, innovative and inclusive.

Partnerships with other schools

Strongly committed to partnership. There are particularly effective partnerships with our feeder schools with whom we are in "soft" federation. Transition into the College in Y10 is a strength (OFSTED 2008). The Headteacher chairs the ALP. "The College works well in partnership with extended agencies" (OFSTED 2008)

Awards

ArtsMark Gold, Investors in People, Healthy Schools Award, Sports mark, Eco School.

Sustainable Schools

Specialist status supports implementation of the Sustainable Schools Framework through the design & technology curriculum. We also support recycling, energy saving initiatives, and the sale of Fair Trade Products. We were one of the first six schools nationally to sign up to the 10-10 project concerned with the environment.

Significant Factors

Recent changes are 50% change of Governors, stronger link between PM and developing staff capability. Staff recruitment remains difficult in key subjects e.g. four attempts for a Maths teacher.

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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.

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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.

KS4 Yr 11 Against national benchmarks (2006-08): Attainment

Year	APS	ATPS	%5A*-C (inc func Eng&Maths)	5A*-G GCSE	5A*-C GCSE	5A*-C GCSE (in English and Maths)
06	School: 296.8	School:335.7	School:50	School:91	School:60	School:50
	National:293.2	National:363.2	National:44	National:92	National:58	National:44
07	School:298	School:364.9	School:59	School:89	School:61	School:54
	National:298.2	National:373.6	National:46	National:92	National:60	National:46
08	School:306	School:375.3	School:51	School: 92	School:63	School:53
	National:307	National:390.8	National:59	National:93	National:64	National:48
09	School:306	School:359.1	School:	School: 93	School:69	School:51
	National:	National:	National:	National:	National:	National:

Average Point Score (APS) is in line with national Benchmarks ([RAISEonline](#)).

Average Total Point Score (ATPS) is just beneath National benchmarks over 3 years ([RAISEonline](#)).

5A*-C (inc Functional English and Maths) has been above national Benchmarks for 2 of the last 3 years ([RAISEonline](#)).

5A*-G are in line with National benchmarks ([RAISEonline](#)).

5 A*-C GCSE are in line with National Benchmarks over the last 3 years ([RAISEonline](#)).

5 A*-C inc English and Maths) are above national Benchmarks ([RAISEonline](#)).

09 unvalidated data shows a 5% increase in 5-A*-C GCSE and a 7 point increase in ATPS.

Prior Attainment of Pupils in Yr 11 KS4 show consistently higher percentages at each point range than National Benchmarks ([RAISEonline](#)).

Attainment of different groups:

There are no significant variations from national averages in the attainment of any particular group measured against average point score, average capped point score or against benchmarks ([RAISEonline](#)).

The extent to which specialist subject attainment targets have been met:

The specialist subjects of Maths and Science all perform above national Averages for APS. DT is significantly beneath the National Average Point Score, and Specialist targets.

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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.

The quality of learning:
 Lesson observations, work scrutiny and Student Perception of Courses show that a large majority of students of all abilities have positive attitudes to learning and make good progress across a range of subjects (lesson observation records, work scrutiny records via Learning Area Reviews).

The quality of teaching and learning is satisfactory and, as a result, students make satisfactory progress.

Past progress:
 KS4 CVA over the last 3 years satisfactory progress. Although Maths and English have achieved significant + for all years (exc English in 2007)
 LAT over the period 2006-08 indicates that the majority of students makes satisfactory progress from KS4-5 in regards to GCE A and AS but achieve above National Benchmarking in Applied Double and Single subjects.
 Our Year 11 targets for subjects at the end of KS4 are derived from a combination of Fischer Family Trust 'D' estimates, those resulting from the David Jesson (SSAT) formula and our own knowledge of the students.
 ALP's for 2009 dta showed an A level score of 0.72 ALP's value added score = 6. This compares to an 08 score grading of 0.71, ALP's value added score grade = 6.
 Students targets set at FFT 90th percentile
 Whitby Community College sixth form has an overall ranking of 14th from 24 sixth forms in North yorkshire and is judged satisfactory by ALP's indicators.
 "There are no significant variations national averages for any particular group of students." (LA inspection Oct 09)
 Aim Higher data 2009 - 5 A* - C at GCSE v IMD puts Whitby Community College as acheiving above national average

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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.

- Pupils in the FSM and all SEN categories have attainment in line with national averages at all thresholds.
- 3 year average and individual year CVA scores from RAISE indicate progress in line with expectation for students taking FSM. For Maths the 3year CVA average for this group is significantly positive.
- Pupils in the FSM and all SEN categories have attainment in line with national averages at all thresholds.
- Total and capped point scores for School Action students in 2008 was significantly negative compared to national averages. In 2010 we anticipate that progress may be improved since a proportion of the underachievement experienced in 2008/9 was due to medical or pregnancy issues. We have ammended our personalised programmes to promote early examination of known "at risk" students.
- The CVA score for this group is in line for all subjects.
- The individual year and 3 year average CVA for School Action Plus Students is significantly negative for all subjects and English and Maths. For 2009 we anticipate improvement. This has been as a result of curriculum change for this group.

The College has a wide range of education partners providing alternative pathways for vulnerable or disaffected learners. Students are now able to gain credit for work experience via an NVQ L1 and in 2009, 2 very vulnerable students were successful and the programme was instrumental in retaining them in Post 16 education. Success rates for all courses at Yorkshire Coast College, The Academy and Redcar and Cleveland College are broadly in line with expectation, (see summary report 2009). Students who do not succeed are those whose attendance has resulted in them failing to provide enough evidence of success.

In 2009 15 students were in a pilot programme for student apprenticeships, all but one were successful in gaining the full qualification which represented between 80 - 100% of the threshold (see summary report) 6 students in this vulnerable category acheived the threshold and went on to Level 3 studies as a result of successfully attaining their apprenticeship.

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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.

Achievement - 2008

	College	FFT D KS2-4
5+ A*-C	63	67
5+ A*-C EM	53	53
5+ A*-G	92	95
APS Capped	303.9	311

- The College's results at 5+A*-C EM are at FFT D level whilst those at 5+A*-C, 5+A*-G and APS capped were just slightly below
- Value Added and overall CVA measures KS2-4 are in the range of expected results and both up on last years results
- English and maths CVA from KS2-4 are ranked in the upper quartile (Top 25%) of schools nationally
- "94% Higher Ability students achieved 5+A*-C EM against a prediction of 88%
- 59% Middle ability students achieved 5+A*-C EM against a prediction of 51%
- 12% lower ability students achieved 5+A*-C EM against a prediction of 8%
- Overall 53% of students achieved 5+A*-C EM against a prediction of 48%
- This is a notable achievement" - SIP Report

FFT percentile rankings KS2-4 for 5+A*-C inc EM are 33 and 5 on the respective Prior Attainment and School Context models. Both rankings are significantly higher than expected

Value Added measures for individual groups of students reveals very little underachievement KS2-4 (only 4 instances out of a possible 160 indicators) See page 6 FFT Exceptions report 08

