

SELF-EVALUATION FORM

FOR

SECONDARY SCHOOLS (WITH AND WITHOUT SIXTH FORMS)

MIDDLE SCHOOLS (DEEMED SECONDARY)

Name of school: Greenfield School Community and Arts College

Unique reference number (URN): 114305

INTRODUCTION

This self-evaluation form is primarily designed to:

- Assist you in your own self-evaluation; and
- Be used as the basis of the inspection of your school or setting.

The form is in three parts:

Part A SELF-EVALUATION

Part B FACTUAL INFORMATION ABOUT YOUR SCHOOL

Part C INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

WELCOME TO YOUR SELF-EVALUATION FORM

GUIDANCE ON COMPLETION

When to complete the form

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

Who and what the form is for

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

How to fill the form in

- It is helpful if you check the factual information and complete Part B and then complete Part C. This is because this information can then be drawn upon to help complete Part A.
- Part A, the evaluative section, is laid out in sections that correspond to the headings of the evaluation schedule in the framework for the inspection of schools, although overall effectiveness and efficiency are placed last in the SEF. **Please complete first the sections dealing with achievement and standards, and personal development and well-being, since these outcomes will form the basis for your judgements in other sections.**
- Reference is made in Section A to the **Guidance for Inspectors of Schools**. This guidance is in two parts. One relates to the use of the evaluation schedule, which contains advice on how to pitch judgements about the quality of provision and its outcomes. The other is guidance on how to conduct inspections, which should also prove helpful to you since it indicates how aspects of the school might be explored by inspectors. In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills, which contains a section giving detailed advice, including examples, on completing some sections of the form. These documents are available on Ofsted's website and through a hyperlink on this form.
- Each section of the SEF asks you to grade aspects of your work on a four-point scale, as follows:

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

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

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

PART A: SELF-EVALUATION

1. CHARACTERISTICS OF YOUR SCHOOL

What are the main characteristics of your school?

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

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

1a Please outline the main characteristics of the learners, including:

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

- There is the full range of academic and socio economic background and ability in each year group.
- The on entry ability of Year 7 remains inconsistent at Level 4+ within the LEA and below average

In 2005 Maths 67.1% LEA 77.46% - 10.36 %

English 72.5% 78.96% - 6.46 %

Science 84.4% 87.9% - 3.5 %

Issues

- One third of the pupils are from the west ward of Newton Aycliffe which is in the poorest 5% social deprivation on the IMD. The adjacent wards are in the poorest 10%.

- Child poverty in the west ward is in the worst 2.5% nationally.

- Child abuse and domestic violence have the highest recorded number of incidents in County Durham along with East Durham.

Intervention

- Extended services were introduced in January 2003.

Impact

- Making a difference in the Community, 3rd Annual Report, Extended School published February 2006 (evidence)

- There are no pupils for whom English is not their first language.

Issue

- There are significant family issues related to sickness and health. 8% of absence is illness related (evidence IMD 2004 super output areas).

Intervention

- Health related programmes introduced during NOF re-structuring of the P.E. department.

- Active life styles pilot study.

- Developmental work undertaken in Key Stage 2

Impact

- Increased pupil activity levels and awareness of health related matters, hard evidence not yet available.

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

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

- Greenfield strives to create success through partnership and place itself in the heart of the community working with a wide range of partners.
 - Greenfield has been a specialist school since September 1998 and is in its eighth year of operation as an Arts College
 - Phase 3 was approved in March 2006 from September 2005. All targets were substantially met. Evidence annual reports and DFES letter.
 - The school has led in both Visual and Performing Arts since the original designation in December 1997.
 - The school has a Community and Arts Centre funded by the Arts Council of England supported by the National Lottery and opened in June 2000. 120,000+ users have accessed the facility since it opened.
 - The school has achieved Arts Mark Gold twice.
- Evidence
- Certificate on the wall in reception
 - Contributed to SSAT - Best Practice in Arts Colleges Guide.
- Evidence
- SSAT Publications and HMI Kempton research visit.
 - Impetus award for Citizenship in March 2006.
 - All pupils follow an Arts based subject at least to GCSE.
- Issue
- Many years ago there were a significant number of disaffected and disengaged young people who could not access the curriculum.
- Intervention
- A Social Inclusion programme was introduced in 1999 and eventually located in a purpose built base from 2002.
- Impact
- Evidence - see Making a Difference Annual Report - February 2003.
- The programme has been extended to Key Stage 2 for early intervention to improve attendance and positive perception of school.
- Issue
- There were no flood lit sports facilities in Newton Aycliffe for community use (population 34,000).
- Intervention
- Successful applications were made to the LTA to provide three floodlit match play courts

and to the Football Foundation to provide a floodlit third generation rubber crumb synthetic surface.

Impact

- Successfully operated LTA Community Tennis programme, 15,000 visits since opening and FA backed community football programme.

Issue

- Inadequate indoor school and community sports facilities.

Intervention

- Successful application to NOF to provide indoor facilities.

Impact

- Too early to assess. Considerable potential but construction work scheduled to commence April 24th with completion

October 14th 2006.

- Greenfield has operated as a full service / extended school since January 2003.

Issue

- LSC review of skills shortages 2004 in the North East region.

Intervention

- Health and Social Care courses along with other vocational courses such as Engineering, Business Studies, Leisure and Tourism, BTEC Performing Arts and Childcare were introduced in September 2005.

Impact

- Increase in numbers of Key Stage 4 pupils following vocational courses from 55 in 2004 to 80 in 2006. There are significant partnerships with all local authorities, other training providers and a range of agencies.
- Some development work including shared arrangements has occurred for provision in 14-19 curriculum including joint work with Woodham Community Technology College, Sunnydale School, Aycliffe ITEC & South West Durham Training.
- The planned development of the introduction of a Health & Social Care course along with Woodham School and the Pioneering Care Centre.
- Strong partnerships continue with Arts Council England - next phase - exploring cultural entitlement and diversity.

Baroness Blackstone, Minister for the Arts addressing the Arts Colleges conference 2002:

'Greenfield School in Newton Aycliffe has been so successful in community involvement that it has plans to extend the Community Arts Centre. Over 21,000 people have accessed the facility in the three years since it was opened in June 2000.

Greenfield sets a target for the rest of us, not all will be able to achieve.

1c Please outline specific contextual or other issues that act as aids or barriers to raising performance, for example:

- any difficulties in recruiting and retaining staff, or governors;
- recent or impending reorganisation;
- mobility of learners;
- particularly important facts in your recent history, such as change of leadership.

Issue

- The school will be full in 3 year groups from September 2006. Year 7, Year 8 and Year 11.

Intervention

- There were 17 appeals to the admission authority in March 2005 for admission in September 2005.

Impact

- The Year 7 cohort in September 2005 contained 171 (Admission limit 158)

Issue

- There were two retirements from the Leadership Group in July 2005 and issues arising from Work Force Reform and restructuring

Intervention

- An additional AHT was appointed with effect from April 1st 2006.

Impact

- Leadership Group back to full strength.

Issue

September 2005 - March 31st 2006

Leavers Admissions On Roll - March 31st 2006

- Year 7 1 171 170
- Year 8 2 5 136
- Year 9 2 3 164
- Year 10 4 6 153
- Year 11 2 4 135

- There are no difficulties recruiting and retaining staff. Teaching staff turnover is usually 4%.
- There is no impending re-organisation.
- A new Headteacher was appointed with effect from September 2000 and the Leadership Group expanded from four to seven following a successful OFSTED Inspection in October 2002.
- All of the staff exhibit significant teamwork and support - evidence - Staff Survey April 2006.
- The school contributes to Regional + LEA leadership i.e. Creative Partnerships Management Group, SSAT regional group, LEA steering groups for Full Service, Artslink and Study Support.

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

- The accommodation always operates close to 100% occupancy.