Vulnerable Groups Summary - 2008

- Boys overall, girls overall, boys at and above Level 4 FSM students all achieved significantly better CVA measures than expected
- Boys below Level4, School Action and School Action plus students all achieved significantly less well than expected as measured by CVA
- Higher, Middle and Lower ability students all achieved higher percentages 5+A*-C EM than predicted
- "Acheivement is improving and is now satisfactory" - OFSTED

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A2.5 The extent to which pupils feel safe

	1	2	3	4
Grade: The extent to which pupils feel safe		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 extent to which they adopt safe practice is good" - OFSTED 2008
- "WCC provides a safe and secure environment" - OFSTED 2008
- Strong PHSCE programme centred on bullying, including assemblies.
- 1 mentoring group do an assembly, provide some tutorial materials and work 1:1 with students identified at risk.
- Transition survey 98% new Y10 stated they felt safe.
- Lunchtime activities for vulnerable students.
- Anti-bullying text service.
- Parent's response 87% feel children are safe in College.
- "Transition into the College in Y10 is a real strength" - OFSTED 2008
- "When cases of bullying occur the College deals with them quickly and effectively" - OFSTED 2008

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.

- "Behaviour for learning is at least good, and often outstanding" (LA inspection Oct 09)
- "Behaviour is Good both in classrooms and around the school" (LA inspection Oct 09)
- 48 lesson observations by LA in Oct 09 gave summative fine grade of 1.6
- Improved quality of classroom and other learning environments
- Zero tolerance policy in place for serious swearing
- Exit system from lessons well used so others can continue with their learning
- Theft is very rare
- Most duties are carried out by senior students rather than staff
- Fabric of the College is good, little damage or graffiti
- Incidents are logged weekly, reviewed by ST and acted upon
- Lesson obs
- Only 4 students have been removed from lessons to work in isolation for the lesson each day to ensure no disruption to learning.
- 90% of parents feel behaviour is good in school.
- Over all trend (3 years) fixed term exclusions considerably reduced 443 days in 06/07 to 118 days 08/09.
- Successful presentation day and evening.
- Reward structure embedded.
- New uniform introduced Sept 08. has had positive effect from students, parents and community
- "The college is becoming increasingly inclusive" - SIP report 09

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A2.7 The extent to which pupils adopt healthy lifestyles

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

- No permanent exclusions in 2008/9
- Strong outside agency and peer group involvement for counselling and drug/alcohol education.
- 2hrs PE per week for all KS4 students and a wide choice of extra curricular opportunities.
- We are working towards the healthy schools award and have a full PHSCE programme which is compulsory for all KS4 students covering the full statutory entitlement.
- The college has the full involvement of the local NHS practitioners with the sex education programme. (Cambridge Centre report 08/9, School Nurse report)
- 80% of parents agree that the College encourages a healthy life style.
- A school counsellor works with students on a full range of emotional support issues.
- "The extent to which they adopt safe practices is good" - OFSTED 2008
- 235 KS4 learners undertook Health and Safety training, pre work experience 09
- In 2007 - 2008, 829 serious incidents were reported, of which 16 were bullying incidents
- In 2008 - 2009, 849 serious incidents were reported, of which 14 were bullying incidents
- In 2009 - 2010 (to date) 50 serious incidents have been reported, of which 3 have been bullying incidents.
- The number of racial incidents referred to the LA have been 0 for the last 3 years.
- KS5 Well Being clinic is run weekly accessed by 135 students
- Students safety and well being assemblies; Drive Alive, STI's, sexual health, HIV / AIDS, Healthy Living, finance issues, alcohol and drug misuse.
- Enrichment activities include Drive Alive Day, Chlamydia testing and Sexual Health Day, Sport Relief and the Samaritans Purse, shoebox appeal.
- Over 50% of students have College lunches. This figure includes 6th form students who can access other food providers. KS4 students who stay for College lunch is significantly higher than the national average of 52%.
- 6th form students have opportunities to use the gym during free periods and at lunch time.

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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.

- "Their contribution to the community, especially that within the College is good" - OFSTED 08
- Number of students taking the Citizenship examination has more than doubled 2008-2009.
- £6,000 has been raised for a range of charities, local, national and international with all students and staff participating at some level.
- Regular feedback from the community about student activities. (Positive comments file)
- 20 students are contributing to primary and secondary sporting activities through the Young Leaders award and work with SSCO.
- 24% students represent the school in a number of sports events. 42 students represented either the County or District in 2009.
- Approx 30 students represent the school in the choir at music festivals annually.
- Large numbers of students represent the school in an assortment of other ways including; youth speaks, maths challenge, The Cypher Challenge, Question time, newspaper competitions and on the regular Gazette page, Business and Enterprise competitions etc. 33 activities ran throughout 08/09.
- 8 students in 2008 worked at Stakesby school on a newly introduced reading scheme

- JJB - ADD IMPACT OF SLG I.E UNIFORM DEPT ROLES ETC

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.

- "The attendance of Y11 students during the exam period was spectacular compared with previous years. This reflects the focus on attendance and the improved ethos amongst students" - SIP report 09
- The percentage of students that are persistent absentees has fallen by 16% to 8.0% in 2008 and is currently 6.8% in 2009, showing a downward trend (RAISE, LA report). This is higher than the LA average of 6.38%.
- Persistent absence target is 5% in 2010.
- The school has a robust approach to tackling persistent absence employing 2 attendance officers to track students and parents. The team have been responsible for 7 fixed penalty warning letters being issued - as a result 13 fixed penalties paid and 4 have improved attendance. Of the 5 fast track prosecutions started 4 have improved attendance, 1 has resulted in an Education Supervision Order
- Persistent absence target is 5.0% in 2010

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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.

- 2008 20 students and in 2009 50 students completed leadership training with the RAF
- Regular punctuality checks reveal the majority of students are on time to school and to lessons.
- 2 PLP students successfully completed NVQ Level 1 work placement programmes. 5 students are in line to complete in May 2010. both of the 2008 students have continued into Post 16 Education at the college.
- 15 students completed NVQ Level 2 as part of their Post 16 Level 2 Programmes in 2009. 5 of these students have continued into Level 3 Programmes at the College, 5 elsewhere.
- KS4 learners undertook work experience in 08/09
- 2 major Construction companies sponsor student rewards at the College. A full programme of work context visits is in place. Currently all students are in line to complete their BTEC Construction and Hair Diplomas.
- The College has an active 10:10 energy awareness group and is committed to raising the participation and awareness of this countrywide initiative.
- 148 Y10 non vocational programme students successfully completed a work experience placement in 2008.

- 134 Y10 students have selected vocationally based programmes at the College and 84 in Y11.
- AS and A2 ICT and A+D students select work based project briefs from the local community and return their solutions for execution to the employers concerned.
- 17 students successfully completed student apprenticeships in 2009 2 of whom have continued into L3 vocational programmes at the College.
- 96 students at risk of not attaining a grade C GCSE successfully attained functional Literacy and 134 gained numeracy at Level 2 in 2009.
- 11 students attained L2 functional ICT qualifications as part of the pilot in 2009.
- 2 students at high risk of exclusion completed wider key skills qualifications.