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

- Raising achievement Key Stage 3 and 4.
- 14 - 19 curriculum.
- Securing Phase 3 Specialist School Status.
- Work Force reform
- Behaviour Improvement
- School & Community Sport
- Social Inclusion

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

What are the views of learners, parents/carers and other stakeholders and how do you know?

2a How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?

• The overall perception of learners, parents / carers and other stake holders is very positive, the evidence is derived from the first annual survey undertaken by Kirkland Rowell in March 2006.

Issue

• The consultation process in previous years had been un-structured and informal.

Intervention

• A systematic and structured questionnaire was introduced using a model adapted from the Kirkland-Rowell methodology. The first annual survey was conducted in March 2006 and a report published in April 2006. The issues identified in survey one are as follows:

267 completed questionnaires were returned from parents representing a response rate of 35.6%. Data is therefore statistically reliable.

o Parents gave a very good overall performance score 77%.

o The school has reason to be happy with most of its activities.

o Parents are most happy with the delivery of Dance, Music and Drama.

o Parents are least happy with the delivery of ICT, Mathematics and Geography.

o Parents are most happy with the delivery of school facilities, control of bullying and Social and Health Education.

o Parents are least happy with the delivery of access to computer facilities, levels of homework and school communication.

Intervention

• Appropriate strategies prepared via the SMP.

Impact

• Second annual survey commissioned for February 2007 to evaluate the impact of intervention.

Impact

Stakeholders (including those accessing additional services)

• During and after workshops via Creative Partnership including theatre companies and teachers (evidence CP School Review 2005).

• ICAN - extensive range of partners - feedback informal.

• REACH - for annual evaluation.

• There are further examples from many other departments in each of these categories.

• Regular meeting with partner schools.

• Community Learners Questionnaires.

• Community & Arts Committee.

• Arts Centre Management Committee.

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

Results of consultation

Stakeholders - see comments from Drama department regarding the views of theatre companies about pupil understanding of the drama process.

- MFL staff excited about plans for MFL & recent exam success.
- Business Studies - HOD asked to lead a session for the LEA on best practice.
- Music - peripatetic's have identified accommodation as an issue.

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

- The results of consultation are seen in subsequent changes to policy and practice (evidence report back to Governing Body committees).
- Some results of consultation are shared in school newsletters and annual reports to parents.
- Feedback from community learners is via the community arts centre reports and plans (evidence Arts Centre AGM - Annual Report).
- Consultation regarding the rolling break was also shared in newsletters, Governing Body meetings and with the Student Council.

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

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

Learners

We decided not to return to the traditional school mid morning break because:

- The numbers were unmanageable
- The arrangements contributed to unsatisfactory behaviour
- As few as 130 pupils out of 750 were served in the limited time.
- The toilets couldn't cope
- Too many teachers were on duty

Issue

Repeat short term exclusions - concern from some parents

Intervention

Proposed internal seclusion in a supervised area.

Impact

To commence September 2006.

- WECAN - developed as a direct response to isolated parents.
- Virtually all training and parents activities planned as a result of their views.
- Humanities - parental concerns led to regular system of updating parents of pupil progress at end of each half term.
- Wording of grade letters following parental comments.

- Study leave - parent comments.

Stakeholders

- Resource Centre - liaison with Newton Aycliffe library, reading books into childcare.
- Academic Inclusion - increased pupil participation in reviews after discussion with EP.
- Time devoted to maintaining equipment at appropriate standards.
- Additional evidence is available from other departments.
- Format of Full Service meetings.
- Referral procedures - Health & Social Care

3. ACHIEVEMENT AND STANDARDS

How well do learners achieve?

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

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

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

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

Overall achievements and standards are good and improving at Key Stage 2-3

- AAT was unsatisfactory in 2003 (98.9), but 100 up in 2004.
- CVA shows a significant improvement over the years, from 99.2 in 2003 to 100.4 up in 2004 and 100.8 in 2005 (%ile rank 22).
- In 2005, all three Key Stage 3 subjects gained CVA results 'significantly higher than average - English 100.7 , Maths 100.5 up and Science 100.9 up).
- At Key Stage 2-4:
 - AAT was unsatisfactory in 2004 (968.0*) and 2005 (974.5*).
 - CVA, which had been 101.9 in 2003, dropped to 990.6* in 2004, but was restored to 997.8* in 2005.
 - English CVA was 100.2 in 2003; Maths CVA was 998.4* in 2004.
- Key Stage 3-4 results showed the same pattern of a 'good year' in 2003 (CVA 101.8), with a worse year in 2004 (994.4* down) in 2004, with a restoration to 1006.6* in 2005.

Standards

At Key Stage 3

	2005 School %	National %	Difference %
% Level 5+ English	75.3	73.1	2.2
% Level 5+ Maths	76.7	73.3	3.4
% Level 5+ Science	70.7	69.3	1.4

At Key Stage 4

2005 School %	National %	Difference %
% achieving 5+ A*-C	53	56.9 -3.9
% achieving 5+ A*-C (including English and Maths)	37	45.2 -8.2
% achieving 5+ A*-G	92	88.6 3.4
% achieving no passes	0.0	0.8 + 0.8

Performance of different groups within the school

The Performance of different groups of pupils within the school

The most noticeable factor here is that - whereas the Fischer Family trust data used for the 2005 SEF showed pleasing results in the performance of upper ability boys and girls and children not on Free School Meals, with deficiencies in the performance of Special Needs pupils and lower ability boys - the PANDA data suggests just about the opposite.

Taking the 2003-5 Key Stage 2-3 information as a whole, the PANDA data would appear to indicate the following at Key Stage 3:

- There was a deficiency in the relative performance of higher-attaining pupils in 2003, though this was not true in 2005.
- Free School Meals pupils performed slightly worse in 2003 and 2004, but better in 2005.
- There was a low in the relative performance of non-Special Needs pupils in 2003, although this was not evident in the 2004 and 2005 data.
- Performance of Special Needs pupils at Key Stage 3 rose from 99.6 in 2003 to 101.2 in 2005.
- Lower ability boys perform relatively better than other boys.
- There has been a gap between the relative performance of girls and boys, although this shrank to a small difference in 2005.

Taking the 2003-5 Key Stage 3-4 information as a whole, the PANDA data would appear to indicate the following at Key Stage 4:

- The data relating to higher ability pupils is inconclusive and in 2005 none of the relevant figures were significantly higher or lower than average.
- Non-Free School Meals pupils performed relatively better in 2003 (102.0), although slightly relatively worse in 2004 and 2005 (the figures were not significantly higher or lower than average).
- Special Needs pupils did slightly worse than non-Special Needs pupils in all three years.
- There is a gap between the performance of girls and boys, although this has narrowed from 2.1 in 2003 and 10.5 in 2004 to 5.3* (i.e. 0.53 old style figures) in 2006.
- For the critical 2003-5 cohort whose figures are directly comparable, the data would appear to indicate the following:
 - The performance of girls improved absolutely from 99.4 at Key Stage 3 to 1008.4* at Key Stage 4 (+14 points*). That

of boys improved absolutely from 99.0 to 1003.2* (+13 points*).

- Within this pattern, whilst higher-attaining boys improved most (+21 points*), lower attaining boys slipped back slightly (-3 points*). Contrastingly, amongst the girls it was the higher-attainers who showed least improvement (+8 points*).

- The improvement shown by Free School Meals pupils (+28 points*) was relatively greater than that of non-Free School Meals pupils (+8 points*), although both figures had risen from significantly lower than average in 2003, to 'average' in 2005.

- The improvement shown by non-Special Needs pupils (+17 points*) was greater than that for Special Needs pupils (no change)

Possible conclusions:

1. If there used to be any disparity in the performance of different groups, it did not show significantly in 2005.

2. Free School Meals is not a significant factor in the relative performance of Greenfield pupils.

3. The relative performance/improvement of boys and girls in 2005 indicated no significant disparity, although in its raw form, the 2005 PANDA data (CVA summary page 4) suggests that it might be profitable in Key Stage 3 to review strategies with higher-attaining boys within a drive to improve the performance of boys generally.