- 10 students undertook L4 studies whilst in the sixth form in 2009 as part of their preparation for post school life. (YASS and Hull University YELLUN)
- 16 Students progressed to Higher Education in "specialism related" courses

- In response to student pressure - FAIR TRADE Fairs have been a regular feature of the college calendar.

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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.

- "There is good provision for enrichment in Music, Art, Dram and Sport. There is a strong programme of PSHCE, which informs students well for their future lives" - OFSTED 2008
- Students take part in and show interest as judged by evaluative feedback (AHB survey) weekly assemblies.
- A full PSHCE programme includes moral and spiritual topics which are actively debated by students (observation schedule)
- Students respond positively and regularly, frequently on their own initiative to appeals for charitable support
 - 2007/2008 - MacMillan Cancer Support £109 (Student led)
 - Oct 2007 - 2 students raised £45 for Unicef
 - 2007/2008 - Children in Need £1,600 raised (Whole school)
 - 2007/2008 - Guide Dogs for the Blind - £93.00 raised by the Student Council
 - 2008/2009 - Children in Need £900 raised (whole school)
 - 2008/2009 - Christmas Dance / Salvation Army £76.00 raised
 - 2009 - Red Nose Day £1,116 raised
- Students are due to visit Sri Lanka as part of the Global Schools Partnership initiative raising money to sponsor equipment in the partner school (postponed due to military coup).
- The College has an annual music exchange for 25 students to Gothenburg, Sweden.
- There is an active and successful choir, which regularly competes in local festivals.
- There is an annual award for Music in the community recognising the individual who has contributed most to community Music each year.
- A full sporting programme for students in both key stages (see annual sporting review) many of whom achieve both District and County Colours (see awards programme)
- 66 Cultural visits took place as part of the extended curriculum involving 2089 students in 2008 - 09
- Annual Art trip to Paris for 20+ students
- 2 students went to visit Auschwitz as part of a Government initiative.

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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.

Teaching styles:

- "The quality of teaching is Good" (LA inspection Oct 09)
- The AHT Teaching and learning and Teaching and Learning Manager organise and monitor provision.
- Subject Improvement aspects are reviewed by Subject Area Reviews (3 per year) which ensure all aspects of teaching is assessed, observed and action planned. (Subject Area Reviews)
- Quality of expectation is now high amongst staff and this is reflected by a high number of interventions (despite no 1 to 1 monies as it is proportioned against KS3)
- A variety of learning styles and approaches to assessment are evident in observed teaching (lesson observations, lesson plans). Trained coaches are used to improve the range of teaching styles.
- Teachers use appropriate, sensitive and non- discriminatory language and challenge inappropriate use of language, prejudice and stereotyping in lessons (lesson observations). Students have the opportunity to evaluate teaching and learning through anonymous Student Perception of Surveys.
- A bespoke weekly CPD cycle for individual staff, which is then fed directly and reviewed into PM.
- Learning Area Coach supports each learning Area, all of which have undergone the Coaching cycle (originally provided by the NYLEA in 2008).
- Significant CPD on higher level language and questioning and use of AFL in lesson assessments
- Cover supervisors work well and are considerably better than regular supply staff in terms of planning and behavioural reaction of the students (less exits from lessons)

Subject knowledge:

- Teachers are well-qualified subject specialists with good subject knowledge, for example all maths, design & technology and science lessons are taught by teachers with a related degree.

Resources:

- Teachers will be supported by greater number of HLTA's, for 09-10 as 4 are currently completing HLTA training.

Planning:

- Lessons are well-planned and set appropriate challenging learning objectives (lesson plans, lesson observations).
- Lesson plan formats ensure Support waves and differentiation

<i>Teaching Observations (between 75- 100) per year KS4 KS5</i>												
T. Grade	2006-2007			2007 - 2008			2008-2009			2009-2010		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
1	12%	12%	12%	12%	10.53%	19.6%	19.61%	33.33%	20%	0%		
2	40%	44%	51%	45.6%	70%	60.78%	60.78%	33.33%	48%	84.38%		

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3	41%	40%	32%	Not recorded	45.6%	70%	19.6%	33.33%	32%	15.63%		
4	6.6%	4%	5%	8.7%	0%	0%	0%	0%	0%	0%		

- The quality of teaching and learning is 'satisfactory'. As a result attainment is satisfactory and students make satisfactory progress.
- Our (ST) judgement would be that 60-65% of lessons are 2+ with a target of 80% for 2010
- LA observed 48 lessons (Oct 09) and judged teaching good+ in 61%. Our prediction previous to the inspection was 60%.

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.

- Leaders are very effective in their use of targets - SIP Report 09
- Each student has a 'Predicted' 'Current' and 'Target Grade, which is the baseline for reports and monitoring
- It informs all interventions and is based against exam style assessments.
- This provides information which can be used for lesson planning to differentiate, consolidate and extend learning for the individual learner. (*Lesson Plans and observation notes*)
- Lesson observations and student Feedback confirm that learners know their current levels of performance, their targets and the steps needed to make progress.
- All 'course overviews are available (*Idrive/Learning Areas/Planning and Assessment*) and work is Internally Verified by our Intervention System Policy (*I drive/Learning Areas/Planning and Assessment/IV policy*) .
- The Subject Area Reviews provide opportunity for a central quality check of the IV implementation in each area.
- "Through rigorous monitoring and evaluation of lessons and an extensive coaching programme there has been a further rise in the quality of teaching and learning across the College " - SIP Report 09
- "The use of assessment to support learning is satisfactory" - (LA inspection Oct 09)

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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 curriculum is good; it reflects local circumstances" - OFSTED 08
- The progress of students in KS4 overall is satisfactory based upon prior attainment (51% achieved L2 threshold incl EM in 2009, 53% in 2008)
- 6 students achieved the level 2 threshold as a result of a curriculum possible through collaboration with other providers.
- The average total points score of pupils on the PLP programme has increased as a result of extending the curriculum to include NVQ in partnership with Tyro training.
- 26 students who have prior attainment profiles, which would previously have made completion of KS4 at L2 unlikely, are currently in line to attain 80% of the threshold from BTEC Diplomas in Hairdressing and Construction. Both courses are in collaboration with other providers.
- Quality of vocational providers is variable, satisfactory to good. One is outstanding (OFSTED)
- A KS3 Construction pre BTEC course has been introduced in partnership with our feeder school to secure improved progression.
- All students at KS4 have 2 hours compulsory PE per week and all other compulsory elements of the curriculum are not.
- The specialist subject range includes an improved range of 8 subjects at both L1 and 2. 95% of students followed a specialist DT subject at KS4 in 2009. The uptake of specialist subjects at KS5 is 47.2% overall (but needs to improve)
- The number of students leaving WCC to training, employment or further education in 2008 was 88, and 2009 83.
- 6 students successfully completed L4 units of work in partnership with Hull University. Currently 3 students are taking part in the OU YASS programmes. 11 are enrolled for 2008-9 Hull University YELLUN courses.

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.

- "The care, guidance and support for students are good" - OFSTED 08
- High levels of parental attendance at option evening and other information events.
- Well developed transfer programme with cross confederation planning.
- Students supported by specialist counsellors - 70 in 2008/9.
- Careers and option guidance is impartial and effective. 68% retention into KS5.
- Mentoring including peer mentoring in College is highly effective for interventions e.g. Aim Higher, Work
- Experience programmes, drug and alcohol and anti-bullying, Senior Students working with KS4.
- Specialised support for parents through
- "tracking progress is rigorous and thorough" - OFSTED 08

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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.

- "The effectiveness of leadership and management in embedding and driving improvement is Good" (LA inspection Oct 09)
- Leaders and Managers have had a significant impact on the improvements.....and is now good" - OFSTED 08
- "The College knows itself well and planning for improvement is good" - OFSTED 08
- "Day to day management is good" - OFSTED 08
- Very stable Strategic Team and strengthened since 2008
- Improved ethos of staff and students impacting on attainment.

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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 leadership of Teaching and Learning is Good" - (LA inspection Oct 09)

Using challenging targets to raise standards

- "Leaders and Managers at all levels have been empowered to fulfil their roles" - OFSTED 08
- Realistic but challenging targets are set and there is a longstanding and robust system of target setting.
- Attainment targets set for all KS4 students on entry to Y7 based on prior achievement set against the 90th Percentile KS2 - KS4. KS5 targets are ALIS plus one grade.
- The College has an electronic Subject Assessment Report ([I drive/Learning Areas/ Monitoring and Intervention/Planning and Assessment/Subject Assessment](#)) which is updated weekly to ensure effective tracking of student's progress and associated intervention.
- 4 key monitoring points each year where progress of assessment is analysed centrally and then examined in course detail via Subject Area Reviews ([Subject Area Review](#))

Securing Improvement

- Effective framework and timetable for monitoring and evaluation which has helped create a culture of self-evaluation ([The Subject Improvement Guide- Self Evaluation Cycle](#)).
- Interventions have increased significantly (HJK to insert)
- Link is now made between staff and coaches and staff and parents resulting in improved behaviour in lessons
- Actions arising from evaluations can be tracked from review to individual teacher objectives to CPD ([Subject Area Reviews - Subject SEFs - Team Operational Plans - Performance Management Objectives - CPD records](#)).
- Assessment data and the views of stakeholders are evaluated to inform whole college, specialist school, and team priorities; teaching and learning are evaluated to focus lesson planning, individual performance objectives and CPD; initiatives are evaluated for value for money.
- Paired lesson observations to 'standardise' judgments indicate high levels of consistency. 50% of LEA lessons were completed in pairs with College staff. There was agreement across all grades.
- Subject evaluations support the judgments from performance management lesson observations, supporting the view that subjects have effective evaluative
- "The revised mentoring system which incorporates differentiated levels of support according to need has been particularly successful" - SIP Report 09
- "Leadership in the classroom continues to strengthen" - SIP Report 09
- [Strategic planning](#) is effective because it focuses on a limited number of key priorities.
- Planning at all levels has led to the improved outcomes in Sections 3 & 4 because it is coherent.
- Strategic and operational plans link to this SEF and to Team SEFs, and also to the Performance Management objectives of all staff.
- Leaders understand and take into account college priorities, sharing a common sense of purpose.
- Improvement is assisted by very clear lines of accountability evidenced in an overall Strategic and leadership job descriptions.
- "Improvement planning demonstrates..... appropriate areas to address in their drive to raise standards. Participation by the whole staff in the planning process and self evaluation is much sharper" - SIP Report -09
- "The vast majority of students have very positive attitudes to learning, they know why they come to college, know what they are targeted to achieve and in the best cases know what they need to do to achieve their goals. Relationships are very good. Students engage well with adults and with each other." (LA inspection Oct 09)
- "Mechanisms are in place for the use of challenging targets to raise standards for all learners." (LA inspection Oct 09)

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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.

- "Governance continues to develop and after a period of difficulty now produces support and encouragement, whilst retaining an important role as "critical friend" - SIP Report 09
- 50% of Governors are new to the role in 2009 (minutes)
- New structure of committees, fit for purpose, with stable chairmanship over last 2 years (minutes)
- Link Governors in place and report to full 4.3 (minutes)
- All statutory roles and secure (LA report Oct 09)
- Development and Action Plan regularly monitored by 3. (minutes)
- "The governance of the college is currently satisfactory" (LA inspection Oct 09)

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.

- Parent surveys and analysis
- Support for parents
- Activities for parents
- Evaluation of feedback

- ALL FOR JJB / HJK

- "Parental and carers' perceptions of the college are positive overall" (LA inspection Oct 09)

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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.

- "Transition into the College in Y10 is a strength" - OFSTED 08
- Joint CPD programme aids transition
- Headteacher is Chair (09) of ALP and Confederation Heads meet weekly
- Close working relationship with feeder schools.
- IAP panel working with 19 Primary schools and staff attend some Primary Heads meetings, WCC Chair and leads this.
- Exchange Sweden and German, Sri Lanka.
- Voluntary agencies e.g. Cambridge Centre, Whitby Underground access students in College.
- Primary link reading scheme at Stakesby Primary School
- Work Experience in schools, other agencies and employers.
- Community projects through curriculum areas e.g. Art, Music, and RSC.
- Outreach provides appropriate support and links with other providers e.g. PRU, East Barnby Outdoor Activity Centre, local Leisure Centre and Gym.
- 12 staff, across confederation, completed NCSL "leading from the middle".
- Joint Grounds contract in place across the confederation
- Some staff teach and lead across the confederation i.e Geography in 09/10
- Common confederation timetable in place

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.

- Developing "Go for 5"....and the symbolising of the five olympic rings has been combined with the symbolic 5 associated national benchmarks. SIP Report 09.
- The average points and number of entries for all students on the SEN register has risen in 2009 from 2008 as a result of changes to the inclusive provision for these students.
- The College has a Post 16 Foundation learning tier with increasing numbers of students 2 in 2008 4 in 2009. The 4 students on this programme have fully individualised learning packages designed to allow maximum attainment and achievement.
- Recent site adjustment has allowed wheelchair access to the Drama studio for a severely disabled pupil at KS5.
- Talented students regularly take part in Music and Drama productions to enhance the PHSE programme.
- The curriculum has been designed to serve the community needs (Whitby Strategic Group).