4. Performance of Special Needs pupils appears to be an absolute strength of the school at Key Stage 3, but a there is a slipping away at Key Stage 4 (this may be due to the removal of streaming and the 'Special Needs class' at Key Stage 4).

Ethnic Groups

There were three children from Chinese families who between them achieved 37.5 GCSEs including 14 A*s, 17 Grade As and 4 grade Bs. The weakest academically of these three children (11.5 GCSEs) also however achieved A level Art at grade A. The strongest academically shared the academic prize for highest achievement and scored the highest number of absolute points in the year group. She also came in the top five pupils in the country in her Food Technology exam. Arrangements were made to take GCSE Chinese at a regional centre in Newcastle.

Looked After Children

No Looked After Children took academic exams at 14+ or 16+ in the school in 2005.

Performance of different subjects within the school

Core Subjects

All the data - including the PANDA and DCC conversion data - indicates that English,

Science AND MATHS were all successful at Key Stage 2-3 in 2005.

- In the PANDA, AAT Charts 3.3.1-3 (Attainment summary page 1) shows English and Science slightly exceeding, and Maths improving in 2005 to match (difference +0.2) national average points scores.
- At Key Stage 2-4, CVA was 999.5 English and 998.1 Maths (sig-), but there had been an improvement to Key Stage 3-4 to English 1000.8 and Maths (1000.3).
- In the PANDA, AAT Charts 3.4.8-9 shows English at least matching and Maths improving in 2005 to almost match (difference +0.9*) national average points.

Other subjects

- Subjects doing especially well include Art and Design, English Literature, Design Technology and English Language (sig+ A*-G) .
- Subjects doing less well include German and Geography
- Maths was designated sig- A*-C, but was sig+ *A-G.

School residual data (adjusted for national residuals) for the 2005 GCSE results indicates high-performing subjects were:

- Performing Arts (+0.43)
- D & T (Res Mats) (+0.45)
- Music (+0.49)
- RS (+0.67)
- Drama (+1.09)

But that the weaker subjects at GCSE were:

- ICT (-1.8)
- MFL (French (-1.2), German (-0.99))
- Geog (-1.1)
- History (-0.95)

There is no indication in the data whether these low scores are the result of weaknesses in the departments, or a weakness in the Teaching and Learning structures in the school as a whole, the impact of pupil subject choice in Year 9 or the emerging views from Durham LEA and Durham University regarding the relative difficulty of different GCSE subjects.

Possible conclusions:

There is need for remedial action in ICT, MFL, Geography and History.

3b Where relevant: how well do learners achieve in the sixth form?

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

1. Strategies to raise standards of attainment need to be both consolidated and extended to:
 - a. Continue to exceed National averages at Key Stage 3.
 - b. Exceed National averages at Key Stage 4 (all measures)
 - c. Shorten the tail end of under achievement in Key Stage 3 and Key Stage 4.
2. There is nothing in any of the data which suggests imbalances which need urgent attention ahead of the previous priority to pursue the continuing improvement of Teaching and Learning standards (especially differentiation and assessment for learning) across the curriculum .
3. The school should review strategies with higher-attaining boys in Key Stage 3 as part of a drive to improve the performance of boys generally.
4. The school should review its support of lower-attaining pupils, especially Special Needs pupils, at Key Stage 4.
5. Pupils need to be encouraged not to 'drop' subjects until they are taking fewer than 8 GCSEs.
6. There must be continued support for English and Science, and especially Maths.
7. All departments should prepare revised development plans during the summer term 2006, operational from September 2006 to coincide with the recently approved Arts College Development Plan (approved by DfES March 2006, operational from September 2005). Department plans should extend to July 2009 and based upon guidance issued recently from Durham LEA and advice from LEA subject inspection reports as they occur.

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

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall		✓		
	Sixth form				

4. PERSONAL DEVELOPMENT AND WELL-BEING

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

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

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

4a To what extent do learners adopt healthy lifestyles?

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

The provision for learners to be healthy is good and sometimes outstanding.

Issue

- Health in the community is generally poor

Evidence

- See NOF application, LSP and PCT reports

Interventions

- The school was awarded a Healthy School Award in June 2004. (evidence Certificate).
- The Governors have upgraded the toilets for pupils at a cost of £35,000 and enabled water to be provided at various locations and carried into lessons (evidence Governors Buildings Committee, Minutes)
- Active life styles are encouraged through PE, PHSE and school assemblies.
- There is an annual presentation of sports awards at the end of the summer term (evidence PE department).
- The school health adviser is a member of the REACH Team.
- A project was undertaken during 2004 as a pilot study to improve the activity levels of overweight and/or inactive children and their families (evidence Head of Department PE).
- Access to facilities is provided in holiday time (evidence Deputy Headteacher Lifelong Learning).
- The SNAG group (School Nutritional Action Group) has been in operation for 2 years and students have contributed to the Governors' Best Value Review look at school catering (evidence Governors Minutes).
- Much work has been undertaken to promote healthy foods (evidence School Health Adviser).
- Health road shows are provided for pupils in Years 9, 10 and 11 (evidence Head of Key Stage).
- Restructuring of the PE department in Autumn 2005 included the creation of a post to co-ordinate and support active and healthy lifestyles (evidence Head of Department PE).
- Physical development and fitness are part of a twice yearly review by the PE department for every pupil in the school (evidence PE department).
- Governors Best Value Committee renewed the catering contract from August 2005

including an emphasis on nutritional standards and healthy food options (evidence Governors Minutes).

- Governors Best Value Committee has authorized the complete refurbishment of the school kitchen from August 2006 to meet 21st century standards of catering (evidence Governors Minutes).
- Two hours of core PE is in each year group in KS3.
- One hour of core PE is in KS4 for Years 10 and 11.
- The SSCO programme commenced in September 2005.
- Additional activity is provided in GCSE PE, Junior Sports Leaders and Duke of Edinburgh Award. Sports teams and clubs are also available in KS4 (evidence Head of Department PE).
- A Health Awareness carousel is organized for Year 11 by the school health adviser (evidence REACH Team).
- A number of learners have participated in drug awareness work via drama on behalf of the school and the LEA (evidence Head of Key Stage 4).
- Healthy Eating Carousel in conjunction with Durham trading standards department pilot Café Life is being provided in primary schools to raise awareness to healthy diet.

Impact

- The NOF Physical activity participation benchmark figures were established in March 2006 and will be monitored against national floor targets.

Evidence

- NOF benchmark report available from Director of School and Community Sport.

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

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

The provision for learners to be safe is good and sometimes outstanding.

Safe from bullying

- Achieved DCC accreditation for anti-bullying procedures (evidence Social Inclusion Manager).

Issue

Racist Incidents

There have been three reported incidents since records have been kept from 2005 (Evidence Headteacher).

Homophobic Incidents

There have been two incidents reported in March 2006.

Intervention

LEA procedures for incidents for racism and homophobic behaviour were followed explicitly.

Issue

At any time up to 10% of the school population is suffering from varying levels of

depression.

Confidence to talk to staff and others when they feel at risk

- There are numerous examples of learners who have confidence to talk to staff when they feel at risk (evidence Tutors, HOKS, Leadership Group, REACH Team, Social Inclusion Team).

Intervention & Impact

- Evidence REACH report no. 3 with specific data and evaluation.

- Learners act responsibly in high risk situations such as workshops, labs, physical education lessons, rock climbing

where they take responsibility for the safety of self and others, ski courses in Italy and OAA at Howtown, Ullswater

(evidence Head of Department Design & Technology, Science, PE, Headteacher).

4c How much do learners enjoy their education?

- take account of learners' attitudes, behaviour and attendance

- learners' spiritual, moral, social, emotional and cultural development

The provision for learners to enjoy and achieve is good and sometimes outstanding.

Attitudes are generally very good

- We continue to use and promote Record of Achievement (see KS4 office for examples).