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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 college has a senior member of staff who is actively engaged with all outside agencies in the support and welfare of the students.
- All staff receive regular updates to training in child protection and child protection training is part of the induction programme for all staff recruited. The CP Officer receives refresher training every two years.
- There is a full single central record and a designated member of staff responsible for tracking all vetting and tracking for new appointments. The full office team have received training on all aspects of vetting and child protection and work collaboratively to ensure compliance with procedures.
- There is a policy in place to lock some access to the site where possible and two KS4 support staff constantly patrol the site to help ensure the safety of students.
- All visitors are asked to sign in, all teaching and teaching support staff have a badge and there is clear signage for reception. Briefing notices remind staff about the need to challenge 'unbadged' visitors.
- There is a clear policy about volunteers in the classroom.
- There is a full behaviour policy and methods for reporting all forms of racist abuse, poor behaviour, bullying etc.
- Cyber bullying and the hazards of the internet form a major topic in the PHSCE programme.
- Regular parents forum meetings allow parental feedback about aspects of the colleges work and any incidents which cause parents concern.
- All visits off site are arranged using the LA guidance and full risk assessments are carried out.
- All areas of learning have a Health and Safety rep who is kept informed by the college H&S team leader.

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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 College's contribution to community cohesion is good, there is abundant evidence of work at the College's at local and international level" - SIP Report 09
- The College leads a Whitby Strategic Group meeting regularly with responsibility to ensure that the College responds to the needs of the community (see plan).
- The College takes part in 2 global Student residential exchanges which are used to promote greater contextual awareness.
- The College has an Adult Education provision based on the site and works in partnership through the technology College development plan to promote adult learning.
- The College has introduced 4 vocational courses in the last 2 years as a result of contextual analysis of Whitby employment opportunities.
- The College is joint lead in the application to deliver the SHD Diploma as a result of defined Whitby need.
- The College has received a total of £15,408.00 in sponsorship from local councils and business as a result of initiatives which promote community cohesion support identified community needs. 10 students MSA's keep the site well ordered at lunchtime.
- 4 students act as train stewards for KS3 schools
- 4 students work as MSA's in KS3 schools

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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.

- The College has engaged with the Whitby community and all other Educational Funding and Commissioning agencies to fully review and plan for the future of Education in Whitby.
- The LSC Strategic Area Review, Consultation on Learning Provision for adults and 16-19 year olds in Scarborough and Ryedale, LSC Yorkshire and the Humber Commissioning statement, LSC Capital Investment priorities in Yorkshire and Humber and Local Authority Strategic Area Review all identify the need for increased vocational provision in the Whitby Area.
- The College has begun suitable courses and established partnerships with a range of education providers in Whitby (see curriculum model). Substantial funding has been secured to further develop the environment and facilities of the College to enable sustained development. (£750k in 2010)
- The college has an out turn position deficit of £270,000, which we anticipate will fall to £200,000 by April 2010. The development plan for the College takes account for the need to continue to reduce this deficit over the next 2 years.
- The College fully engages with the LA bench marking process and as a result of strategic planning has reduced the cost of supply to below average. Increasing the proportion of staff not in receipt of an allowance should continue to impact upon redundancy costs.
- The College spends slightly less than the LA average on non ICT resources but slightly more on ICT based resources which is a reflection of the introduction of vocational courses.
- Recent restructuring of the Admin support team has reduced the average cost to the LA averages.
- The average class size in 2009 is 11.61 as compared to the LA average of 14.55. This is a reflection of the broad curriculum offered to the community as a result of rural isolation and the need to offer a full range of subjects where possible. This number is under constant review and we continue to amend the curriculum to maximise the value for money gained by the college.
- The College fully complies with all Best Value purchasing protocols as evidenced in the 2008 Auditors report.
- The Auditors report dated Aug 2008 and subsequent action plan is evidence of the college engaging in LA best practice to achieve value for money.
- The College is committed to a reduction in Carbon Footprint of 10% by Sept 2010 through the 10/10 project.
- Area Learning Partnership funding of £103,000 has been used to provide facilities and accommodation for the increasing vocational curriculum, this includes teaching bases for BTEC first diplomas in Hair, PE and Construction viewed as good by our external providers.

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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				

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

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				

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

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				

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

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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			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.

KS5 Yr 12/13 Against national benchmarks (2006-08):

Year	APS per entry GCE A	APS per entry GCE AS	% A-E GCE A	% A-E GCE AS	% A-B GCE A	% A-B GCE AS
06	School: 208	School: 95	School: 94.6	School: 89.1	School: 39.5	School: 38
	National: 211	National: 88.4	National: 96.8	National: 84.7	National:	National:
07	School: 211.6	School: 82.7	School: 96.6	School: 79.9	School: 46.1	School: 27.6
	National: 213	National: 88.6	National: 97.1	National: 84.8	National: 46.3	National: 31.4
08	School: 207	School: 87.3	School: 96.9	School: 84.1	School: 38.4	School: 28.6
	National: 215	National: 89.4	National: 97.5	National: 85.4	National: 47.4	National: 31.8

09	School: 211.6	School:	School: 97.8	School:	School: 41.4	School:
	National:	National:	National:	National:	National:	National:

Attainment in the sixth form is beneath average, although not significant (Ofsted [PANDA](#)).

It is consistently beneath in all Key indicators of Average point Score Per entry.

09 Unvalidated data shows an APS A level of 211. (increase of 5 pts) A-B GCE A level 41% (increase of 3%) A-E GCE A level 97.8 (increase of 0.3%)

2006/2007	GCE AS	GCE A	VCE A (6 Unit)	VCE A (12 Unit)	BTEC National Diploma	Applied GCE Double	Applied GCE Single	Applied GCE AS Double	Applied GCE AS
No. of aims (inc fails)	390	323				12	4	20	
Aggregated VA Score (QCA pts)	-3.2	2.5				-3.0		-5.7	
95% Confidence Interval +/-	1.5	2.8				28.0		12.7	
National SD - <u>JDT?</u>	5	7				27		16	

2007/2008	GCE A	GCE AS	Applied GCE Double	Applied GCE Single	Applied GCE AS Double	Applied GCE AS
No. of aims (inc fails)	255	378	12		16	1
Aggregated VA Score (QCA pts)	-3.9	-0.6	-9.5		3.4	
95% Confidence Interval +/-	2.9	1.5	27.2		13.4	
National SD	6	4	25		15	

Progress VA as shown above for GCE A and GCE AS level within the last two years is broadly just beneath the 95% Confidence level although the vocational programmes are comfortably within confidence ranges. (Sixth Form PANDA)

ALPs for 2007 shows an overall value added score of 4 (Very good) (ALPs 2007)

ALPs for 2008 shows an overall value added score of 6 (satisfactory) (ALPs 2008)

ALPs for 2009 data showed an A level score of 0.72 ALPs value added score = 6. This compares to an 08 score

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grading of 0.71, ALP's value added score grade = 6.

Students targets set at FFT 90th percentile

Whitby Community College sixth form has an overall ranking of 14th from 24 sixth forms in North Yorkshire and is judged satisfactory by ALP's indicators.

ALPs for 2009 shows an overall value added score of 6 (Satisfactory) (ALPs 2008)

ALIS for 09 shows a considerable upward trend of performance for Institutional progress (ALIS 09)

CVA shows satisfactory progress.