- A Student Council has operated since 1991 (see Secretary, Student Council).

- OFSTED October 2002 reported pupil behaviour to be good. Pupils behave well in lessons and assemblies (Evidence OFSTED)

- Wide programme of Study Support (see Deputy Headteacher Life Long Learning).

- High attendance at Easter revision for Year 11 (see Assistant Headteacher).

- Wide range of opportunities for Further Study, Work Related Learning, residential experiences (Deputy Headteacher Life

Long Learning) e.g. Written in Stone project has achieved national recognition, Roots and Wings winner 2005.

The results of the pupil survey in March 2006 are summarised below.

650 completed questionnaires were returned representing a response rate of 86%.

- o The survey produced an excellent overall response from the pupils, who gave good performance scores to most

of the academic subjects and the chosen performance criteria. Statistically reliable data could be drawn for all criteria.

- o Among the pupils who had been attending the school for over a year 51% said the school had improved over the

last year while only 19% thought that the schools performance was worse.

- o The survey results reveal that the school has reason to be happy with most of its activities.

- o Pupils are most happy with the delivery of Drama, Dance and Design & Technology.

- o Pupils are least happy with the delivery of ICT, Religious Studies and Business Studies.

- o Pupils are least happy with community spirit, school discipline and computer access.
- o The pupil's top priority for improvement is school facilities.

Based on the evidence in written comments or suggestions about the school the following issues were identified as concerns.

- o Toilets and the level of cleanliness.
- o Arrangements at lunch time including value for money from the caterers.
- o Arrangements for packed lunches.
- o Relationships with lunch time staff.
- o Inconsistent approaches to bullying.
- o Perceptions about bullying.
- o Disproportionate amount of time to those who misbehave.

Intervention

- The issues raised by pupils will be addressed via the School Management Plan and consultation with the Pupil Council.

Impact

- Second annual survey commissioned for February 2007 to evaluate the impact of intervention.

Behaviour is generally very good

- There have been no permanent exclusion since 1999 (evidence from school/LEA records).
- Persistent low level disruption is a problem for some pupils in KS3.
- A successful Social Inclusion programme engages between 25% and 38% of the school's population (evidence Soc. Inc.

Co-ordinator and REACH report no 3).

Issue

- Fixed term exclusions in academic year 2004/2005 totalled 170 (evidence Governors Reports, REACH team, Headteacher).

Intervention

- To create an internal seclusion area to reduce the number of fixed term exclusions. The provision should be operational from September 2006.

Impact

- Data and provision to be reviewed Spring Term 2007.

Attendance is good and improving

- Whole school attendance has improved from 90.5% in 2002/03 to 91.8% in 2004/05 (National 92.2%) (evidence from school office)
- An Attendance Action Plan is in place and monitored by Governors and Heads of Key Stage (evidence - Action Plan).
- A full time Educational Welfare Officer was appointed in January 2003 as part of the REACH Team (evidence - meet the EWO).

Issue

A minority of persistent non attenders 8 (evidence Governor's report March 2006)

Intervention

8 fixed penalty notices have been issued since September 2005.

Impact

In 2004/05 there were 350 children whose attendance was above 95% and 41 children had 100% during academic year 2004/05. Three Year 11 pupils have had 100% for 5 years.

Learners' Spiritual, Moral, Social & Cultural Development is very good

- PSHE programme in tutorial work for all year groups (evidence in Deputy Headteacher's files/staff handbook).
- Interesting range of assembly themes - see Headteacher.
- Support provided by Christian Life Centre, Woodham, (see Mr. Harris, Humanities Department).
- RE in KS3 and via Key Skills in KS4 (see Head of Department Humanities).
- Exceptional provision for cultural development (see Deputy Headteacher Lifelong Learning).
- Awarded Artsmark Gold in 2001 and 2004
- Pilot school for Artsmark Gold (see Deputy Headteacher Lifelong Learning).
- Dance department invited by QCA to perform at national conference in June 2006.
- Drama department invited to provide stimulus to Key Stage 2 maths event for one week at County Hall, June 2006.
- Sportsmark awarded in 2001 (see Head of Department PE).
- Pilot school for Creative Partnerships (see Deputy Headteacher Lifelong Learning and teacher in charge of Creative Partnerships). Ended in 2005. Followed by Greenfield invited and approved to become a Centre of Creativity and Innovation as a follow-up to Creative Partnerships for two years.
- Pilot school for Arts Leaders Award (DCMS).
- See Social Inclusion programme for examples of inclusive enrichment activities.

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

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and take part in communal activities

Learners are generally very good at making a positive contribution to the community.

Understanding of their rights & responsibilities and of those of others

- In March 2006 Greenfield was one of the first secondary schools in the north of England to receive the Impetus award in Citizenship
- Many learners are members of local youth groups and churches, e.g. Scouts, Guides, Youth Centre, Cadets (evidence - talk to learners, parent governors).
- Many learners act as carers (evidence Head of Key Stage).
- There is an active Student Council (evidence Chair of Student Council).
- Learners have participated in Governors Best Value Committee, Shared Use Management Committee, Friends of Greenfield and some appointments of teachers.
- Learners have participated in consultation events with Sedgefield Borough Council,

Durham County Council and Great Aycliffe Town Council.

- Learners have participated in video used to promote issues of drug education in the LEA.
- Learners frequently provide evidence from incidents which have occurred outside of school (evidence PC D. McKenna).

Also use of theatre in education to tackle teenage pregnancy. Learners have participated in the Sports Partnership

Board (evidence Head of Department PE, Minutes of meetings).

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

- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being
- learners' understanding of career options, and the acquisition of workplace skills

How well learners develop skills & personal qualities

- GCSE Results 53% 5 or more higher grades in 2005.
37% achieved 5 or more higher grades including Maths & English.

GCSE higher grades

A*-C English Girls 68.1%, Boys 46.7%.

A*-C Maths Girls 31.4% Boys 37.3%

- 2005 - End of Key Stage L5+

English Girls 76.4%, Boys 68%

Maths Girls 77.7%, Boys 70%

Science Girls 71.6%, Boys 70%

- 2005 - End of Key Stage L5+

ICT 68.9% Girls 78%, Boys 61%.

- There are a significant number of enrichment and curriculum experiences designed to develop skills for future well

being (evidence Head of Key Stage, Leadership Group).

- 'Monkey Business' (Enterprise by students) was overall regional runner-up and category winner in the Young Enterprise competition 2004 (evidence Head of Department Business Studies).

- The leadership group was strengthened by the addition of the new AHT in April 2006. One of the key responsibilities

is to take an overview of Enterprise Education.

Learners' understanding of career options & the acquisition of workplace skills

All learners in Year 10 participate in the Higher Education Awareness Programme.

- All learners in Key Stage 4 participate in visits to local Further Education colleges and 6th form college.

- In Year 10 67% participate in Work Related Learning experiences (evidence CEG Co-ordinator).

- In Year 11 62% participate in Work Related Learning experiences (evidence CEG Co-ordinator).

- Greenfield has participated in the local 14-19 review (evidence LEA/Learning & Skills

Council).

- Greenfield introduced a revised Key Stage 4 in 2002 to meet the individual needs of learners (evidence Deputy Headteacher Raising Achievement).
- The Key Stage 4 curriculum has been further modified to meet regional skills shortages identified by the LSC and work collaboratively with another secondary school and two local work based learning providers (evidence Woodham Technology Community College, Aycliffe ITEC and South West Durham Training - Engineering).
- Several vocational courses have been introduced in Key Stage 4 e.g. Leisure & Tourism, Junior Sports Leaders, Performing Arts, Applied Engineering, Applied Business Studies, Health & Social Care (evidence Deputy Headteacher Raising Achievement).
- A Connexions worker is a member of the REACH Team.
- Greenfield is represented on several groups as part of the LSP.
- A good CEG experience is provided throughout Key Stage 3 and Key Stage 4 (evidence OFSTED 2002, LEA CEG Inspector).
- 14-19 Audit shows the need to continue to build vocational provision (evidence Deputy Headteacher, J.D. Clare).
- An audit of enterprise activity will be undertaken in the summer term 2006

4f Where relevant: how good are learners' personal development and well-being in the sixth form?

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

- To continue to implement the Attendance Improvement Action Plan.
- To reduce the number of children who are persistently late.
- To reduce the frequency of low level disruption by re-launching the Behaviour Improvement Plan.
- To expand the range of vocational courses and modern apprenticeships.
- To meet the DfES Enterprise Education requirements for academic year 2006/2007.
- To introduce a system of internal exclusions.
- To implement the NOF school and community sports plans including the County Durham Physical Activity Strategy.

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

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

5. THE QUALITY OF PROVISION

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

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

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

5a How good is the quality of teaching and learning?

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

The quality of teaching and learning is generally good or better.

- The revised lesson observation framework was adopted in September 2004. A lesson observation training session was led by the Link Inspector on behalf of Head of Department and the Leadership Group (evidence Link Inspector).

- A systematic approach to lesson observation has been implemented (evidence Lesson Observation report Deputy Headteacher Raising Achievement).

- A systematic monitoring and evaluation of Assessment for Learning was undertaken in 2004 (evidence C. Bell, 2004 report Action Plan C. Bell).

- In 2003 the Value Added from Key Stage 2 to Key Stage 4 placed Greenfield first in the LEA (36 schools).

- In 2004 the Value Added from Key Stage 2 to Key Stage 4 placed Greenfield sixth in the LEA (36 schools).

- Other Value Added data is available as required from the Deputy Headteacher Raising Achievement.

- In the OFSTED Inspection October 2002 lesson observations - 96% satisfactory or better, 74% good or better, 22% very good, 7% excellent + visit of HMI as part of specialist schools A second evaluation.

- Based on lesson observations undertaken in the Autumn term 2005, the proportion of lessons observed was as follows: Very good + 38%, Good 34%, Satisfactory 28%, U- 0%.

Issue

- Based on a series of spot checks undertaken by the Headteacher during April 2006 a significant number of lessons were noted without learning objectives / outcomes written on the class white board.

Intervention

- The framework for learning to be revisited during the summer term 2006. (Evidence - lesson observation report, Deputy Headteacher J.D. Clare).

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

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

Curriculum match to learners needs, aspirations, capabilities

- A curriculum 'bridges project' exists between Key Stage 2 and Key Stage 3 for academic and inclusion issues (evidence Head of Key Stage 3, Social Inclusion Co-ordinator).
- An appropriate Key Stage 4 curriculum has evolved since 2002 (evidence Deputy Headteacher Raising Achievement).
- A new Academic Inclusion co-ordinator was appointed in September 2003.
- A wide range of enrichment activities are available to learners.
- Wide range of options of Arts based examinations and fast track opportunities to 'A' Level (evidence report on Specialist Status).

How far curriculum meets external requirements and is responsive to local circumstances

- Greenfield has worked with the DfES, SS and AT, LEA, LSC, work based learning providers and local post 16 providers to develop the Key Stage 4 curriculum (evidence Leadership Group).
- Evaluation of creative and arts based experiences, (evidence held by Community Arts Co-ordinator).

Extent to which enrichment activities, and, where appropriate, extended services contributed to learners enjoyment and achievement. The extent to which employers needs are met through developing work related skills.

5c How well are learners guided and supported?

- the care, including as appropriate integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children

The quality of care, guidance and support for learners is very good and often outstanding. Greenfield has operated as a Full Service/Extended School since January 2003 (evidence REACH Report No. 3 February 2006, DVD - Greenfield - More Than Just A School, Sedgefield Primary Care Trust).

- Regular reports have been provided to the Governing Body and funding providers such as Neighbourhood Renewal Fund and the LEA.

- The quality of integrated pastoral care was found by OFSTED to be 'there are very high standards of work'.
- The quality of academic monitoring and support in KS3 and KS4 is very high - evidence Deputy Headteacher (Teaching and Learning), HoKS 3, HoKS 4.
- CEG in the most recent OFSTED Inspection was found to be very good.
- The REACH Team includes the following full time staff: Educational Welfare Officer, School Health Adviser, Connexions Worker, Home School Liaison Worker. Part time staff include Counsellor and Behaviour Support.

The level of support for families is very good.

Issue

The REACH team and the ICAN team have been operating different admin systems.

Intervention

- To integrate the two systems into one coherent approach

Issue

- LACS have not received specific monitoring regarding levels of attainment and overall contribution and progress.

Intervention

- A series of benchmark case studies to be undertaken during the summer term 2006 to monitor the progress and well being of LACS.

Issue

- NEETS remain a significant problem within the Durham LEA and are one of the key priorities in the 14-19 PIAP.
- The proportion of NEETS at Greenfield in 2005 was 9.8% (13 of the Year 11 cohort) this compares with the LEA average of 14%

Intervention

- A post 16 support worker to be appointed via the Aim Higher Project for one day per week.

Impact

- Reduce Greenfield NEETs by 50% in 2006.

Information access

- The work of the approach to Full Service/Extended school has been disseminated at local, regional and national conferences (evidence February 2004 London, Headteacher, GONE Sunderland March 2004, Middlesbrough Deputy Headteacher/School Health Adviser, LSP annual review).

Arrangements to keep learners safe

- Current Child Protection procedures are in place following advice from LEA and Social Services (evidence Social Services).
- LEA off site activities procedures are followed (evidence Headteacher/Senior Admin Officer).

- Post Bichard procedures have been implemented regarding interviews and CRB searches (evidence Headteacher/Senior Admin Officer).
- The Health & Safety Policy is updated annually and presented to the Governors Buildings Committee (evidence Governors Minutes, Health & Safety file - Site Manager).
- Emergency procedures have been approved by Governors Buildings Committee and re retained by Headteacher, Deputy Headteachers and Site Manager.
- Unavoidable closure - severe weather - procedures implemented and reviewed by full Governing Body (evidence Governing Body Minutes 10th March 2005, Letter to Director of Education 17th March 2005).

5d Where relevant: what is the quality of provision in the sixth form?

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

- Review fire safety procedures on completion of construction work in September.
- To continue the improvement in teaching and learning.
- To achieve a consistent approach in lesson observation.
- To continue to review the KS3 and 4 curriculum in relation to future legislation of the five year strategy.
- To reduce the number of NEETS
- To integrate the REACH / ICAN admin systems.

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

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

6. LEADERSHIP AND MANAGEMENT

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

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

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

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

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

Leadership and Management at all levels is very good.

- Team Leaders encourage performance management objectives linked to the school management plan (evidence Performance Management files - Headteacher).
 - All curriculum areas have development plans and are accountable to linked Leadership Group members (evidence Development Plans - Headteacher).
 - The majority of Heads of Department have participated in Advanced Leadership Skills course delivered by Leadership Centre staff, Autumn 2004.
 - All Seconds in Departments and recently appointed Co-ordinators have participated in First Steps into Management course provided by Leadership Centre, Summer 2004.
- Issue
- A number of new middle management appointments have been made during 2005.
- Intervention
- A second phase of middle management and advanced leadership skills training to be planned for autumn 2006.

How effectively is performance monitored and improved

- Performance Management has operated successfully since September 2000 (evidence

Performance Management file -
Headteacher).

- Lesson observation is a feature of this practice (evidence Deputy Headteacher Raising Achievement).
- All departments have undertaken periods of self assessment and are linked to members of the Leadership Group.
- In November 2002 the Headteacher, two Deputy Headteachers and Assistant Headteacher participated in CPD related to Emotional Intelligence and completed an online exercise supported by colleagues (evidence EI reports).

- Effective monitoring and reporting of progress towards Arts College targets (evidence: report on Phase 2, Year 3).

- The results of the consultation exercise with parents regarding leadership and management were as follows:

- o 69.3% expressed their happiness with the management at the school and 5.5% were unhappy. Nationally this figure is 68%.