The rates for retention and completion:

07-08 y12 (1year) 43%

y12 (2year) 92.5%

y13 97%

08/09 y12 (1year) 79%

y12 (2year) 93%

y13 96.5%

Students' learning:

- In a poll taken of 100 Y13 students in Summer 2008, 88% said they were well motivated and 96% that they had enjoyed all of their time in the sixth form Y12 assisted in the progression interviews for Y11 students and actively encouraged others to join the Sixth Form.
- In the last survey results showed 92.5% said they were enjoying their learning, 91.2% said they understood how to improve in their subjects and 88.8% felt they were coping with the challenges of their subjects.
- The quality of teaching and learning is good in the Sixth Form. As a result standards are above average and students make good progress (*ALPsVA* score of 0.89).
- The perceptions of students support these judgments, 80% of Y13 students surveyed in October 2007 felt they had been 'taught well' and 89% felt they were supported when experiencing difficulties with their studies (*College survey*).

Attendance and punctuality: (NEED DATE - AMD)

Progression to higher education, training and employment:

- The majority of leavers (?%) go into further/higher education or employment.
- HE- In 2008 86% of students entering Higher Education got their first choice HEI (we are often praised on the quality of our UCAS applications). In 2009 only 3 students did not get into their first or second choice HEI. An 'Aim Higher' Evening for Y12 held annually in May and the Finance and HE evenings are well attended by parents & students.
- Oxbridge and Med/Vet students are given extra support from our connexions officer.
- All students are offered mock interviews and wherever possible we invite a relevant member of the community to do these.
- Teesside University provide Choosing a course, UCAS form and finance talks.
- All Y12 are taken to York St John University in July to begin the UCAS process
- EMPLOYMENT -Annual Employment Day organised for those students not going into HE. Evaluation forms showed that 100% of those attending felt the day had been invaluable.
- In June 2009 we organised a C.V. workshop where students could attend and create a CV. This will become an annual event.

Feeling Safe:

- In the last Survey most Sixth Formers (92.5%) students say they are enjoying college.

Contribution to school/wider community and to community cohesion:

- Sixth Form students are particularly involved in working in the community, they are Peer Mentors both here and at Caedmon. They run reading clubs before school at 2 local Primary Schools. They have helped raise over £2,000 for various local and national charities including Whitby Now and Butterwick Children's Hospice. In the last 2 years the students have created over 150 shoeboxes for the Samaritan's Purse Foundation.
- They run a Buddy system for KS4 student related to bullying issues and a separate system for those students struggling with Drug and Alcohol issues, this is supported by The Cambridge Centre.

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A6.2 The quality of provision in the sixth form

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

How effectively teaching, training and assessment support learning and development:

- "Standards in the sixth form are rising and students' achievement is good" - OFSTED 08
- "Teaching and learning are good" - OFSTED 08
- Students entering the Sixth Form are set individual targets using Alis predictions. Discussions with students show that they are aware of these targets and what they need to do to meet them. Progress against targets is checked half-termly by teaching staff.
- Progress Tracker system - All students are given a 1:1 meeting with each subject teacher and their tutor per ½ term. Students are informed if they are in-line with calculated grade or set targets to achieve at a higher level. This is recorded in the student's personal tracker for reference.

Effectiveness of the curriculum:

- There is a good range of Level 3 and a limited number of Level 2 courses. The curriculum matches the needs, aspirations and capabilities of our students well by offering choice and responding to demand.
- This year we are launching the Extended project.
- A small group are on the YASS programme.
- We are currently introducing a level 4 Music Technology course.

Effectiveness of care, guidance and support:

- A daily tutorial session helps personal development.
- The tutor has 1:1 meetings with each student every half term to discuss progress.
- The tutor has a Ks5 Calendar with all key dates for coursework deadlines etc in all subjects to refer to when promoting achievement.
- Programme is differentiated in content to meet the needs of all students.
- In surveys carried out in May/June 2008, 93% of Y13 and 81% of Y12 felt their tutor 'knew them well'.
- Post-16 students are involved in the full range of enrichment and out of classroom activities and provided with impartial careers advice through our connexions officer.
- "Students value the good level of care and support" - OFSTED 08

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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			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 effectiveness of the leadership and management of the sixth form is good" (LA inspection Oct 09)

Driving improvement:

- The Post Monitoring Intervention System (PMIS) ensures any student not reaching a target grade at any monitoring point is referred to the appropriate subject for immediate intervention.
- The Code of Conduct (COC) is a disciplinary system, there are 4 stages resulting in tutor intervention, parental involvement, 6th form learning manager involvement and possible removal from the 6th form.
- The Enjoy and Achieve Programme (E&A) consists of students who are identified as those who are vulnerable and need extra support.

Promoting equality and diversity, tackling discrimination and ensuring students' safety:

- All tutor packs include sections relating to issues of equality such as Racism and Prejudice.
- Counselling service for any student.
- Sixth form well-being clinic every Tuesday lunchtime for health related issues.
- All tutors complete a Tutor Report at the end of each week for the Head of Sixth Form highlighting any issues of attendance, academic concerns and pastoral concerns.
- Drive Alive Campaign and on-site Chlamydia screening have helped raise awareness and in some cases resulted in necessary treatment being given on-site.

Value for money:

Engaging with students, parents/carers and partners:

- Strong support from KS5 link governor who regularly attends planning meetings, social events and holds discussion forums with students each term.
- Good relationships with Youth Shack and Cambridge Centre who offer on-site support for our students.
- York and Teeside University offer various workshops and information evenings for parents and students.
- Aim Higher has been a hugely successful partnership promoting aspiration.

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A6.4 The overall effectiveness of the sixth form

	1	2	3	4
Grade: Overall effectiveness			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.

- "There is a good capacity for further improvement" - OFSTED 08
- "Capacity for improvement is good" - (LA inspection Oct 09)

Meeting the needs of students:

At the last OFSTED inspection the sixth form was graded Good in all areas except Personal Development and Well-being for which we received a Satisfactory judgement. Since then we have created opportunities for our students to have extensive community involvement, re-designed our tutor packs to include greater promotion of Healthy Lifestyles, our assembly content specifically includes health related issues as well as those issues requiring our students to make a difference in society and the creation of the weekly Well-being clinic ensures our students are now offered better provision in this area

Capacity to improve:

In March of 2008 we designed the PMIS system which monitors all students at key points throughout the year and ensures those not reaching calculated grade are given subject intervention and Learning Manager support immediately. This has contributed to the 2009 upward trend in A2 results in 2009, 6% improvement in A-B grades at A2 and a rise in APSEE from 199.6 in 2008 to 211.6 in 2009. We are continuing to develop this system further as we make staffing changes within the KS5 team to allow for more support for the students who are recognised by the PMIS system. We believe it will make more impact as the system embeds and extends.

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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.

- Behaviour and safety are judged to be good, with behaviour moving towards outstanding in some areas.
- Achievement and engagement of education is satisfactory and good in some areas.
- Overall satisfactory with many good features.