The first staff consultation exercise was undertaken in April 2006 and the headline issues were as follows

- o 40 completed questionnaires were returned representing a response rate of 39.2%.

- o Questions receiving a score of 60% or over are to be considered a success.

- o Scores of 55% or less indicate significant room for improvement.

Issues

Staff gave an exceptional overall performance score of 81%.

- o 46% said the school had improved over the last year.

- o While 14% thought that the schools performance was worse.

- o The survey results reveal that the school has reasons to be happy with most of its activities.

- o With regard to the core areas staff are most happy with developing self esteem in staff, appreciation of staff contribution and staff morale.

- o The staff are least happy with the use of support staff, pupil's attitudes to learning and professional development opportunities.

- o With regard to parent priority areas, staff are most happy with the delivery of Social and Health Education, school security and developing confidence.

- o The staff are least happy with the delivery of the availability of resources, computer access and levels of homework.

- o The staff's top priority for improvement is school discipline.

- o Developing self esteem in staff 88.8%

- o Appreciation of staff contribution 84.1%

- o Staff morale 79.3%

- o Handling of personal issues 78.1%

- o Communication between SMT and staff 77.6%

Intervention

• Issues relating to CPD opportunities will be investigated. The majority of CPD issues via Performance Management will be met in-house. The ability of staff to forward plan their own CPD beyond Performance Management will need to be considered. The CPD definition of appropriate activities should be regularly presented and included in the Staff Handbook.

Impact

Second annual survey commissioned for February 2007 to evaluate impact of intervention. How well is equality of opportunity promoted and discrimination tackled

• The Governing Body has adopted an Equal Opportunities Policy and the school follows the Durham County Council

procedures for recording, reporting and responding to racist incidents.

• The Governing Body accepted the Durham County Council policy for Harassment at Work in March 2004.

• The Year 8 pupil voice equality and diversity consultation revealed positive perceptions.

Survey conducted July 2005

and reported February 2006.

What is the adequacy and suitability of staff

• The school work force is very strong and there are no weaknesses only relative strengths (evidence BETT Team, Link Inspector).

• The quality of specialist equipment has improved in recent years along with the provision of learning resources.

• The quality of accommodation is variable but on the whole in relatively good condition and well maintained. Accommodation for Performing Arts is very good.

• Two new purpose built technology rooms were opened in November 2005 and a fourth visual arts specialist room.

• Construction of the community sports hall should commence in April 2006.

• Three floodlit tennis courts were opened in 2001 funded by the LTA and Seed Challenge Fund.

• A third generation Football Facility was completed in March 2005 funded by the FA and Seed Challenge Fund.

How effectively and efficiently are resources deployed to achieve value for money

• The Governing Body adopted a policy for the Strategic Management of School Resources in 2001. This follows best

practice from the Audit Commission (evidence Chair of Governors Finance Committee).

• The Finance & Pay Review Committee monitor the deployment of resources and undertake best value practices at various

points during the year (evidence Minutes of meetings and new catering contract).

• The results of CFR are monitored by the Governing Body.

• The Headteacher updates the Governing Body about progress towards targets to support development (evidence School

Management Plan to Governing Body Minutes).

• Progress towards Arts College targets is reported annually to the DfES (evidence annual reports available from Deputy

Headteacher Lifelong Learning).

How effective are the links made with other organisations and employers.

- All of the curriculum and community targets from phase 2 Specialist School Status were substantially met. Evidence

DfES March 2006 approval to proceed to phase 3.

- Greenfield has an extensive range of partnerships with local authorities and other organisations. These partnerships

extend to representatives of multi-agencies and other organisations represented in the LSP Longlife Learning Policy

Group and the Aycliffe Learning Town Partnership.

To what extent do Governors discharge their responsibilities?

- The Governing Body has no vacancies.

- All committees work effectively and efficiently to support the work of the school e.g.

Specialist Support for

strategic development of ICT and Best Value review to provide new kitchen.

- Governors give their time freely to support the work of different departments and all curriculum areas are linked to

the Governing Body.

- The Governing Body has a good strategic overview of the strengths and weaknesses of the school and its future

direction (evidence Chairs of all committees).

6b Where relevant: what are the effectiveness and efficiency of leadership and management in the sixth form?

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

- Leadership and management issues relating to re-designation of specialist school status Phase 3.
- Issues from the staff consultation exercise.
- A second phase of middle management and advanced leadership skills training for autumn 2006
- To implement the outcomes of the restructuring exercise undertaken during autumn 2005.

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

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall		✓		
	Sixth form				

7. OVERALL EFFECTIVENESS AND EFFICIENCY

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

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

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

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

7a What is the overall effectiveness of the provision, including any extended services, and its main strengths and weaknesses?

- There is extensive provision and partnerships based on the launch of Greenfield as an extended school in January 2003 (evidence document/DVD More Than Just A School).
- There is extensive provision in Social Inclusion, community arts and sports (evidence annual reports, NOF development plans).
- A weakness in the overall approach is security of continuity funding.
- Achievements and standards are good.
- Teaching and learning provision is good.
- Curriculum and care is outstanding.
- The Arts Centre provides services to a wide range of local people (evidence - members and centre numbers of Arts Centre).
- Extended School core offer to be implemented by September 2006.

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

- The Post OFSTED Action Plan was signed off by the Governing Body on 17th March 2005.
- Four objectives in the Post OFSTED Plan were wholly achieved.
- Objective 1 regarding attainment in subjects, twelve of the sixteen targets have been achieved and the remaining four carried forward by departments.
- Assessment for learning was identified by the school as an issue addressed via an audit, CPD and Action Plan (evidence Assistant Headteacher C. Bell, letter from Ron Rooney, LEA Advisory Teacher).
- New accommodation was handed over in November 2005 and the Sports Hall is scheduled for completion October 2006.
- An investigation has been initiated to close the gap between school versus national levels of attainment and shorten the tail of underachievement in each key stage.

7c What is the capacity to make further improvement?

The capacity for improvement is very good.

- Leadership and management are good / structures are good.
- Leadership group was restructured in 2003 and 2006.
- SAFC should return to the PL in 07.
- CPD has been provided by the Durham LEA Leadership Centre to improve the knowledge, skills and understanding of middle managers. A specific course targeted at emerging leaders to develop advanced leadership skills.
- The school has a track record of self improvement and good knowledge of strengths and weaknesses.

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

There are very effective links with other organisations evidence: report/DVD Greenfield - More Than Just A School - NOF School & Community Sport application, and REACH report no. 3 January 2006.

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

- Continue to improve levels of attainment in both key stages specifically in Maths, MFL, History, ICT and Geography.
- Introduce departmental and pastoral self evaluation during summer term 2006.
- We need to further encourage independent learning.
- Strengthen partnerships with health and support organisations, the business community, voluntary organisations and other 14-19 partners.
- Continue to implement Work Force Reform.
- Develop the quality of teaching and learning by re-launching the T & L framework.
- Continue the Self Evaluation undertaken with pupils, parents and staff.
- Consider the appointment of additional support staff such as LSAs, Community Manager, Assistant Site Manager and Technician.
- Address issues from the consultation exercise with parents, pupils and staff.

7f Where relevant: what are the effectiveness and efficiency of the sixth form?

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

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

PART B: FACTUAL INFORMATION ABOUT YOUR SCHOOL

Section A: Information about your school

A1	Name of school	Greenfield School Community and Arts College
A2	Unique reference number (URN)	114305
A3	Unique reference number for the school's childcare provision (where relevant)	
A4	Type of school	Comprehensive
A5	School category	Community
A6	Age range of learners	11 - 16
A7	Sex of learners	Mixed
A8	Name of headteacher (or equivalent)	Mr M Thornton
A9	School's address	Greenfield Way Newton Aycliffe County Durham <i>Please include post code</i> DL5 7LF
A10	Telephone number	01325 300378
A11	Fax number	01325 379058
A12	E-mail address	greenfield@durhamlea.org.uk
A13	Website address	http://greenfieldschool.net
		<i>Please include http:// as part of the website address</i>
A14	Name of appropriate authority	Local Education Authority
A15	Name of chair of governors	Mr. Peter Bergg
A16	Local education authority	840 - Durham

A17 Special categories of school

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

Category	School currently has designation (please tick)	An application has been made (please tick)	Date of commencement / likely commencement
Specialist School (please state which): (Arts)	✓		1 September 1998
Full service extended school	✓		13 January 2003
Extended school			
Other (please state what):			

Please use this box to provide further details.

Greenfield leads in both Visual and Performing Arts. Baroness Blackstone:
--

A18a Childcare provision under the Children Act Part X A 1989

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

Type of care	Managed by the school / governing body	Managed by a private or voluntary provider	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children
Full day care					-	
Sessional care					-	
Crèche					-	
Out-of-school care					-	
Other (please state):					-	
Total						0

A18b Number of children on roll

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

Category	Boys	Girls	Total
Under 3s			0
Foundation Stage grant-funded nursery			0
Out-of-school care			0
Total	0	0	0

A19 Childcare registration

Are you in the process of applying for a childcare registration on your school premises?
If yes, please answer the questions below.

Type of care	Governing body manages provision	Private or voluntary provider manages provision	Independent provider manages provision	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children	
Full day care						-		
<i>Date which application is likely to commence:</i>								
Sessional care						-		
<i>Date which application is likely to commence:</i>								
Crèche						-		
<i>Date which application is likely to commence:</i>								
Out-of-school care						-		
<i>Date which application is likely to commence:</i>								
Total								0

A20 Additional services

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

Type of Provision	Tick if Yes	Extent and nature of provision
Adult education	✓	Adult & Comm. Ed. classes 4 evenings per week
Family learning programme		
Family support services		
Community use of facilities	✓	Comm. Arts Centre 5 days & football facility, sports hall
Drop-in facilities	✓	Art Gallery & ICT suite
Community outreach		
Other, please specify: (Community Arts Centre)	✓	Performing Arts facilities
Other, please specify:		

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

<p>Greenfield has been a provider of adult and community education for over ten years, over 27,000 visitors attend the Community & Arts Centre each year. There are usually in excess of 42 courses per year with an average number of 420 enrolled learners. The Community & Arts Centre was opened in June 2000 by the Prime Minister and was funded by the National Lottery via the Arts Council of England. There are three floodlit tennis courts funded by the LTA and Seed Challenge Fund. A third generation rubber crumb floodlit all weather surface opened in March 2005 funded by the FA and Seed Challenge Fund. A school and community sports hall is scheduled to open in Autumn 2006 funded by NOF.</p>

A21 Designated SEN resource base or similar provision

If your school has an LEA-designated SEN resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Throughout the rest of the form, this provision is referred to as 'SEN resource base'.

Designated resource base / provision for:	Number of places

A22 Boarding provision

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

	Boys	Girls	Total
Number of boarders			0

A23 Work-place learning

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

Nature of provision	Below Y10	Y10	Y11	Y12	Y13	Y14	Total
Work Experience		6	26				32
Work placed learning		12	9				21
							0
							0
							0
Total	0	18	35	0	0	0	53

Provide any brief details in the space below.

Work experience involves two weeks just before Christmas in Year 11. The six Year 10 pupils are part of a double GCSE course in Business.

The work placed learning pupils in Years 10 and 11 spend half a day a week with a company throughout the year.

A24 Joint sixth-form provision

Please indicate whether or not the school has arrangements for joint teaching of sixth form 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 sixth-form provision Yes / No
 Yes No

Additional features of the school

A25 The nature of the school's site

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

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

Number of sites used

A26 Reorganisation

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

The school is subject to reorganisation proposals Yes / No

A27 School Federations

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

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

The school is part of a Federation Yes / No

A28 Clause 47 inspections

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

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

A29 Term dates and occasional closures

Please indicate for each term and half term the start and finish dates for one year ahead.

Please also provide the dates of any planned occasional closures within the stated term times.

Term and half term names	Start date	Finish date
Autumn Term	5 September 2006	20 October 2006
Autumn Half Term	30 October 2006	22 December 2006
Spring Term	9 January 2007	16 February 2007
Spring Half Term	26 February 2007	30 March 2007
Summer Term	16 April 2007	25 May 2007
Summer Half Term	4 June 2007	20 July 2007

Dates of occasional closures

Thursday 23rd November 2006 Monday 27th November 2006 Monday 7th May 2007

Section B: Information about the learners

B1 Number of learners

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

		Boys	Girls	Total
Key Stage 2	Year 5			0
	Year 6			0
Key Stage 3	Year 7	80	88	168
	Year 8	71	64	135
	Year 9	87	76	163
Key Stage 4	Year 10	76	73	149
	Year 11	67	68	135
Sixth Form	Year 12			0
	Year 13			0
	Year 14			0
Total		381	369	750

B2 Ethnic background of learners in maintained provision

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

	Number		Number
White - British	741	Asian or Asian British - Bangladeshi	0
White - Irish	1	Asian or Asian British - any other Asian background	0
White - any other White background	3	Black or Black British - Caribbean	0
Mixed - White and Black Caribbean	1	Black or Black British - African	0
Mixed - White and Black African	1	Black or Black British - any other Black background	0
Mixed - White and Asian	0	Chinese	2
Mixed - any other mixed background	1	Any other ethnic group	0
Asian or Asian British - Indian	0	Parent / learner preferred not to say	0
Asian or Asian British - Pakistani	0	Information not obtained	0
		Total	750

B3 Refugees and asylum seekers

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

Number of refugees and asylum seekers

B4 Travellers

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

Number of Traveller learners

B5 Support for minority ethnic and/or Traveller learners

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

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

B6 English as an additional language

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

Number of learners

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

B7 Learners with learning difficulties and/or disabilities (LDD)

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

Level of provision	Y5-Y11	Sixth form
School Action/ Early action	110	
School Action Plus/ Early action plus	58	
Statements of special educational needs	16	
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989		
Total	184	0

B8 The nature of learners' learning difficulties and/or disabilities (LDD)

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

Disability / difficulty	SEN resource base		Main school	
	Y5-Y11	Sixth form	Y5-Y11	Sixth form
Specific learning (dyslexia)			6	
Moderate learning			14	
Severe learning			0	
Profound and multiple learning			0	
Social, emotional and behavioural			19	
Speech or communication			8	
Hearing impairment			3	
Visual impairment			2	
Multi-sensory impairment			0	
Physical			0	
Autistic			3	
Other, please specify: (Tourette's Syndrome)			1	
Total (statements and School Action Plus)	0	0	56	0

B9 Learners for whom the National Curriculum is disapplied

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

Number of learners disapplied

B10a Learner mobility

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

The number of learners who joined the school other than at the usual time of first admission

The number of learners who left the school other than at the usual time of leaving or transfer

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

B10B Not applicable

B11 Looked after children

Please enter the current number of looked after children.

Number of looked after children

Please indicate details, including any variations year to year

LAC profiles are being developed as case studies to raise awareness with staff and governors. The profiles will include Key Stage 2 experience, levels of attainment and curriculum experience and enrichment.