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.

- Performance has improved across most areas over the last two years and action to overcome weaknesses has been concerted and effective.
- All areas of leadership and management show huge ambition and drive, have a thorough evaluation of their current position, understand their accountability and have detailed plans to improve further.
- The College runs very smoothly with a genuine model of distributed leadership.

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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.

- There is a robust system of checking the judgements of others and this is a strength of the College.
- Promoting equity for all and keeping everyone safe is another strength.
- The capacity to improve further is good; especially with regard to the improvements over the last two years. The staff of Whitby Community College are continually getting better at delivering their improvement plans.
- Outcomes for students are satisfactory and improving

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*

- Raise standards further in English and Maths at GCSE level
- To raise standards for SA and SA+ students and narrow the achievement gap between boys and girls
- To improve curriculum provision and raise standards in specialist subjects
- To tackle underperformance in some A level subjects
- To improve further standards of teaching and learning and the number of good lessons

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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

Whitby Community College

B1.2 Unique reference number (URN)

121667

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	14	MAX	19
-----	----	-----	----

B1.8 Gender of learners

Coeducational

B1.9 Gender of learners in the sixth form

Coeducational

B1.10 Name of headteacher (or equivalent)

Mr Keith Prytherch

B1.11 School's address

Prospect Hill

Whitby

North Yorkshire

Please include post code

YO21 1LA

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B1.12 Telephone number

01947 602406

B1.13 Fax number

01947 821169

B1.14 Email address

j.hunter@whitbycc.co.uk

B1.15 Website address

http://www.whitbycc.co.uk

B1.16 Name of appropriate authority

Governing body

B1.17 Name of chair

Mr R Simpson

B1.18 Local authority

North Yorkshire

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
---	-----	--	----	---

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	1
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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	07/September/2009	18/December/2009
Autumn Half Term	26/October/2009	30/October/2009
Spring Term	04/January/2010	01/April/2010
Spring Half Term	15/February/2010	19/February/2010
Summer term	19/April/2010	23/July/2010
Summer Half Term	31/May/2010	04/June/2010
Dates when the school will be closed to pupils Training Days 3rd and 4th September 2009 Treaining Days 27th and 30th November 2009 Christmas holidays - 21st December - 1st January 2010 Easter Break holidays - 2nd April - 16th April 2010 Training Day 30th April 2010 Training Day 3rd May 2010		

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) Technology	X		01/September/2008
Specialist school (please state HPSS option 1)			
Specialist school (please state HPSS option 2)			
Specialist school (please state HPSS option 3)			
Trust school			
Other (Please state what) Part of Extended Schools cluster	X		01/July/2005

Please use this box to provide further details.

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B1.24 Existing childcare provision under the Childcare Act 2006

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

Childcare provided on non-domestic premises	The school/ governing body manages the provision	A private or voluntary provider manages the provision	Name of registered person / nominated person	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the Early Years Foundation Stage						
Children from the end of the Early Years Foundation Stage to under aged 8 years						
Children aged 8-17 years						
Total						0

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

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B1.26 Extended services

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

Type of Provision	Tick if Yes	Extent and nature of provision
Parental support including family learning programme		
Specialist support services		
Community access including adult learning	X	Approx 13 adult learners studying Maths GCSE
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 from Tues to Thurs incl, term time only
Other		

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

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B1.27 Designated special educational needs (SEN) resource base or similar provision

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

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

Designated resource base/provision for:	Places
EBD = Emotional and Behavioural Difficulty	16
If other was chosen please specify	
If other was chosen please specify	

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B1.28 School federations and other collaborative arrangements

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

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

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	X	No	
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Details of other schools in the federation or other collaborative arrangement:-

Name of school	Caedmon (Confederation)	URN	4059
Name of school	Eskdale (Confederation)	URN	4041
Name of school		URN	
Name of school		URN	
Name of the school, person or group who leads the federation or other collaborative arrangement			Governing Body

The school is part of a Confederation - this is not a formal merging of the governing bodies, but retains their autonomy within a collaborative agreement.

The two schools involved are: Caedmon School and Eskdale School.

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
Student Apprenticeships		8	3				11
BTEC Hair		17	17				34
BTEC Construction		13	12				25
Personalised Learning Programme		7	8				15
Motor Vehicle Studies		12	12				24
Total	0	57	52	0	0	0	109

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B1.30 Diploma partnership arrangements

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

Name of partner	Graham School
Name of partner	George Pindar School
Name of partner	Scarborough Sixth Form
Name of partner	Scalby School
Name of partner	Yorkshire Coast College
Name of partner	
<p>Intention to lead delivery of Society Health and Development with Graham School and Scarborough Sixth Form College Gateway 4 application made through the area Learning Partnership.</p> <p>Intention to deliver Diploma in Sport and Leisure in partnership with George Pindar School, Graham School and Scalby School from 2011.</p> <p>Engineering Diploma to be offered for 2010 delivering in partnership with Yorkshire Coast College</p>	

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	Redcar and Cleveland College	URN (If known)	
Name of school/college	Malton Hair Academy	URN (If known)	
Name of school/college	Yorkshire Coast College	URN (If known)	
Tyro Training (Craven College)			

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

Other schools and colleges involved:

Name of school/college	Tyro Training (Craven 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			0
	Year 8			0
	Year 9			0
Key stage 4	Year 10	122	131	253
	Year 11	136	127	263
Sixth Form	Year 12	85	90	175
	Year 13	54	67	121
	Year 14			0
Total		397	415	812

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	8	7	15

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	374	387	761
White - Irish	0	0	0
White - any other White background	1	5	6
Mixed - White and Black Caribbean	0	0	0
Mixed - White and Black African	0	1	1
Mixed - White and Asian	1	0	1
Mixed - any other mixed background	2	1	3
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British - Bangladeshi	0	0	0
Asian or Asian British - any other Asian background	0	0	0
Black or Black British - Caribbean	0	0	0
Black or Black British - African	0	0	0
Black or Black British - any other Black background	0	0	0
Chinese	0	0	0
Gypsy/Roma	0	0	0
Traveller of Irish Heritage	0	0	0
Any other ethnic group	0	0	0
Parent /carer / learner preferred not to say	0	0	0
Information not obtained	20	20	40
Total	398	414	812

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	0
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	0
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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	4
--	---

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.	0
---	---

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

	If other, please specify:
	If other, please specify:
	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							0
School Action / Early Action					57	5	62
School Action Plus / Early Action Plus					28	3	31
Statement of special educational needs					8	5	13
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989							0
Other (please specify) vulnerable						1	1
Total	0	0	0	0	93	14	107

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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					11	1
Moderate learning	Any additional SEN resource base						
	Main school					1	1
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					12	2
Speech language and communication	Any additional SEN resource base						
	Main school					1	1
Hearing impairment	Any additional SEN resource base						
	Main school					1	
Visual impairment	Any additional SEN resource base						
	Main school					1	
Multi-sensory impairment	Any additional SEN resource base						
	Main school						
Physical	Any additional SEN resource base						
	Main school					3	1
Autistic spectrum disorder	Any additional SEN resource base						
	Main school					7	2
Other (Please specify)	Any additional SEN resource base						
	Main school					1	
	Any additional SEN	0	0	0	0	0	0

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Total (statements and School Action Plus)	resource base						
	Main school	0	0	0	0	38	8

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			53		53

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	1
-------------------------------	---

One student has Muscular Dystrophy and did not take SATs. His alternative provision is a Personalised Learning Pathway.