Section C: Information about learners' targets

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

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 and Key Stage 3 (as appropriate) which you publish for parents. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

Target % of:	Year	2006	2007
learners expected to achieve Level 4 or above in English (Y6)		0	0
learners expected to achieve Level 4 or above in mathematics (Y6)		0	0
learners expected to achieve Level 5 or above in English (Y6)		0	0
learners expected to achieve Level 5 or above in English (Y9)		81	82
learners expected to achieve Level 5 or above in mathematics (Y6)		0	0
learners expected to achieve Level 5 or above in mathematics (Y9)		77	80
learners expected to achieve Level 5 or above in science (Y9)		73	74
learners expected to achieve Level 5 or above in ICT (Y9)		81	79

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

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

	Year	2006	2007
Target % of learners expected to achieve 5 or more grades A* to C		60	53
Target % of learners expected to achieve 1 or more grades A* to G		96	96
Target average GCSE points score		240	230

Section D: Information about exclusions, transfers and retention

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

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

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

Date for D1 and D2:

31 July 2005

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

	D1 Exclusions				D2 Excluded learners		D3 Transferred learners			
	Number of exclusions				Number of excluded learners		Number of transfers made			
	Fixed period	Permanent					Fixed period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British	113	57	0	0	58	36				
White - Irish										
White - any other White background										
Mixed - White and Black Caribbean										
Mixed - White and Black African										
Mixed - White and Asian										
Mixed - any other mixed background										
Asian or Asian British - Indian										
Asian or Asian British - Pakistani										
Asian or Asian British - Bangladeshi										
Asian or Asian British - A.O.A.B.										
Black or Black British - Caribbean										
Black or Black British - African										
Black or Black British - A.O.B.B.										
Chinese										
Any other ethnic group										
Parent / learner preferred not to say										
Information not obtained										
Total	113	57	0	0	58	36	0	0	0	0

D4 Retention in the sixth form

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

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

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

Year: (2005)	Y11	Y12	Y13
A course at any school or any course of further education	87		
Employment	18		
Training	11		
Gap Year (Y13 only)			
Any other category (please describe): (NEET, Voluntary Work, Others)	17		

Section E: Information about provision

E1a Teaching time

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

	Teaching time
Key Stage 2	
Key Stage 3	25.5
Key Stage 4	25.5
Sixth form	

E1b Not applicable

E2 Curriculum description

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

Key Stage 3

As students enter Year 7, care is taken to move them on through the National Curriculum, from the levels which they achieved at their primary schools. Close liaison is carried out to make sure that the Key Stage 2/3 transition is as smooth as possible. There are many opportunities for pupils in Key Stage 2 to be part of out of hours learning activities at Greenfield. The main change is that students are now taught by specialist subject teachers in specialist rooms.

The Key Stage 3 timetable contains: Mathematics, Science, English, Performing Arts, ICT, Geography, History, Religious Education, Art, A Modern Language, Physical Education, Music, Design Technology, PSHE including Citizenship.

In Year 8, the majority of the students have the opportunity to study a second Modern Foreign Language. This will enable them to make a realistic choice of languages in Year 10.

Year 9 is an important year which sees the culmination of Key Stage 3 with the National Curriculum tests (Key Stage 3 SATs), held early in the summer term. By this point, we are able to see measured improvement in the performance of the children since they joined us at the age of 11.

Key Stage 4

Having considered their choice of subjects during Year 9, students in Years 10 and 11 are preparing specifically for external public examinations. Again, it is our intention that we build upon their achievements in the previous Key Stage and move them forward in their understanding of subjects at Key Stage 4. Indeed a fast start is given at the end of Year 9 and gives pupils a head start with their Key Stage 4 subjects.

All students must study: English Language, English Literature, Mathematics, Science, Technology, Modern Foreign Language, RE, Careers, PE, Citizenship.

Additional subjects can be chosen from: Geography, History, Religious Studies, Business Studies, Travel & Tourism, PE, Applied Business (Double Award), GCSE Spanish, BTEC Physical Education, BTEC Performing Arts, Art (Media), Certificate of Personal Effectiveness (COPE) and Young Apprenticeship Health and Social Care.

As an Arts College, Greenfield also expects the majority of students to study at least one Arts option at GCSE from the following: Art & Design GNVQ, Ceramics, Sculpture, Photography, Graphics, Music, Drama, Performing Arts (GNVQ), Arts & Design A/S Level, Dance.

Students will study for GCSEs, work related or vocational qualifications. All pupils entering Year 10 follow an ICT Key Skills course throughout Key Stage 4.

All students have a weekly timetabled Tutorial/Personal, Social and Health Education session as part of the whole school approach to guidance. This is an opportunity for focussed work in areas such as: health education, citizenship, environmental awareness and industry.

E3 Sixth form programmes

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

		Year 12	Year 13
L3	A-level and AS-level		
	Advanced vocational programmes		
	A/AS and vocational combination		
	International Baccalaureate programmes		
L2	Intermediate vocational programmes		
	GCSE-based programmes		
	GCSE and vocational combination		
L1	Foundation vocational programmes		
	Other:		
	Other:		
	Other:		
	Other:		
Total number of learners		0	0

Section F: Information about staffing

F1 Number of teachers

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

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Qualified teachers (including the headteacher)		49		49
Unqualified teachers		1		1
Total FTE	0	50	0	50

F2 Support teachers for minority ethnic and/or Traveller learners

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

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Support teachers funded through EMAG				0
Support teachers funded through Traveller Achievement Grant				0
Support teachers funded through LEA or other funding sources				0
Total FTE	0	0	0	0

F3 Teaching assistants and other education support staff

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

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Teaching assistants trained to support learners with learning difficulties and/or disabilities		2		2
Other teaching assistants		1		1
Other education support staff		1		1
Total FTE	0	4	0	4

F4 Number of teachers in the childcare provision

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

	Full-time equivalent		
	U3s	3 & 4 year olds	Total
Qualified teachers			0
Unqualified teachers			0
Total FTE	0	0	0

Please indicate the name of the registered person:

--

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

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

	Full-time equivalent		
	U3s	3 & 4 year olds	Total
Qualified nursery assistants and trained teaching assistants			0
Teaching assistants trained to support learners with learning difficulties and/or disabilities (LDD)			0
Other education support staff			0
Total FTE	0	0	0

F6 Support staff for minority ethnic and/or Traveller learners

Of the support staff included in F3 (Teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic and/or Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Support staff funded through EMAG				0
Support staff funded through Traveller Achievement Grant				0
Support staff funded through LEA or other sources				0
Total FTE	0	0	0	0

F7 Teaching staff turnover

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

	Total
Number of teachers who left during the last two school years	8
Number of teachers who were appointed during the last two school years	8

F8 Temporary teachers and teaching vacancies

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

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

Section G: Information about finance and resources

G1 Financial information for the year April to March

From April	2004
to March	2005

Income and expenditure (£)		Balances (£)	
Total income	2952207	Balance from previous year	36414
Total expenditure	3010780	Balance carried forward to the next year	-22159
Expenditure per learner	4014.4	% of deficit or balance carried forward to the next year	-
			0.6999-
			99988-
			07907-
			10449-
			2

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

G2 & G3: Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DfES. You can access the appropriate website by visiting the following link

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

Full guidance can also be obtained from the website.

G4 Number of computers for learners' use

Please give the number of learners to computers

Number of learners (from B1)	750
Number of computers	181
Number of learners per computer	4

PART C: INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

Please complete the following table relating to statutory requirements.

Please complete each section of the form by selecting the relevant column as follows to indicate how far statutory requirements are being met:

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

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

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

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

The curriculum	Fully in place	Partly in place	Not in place
1. Every learner receives the full statutory curriculum that the school must provide.	✓		
2. The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children.	✓		
3. Where the provider is a school, it provides a daily act of collective worship for all learners (in <i>special schools</i> as far as is practicable) and has told parents of the right to withdraw their children.			✓
4. (<i>Schools with learners of primary age</i>) The governing body has decided whether or not to provide sex and relationships education and, if doing so, has agreed the content and organisation of the programme and has told parents about it and the right to withdraw their children.	✓		
5. (<i>Schools with learners of secondary age</i>) The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents about it and the right to withdraw their children.	✓		
Equality	Fully in place	Partly in place	Not in place
6. The governing body ensures that the provider does not discriminate unlawfully against learners, job applicants or staff on the grounds of sex, race, disability or marital status.	✓		
7. The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of monitoring and assessments of impact to parents and the governing body.	✓		
8. The school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Racial Equality (CRE) code of practice.	✓		

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

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

3. Working within the available resources.