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	
-------------------------------	--

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	11
The number of learners who left the school other than at the usual time of leaving or transfer	25
The number of learners on roll in January of the last academic year (from relevant Annual School Census)	775
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

B2.16 Looked after children

Please enter the current number of looked after children.

Number of looked after children	3
---------------------------------	---

Please indicate details, including any variations year to year

One student for 2007-08 is looked after by her grandmother and great grandmother.

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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	2010	2011
Target % of learners expected to achieve 5 or more grades A* to C including English and maths	58	58

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

Number of years of designation: 7

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	
			Target	Actual	Target	Actual	Target	Actual
Average point score								
Target and actual average point score for first specialism subject 1	Technology	Design Technology		37.1		45.6		
Target and actual average point score for first specialism subject 2		Maths		38.6		38.9		37.7
Target and actual average point score for first specialism subject 3		Science						
Target and actual average point score for second specialism subject 1								
Target and actual average point score for second specialism subject 2								
Target and actual average point score for second specialism subject 3								

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

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

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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	
		Target	Actual	Target	Actual	Target	Actual
Average point score							
Key Stage 4: proportion of students taking specialism 1	Design Technology	%	7 .12	78 .92	89 .5	% 95	% 94
Post 16: number of students taking specialism 1	Design Technology		6	8	20		19
Key Stage 4: proportion of students taking specialism 2	Maths	%100	97 .83	99 .16	100 .1	%100	%
Post 16: number of students taking specialism 2	Maths - Maths Further		24	23	48		54
Key Stage 4: proportion of students taking specialism 3	Science	%100	%100	98 .33	99 .4	%100	%
Post 16: number of students taking specialism 3	Chem Phys Bio Elec		44	38	66		97

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: 08/September/2008				To: 24/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	16	26	0	0	0	0	0	0
White - Irish								
White - any other White background		1						
Mixed - White and Black Caribbean								
Mixed - White and Black African								
Mixed - White and Asian								
Mixed - any other mixed background								
Asian or Asian British - Indian								
Asian or Asian British - Pakistani								
Asian or Asian British - Bangladeshi								
Asian or Asian British - any other Asian background								
Black or Black British - Caribbean								
Black or Black British - African								
Black or Black British - any other Black background								
Chinese								
Gypsy/Roma								
Traveller of Irish Heritage								
Any other ethnic group								
Parent/carer/learner preferred not to say								
Information not obtained								
Total number of exclusions / transfers of boys / girls	16	27	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: 03/September/2008				To: 24/July/2009			
	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	6	5						
School Action Plus / Early Action Plus	5	4						
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	11	9	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	142	133	93.7
	A2	151	137	90.7
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		162	13
Any course at a higher education institution			62
Employment without training	20	23	13
Employer based government supported training (trainee not employed by employer)			1
Employer based government funded training (trainee fully employed by employer)			7
Gap Year (Year 13 only)			12
Not in education, employment or training			1
Any other category (please describe) moved away	15	5	1

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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 helpbutton guidance.

	Teaching time
0-3	
3 to the end of the Early Years Foundation Stage, excluding Reception	
Key Stage 2	
Key Stage 3	
Key Stage 4	25
Sixth Form	25

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.

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												
Y8												
Y9												
Y10			X				X				X	
Y11			X				X				X	
Y12		X				X				X		
Y13		X				X				X		

There are limited groups available to students in KS5, but students must comply with the minimum entry requirement for entry to L3 (5xA*-C) and at least a C in the chosen subject in most cases.

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B5.4 Diploma programme

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

	Course name	Years 9-11	Years 12-13
L3			
L2			
L1			
	Total number of learners	0	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	111	79
	Advanced vocational programmes		
	A/AS and vocational combination	28	39
	International Baccalaureate programmes	0	0
L2	Intermediate vocational programmes	33	
	GCSE based programmes		
	GCSE and vocational combination		
L1	Foundation vocational programmes	1	3
L2	Other Workskills	2	
	Other		
	Other		
	Other		
	Total number of learners	175	121

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	518
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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	444
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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					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Qualified teachers (including the headteacher)					38	38
Unqualified teachers					5.5	5.5
Total FTE	0	0	0	0	43.5	43.5

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

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

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)						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					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Qualified nursery assistants and trained teaching assistants						0
Teaching assistants trained to support learners with special educational needs and/or disabilities	1					1
Other teaching assistants						0
Other education support staff						0
Total FTE	1	0	0	0	0	1

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

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

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)						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.

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B6.6 Staff turnover - leavers

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

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

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

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

B6.7 Staff turnover - joiners

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

	Full-time equivalent	
	Total joining in previous academic year	Total joining in current academic year
Senior leadership team member holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher	1	
Head of year		
Head of faculty/department	1	
Senior leadership team member not holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		2
Classroom teacher holding QTS	37.86	
Classroom teacher not holding QTS	4	1
Education support staff		
Of which:		
Higher level teaching assistant		1
Teaching assistant	1	
Technician		
Other	1	1

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Total	41.86	1
Childcare: Children 0 to under aged 3 years		
Childcare: Children aged 3 years to end of the Early Years Foundation Stage		
<i>Please use this box to add any explanatory comments regarding staff joining the school</i>		

B6.8 Temporary teachers and teaching vacancies

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

Number of vacancies filled by teachers on temporary contracts of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	0
Total number of vacant teaching posts (FTE)	0

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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	4302298	Balance from previous year	45204
Total expenditure	4372646	Balance carried forward to the next year	-25144.0
Expenditure per pupil	5385.0	% of deficit or balance carried forward to the next year	-0.6

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

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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)	812
Number of computers	300
Number of learners per computer	2.7

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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.	X		
C5. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education (other than that required by the national curriculum) and, if doing so, has agreed the content and organisation of the programme and has told parents/carers about it and the right to withdraw their children.			
C6. <i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education (other than that required by the national curriculum) and has told parents/carers about it and the right to withdraw their children.	X		
C7. The school meets fully the learning and development requirements of the Early Years Foundation Stage.			

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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. 	X		

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.			
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		

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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.	X		
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.	X		
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.			

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

Collective worship: a working party of the governing body has met from time to time to monitor arrangements for collective worship, and to review the situation vis-a-vis meeting the statutory requirements. Physical accommodation restricts the ability to gather more than one year group together at one time, while insufficient staff are willing to conduct a daily act of collective worship with their tutor groups to make this a viable alternative.