Ofsted Inspection Forms (2000)

These forms and guidance notes, published by Ofsted on a CD-Rom in 1999, were to be used in inspections from January 2000.

(Please note that the links to the **Menu** at the top of each form do not work. Come back to this page instead - it replaces the CD-Rom's menu.)

Contents

This compilation and the contents list were prepared by Derek Gillard for *Education in the UK* and uploaded on 21 February 2021.

EVIDENCE FORM CODES

It is important to code Evidence Forms accurately. Firstly, they form part of the inspection evidence base and secondly they are the basis of OFSTED's national educational database. From either point of view, from the small scale of the inspection or the large scale of data analysis nationally, conclusions need to be drawn from accurate data.

Inspector's OIN

Required in all EFs

This is your own OFSTED Inspector Number, which is shown on your OFSTED photo-identity card.

School URN

Required in all EFs

This is the six-digit unique reference number allocated to the school. It is found in section A2 of Form S1.

Observation Type

Required in all EFs

Circle one of the codes shown:

L   for lesson observations

A   for analysis of pupils' work

D   for discussions

O   for any other EFs

Year group(s)

Required in all EFs coded L and A

For single year groups use:

N   for **Nursery** classes

R   for **Reception** classes

1–13   for classes in **Y1–Y13**

Where more than one year group is present, include the relevant codes for all the years and circle **the one year group which provides the main focus for the observation.**

If in your observation you focus on two or more year groups, you will need to write a separate EF and give separate grades for each, apportioning your time between them. This will ensure that grades are matched with the correct year.

Grouping

Required only in EFs coded L

For the class (not the task) circle:

M   for a **Mixed** ability class with no grouping by age or ability

A   a mixed ability class with groups formed by **Age**

G   a mixed ability class with **Groups** formed by prior attainment

S   for a **Setted** class formed on the basis of prior subject attainment

B   for a **Banded** (or streamed) class formed on the basis of prior attainment in a range of subjects

O   for **Other** forms of organisation

Present / Number on roll

Required only in EFs coded L

Enter:

- in the first box, the number present during the observation;

- in the second box, the number on the roll of the class.

Subject codes

At least one code is required in EFs coded L or A.

Code 1 NC subject or RE, under-fives curriculum, or blank

Use **Code 1** to indicate the NC/RE codes for Y1–Y11 and, if possible, the same subjects in observations outside this age range (that is, for post-5 pupils in YR, and in Y12 and Y13). Enter UF to indicate all areas of learning for under-fives. Otherwise, leave blank.

Code 2 Subject code or blank.

Use **Code 2** to:

- to give more detail to support code 1 (for example, ML FR to indicate which language is being taught);

- identify subject provision outside the NC subjects and RE (for example, [blank] PS for a PSHE lesson or [blank] BE for a business education course).

Otherwise, leave blank.

Accreditation

Required only in EFs coded L for observations of KS4 and post-16 pupils.

For the main qualification or accreditation to which the class is working, circle one of:

GC GCSE

AL GCE A-level

AS GCE AS-level

VA GNVQ Advanced or equivalent

VI GNVQ Intermediate or equivalent

VF GNVQ Foundation or equivalent

VP GNVQ Part 1

VO Other recognised vocational qualification

XO Any other recognised qualification or accreditation

For codes VO and XO, please specify the qualification or accreditation in the context box.

Observation time

Required only in EFs coded L.

Enter an estimate of the time, in minutes, spent observing a particular class or activity.

One EF may be used to record two or more observations of the same class or activity. In these cases enter the total observation time and note the split observation in the context box.

Teacher's Status

Required only in EFs coded L.

Circle one code from:

Q qualified teacher with one or more years of service

U unqualified teacher

T temporary relief or supply teacher, whether qualified or not

S ITT trainee (student)

N newly qualified teacher with less than one year of teaching

For **newly qualified teachers** enter in the box the full code from the teacher's ITT institution (from Table E1 on Form S2).

Lesson Type

Required only in EFs coded L

To indicate the organisation of the class for the task(s) undertaken, circle one code from:

CL whole class lesson

GR group work

IN individual work

MI a mixture of any of the above three types

XO any other type of activity

Support Teacher / Staff

Required only in EFs coded L

Enter:

- in the first box, the number of **additional teachers** present during the observation;

- in the second box, the number of **paid support staff** present (do not include voluntary helpers).

Leave both boxes blank if the class teacher is the only adult present.

Teacher's Code

Required only in EFs coded L.

Enter in this box the code used during the inspection to identify the teacher observed so that the lesson observation can be correctly associated with the teacher when preparing their profile of teaching.

Inspector's EF Number

Required in all EFs .

Enter in this box a code which uniquely identifies the EF to an inspector and the observation, analysis, discussion or other event recorded. For example, Jane Smith's 12th EF might be numbered JS12.

SIS Input Reference Number

Left blank during the inspection.

This box is used to identify the EF when it has been entered into the inspection software. It is filled in at the time of entry to the software.

SUBJECT CODES FOR USE ON EVIDENCE FORMS

Code 1: Basic curriculum (NC and RE) codes for the left hand *Subject codes* box

Art	AR	Mathematics	MA
Design and technology	DT	Modern foreign language	ML
English	EN	Music	MU
Geography	GG	Physical education	PE
History	HI	Religious education	RE
Information technology	IT	Science	SC
		All areas of learning for the under fives	UF

Code 2: Codes for the right hand *Subject codes* box

Non-vocational subjects

Art and design	AD	Numeracy	NY
Bengali	BL	Panjabi	PJ
Biology	BI	Performing arts	PA
Business education / studies	BE	Personal / social / health education	PS
Careers education	CA	Physics	PH
Chemistry	CH	Psychology	PY
Child development	CD	Resistant materials	RM
Chinese	CN	Russian	RU
Classics / Classical studies	CL	Science (single) GCSE	S1
Dance	DA	Science (double) GCSE	S2
Drama	DR	Social studies/science	SS
Economics	EC	Sociology	SO
Electronics	EL	Spanish	SP
Engineering subjects	EG	Sports science / studies	SR
Food subjects	FS	Statistics	ST
French	FR	Textiles / Fabrics / Needlework	TL
Games	GA	Urdu	UR
General studies	GS		
German	GM	*Symbols for subjects not listed*	
Geology	GE		
Graphics	GR	Any other:	
Gujarati	GU	Aesthetic / practical subject	XA
Hindi	HN	Business / commercial subject	XB
Humanities	HU	Humanities / social subject	XH
Information science/systems/studies	IS	Language subject	XL
Instrumental music tuition	IN	Mathematical subject	XM
Italian	IL	Physical subject	XP
Latin	LA	Science subject	XS
Literacy	LY	Technological subject	XT
Media Studies	MS	Any other subject not listed	XO

Vocational (for example GNVQ) subjects

Art and design	AD	Land and environment	LB
Business	BE	Leisure and tourism / recreation	LE
Construction and built environment	CB	Management	MM
Retail/distributive services	DI	Manufacturing	MN
Engineering	EG	Media: communication & production	MP
Health and social care	HS	Performing arts	PA
Hospitality and catering	HC	Science	SC
Information technology	IT	Any other vocational subject	XV

Activity codes for use in Evidence Forms coded O (other) only

Assembly / collective worship	AS	Extra-curricular activities	EX
Form / class / registration time	FT		

EVIDENCE FORM

Inspector's OIN		School URN		Observation Type	L A D O
Year Group(s)		Grouping	A M G S B O	Present / NOR	
Subject Codes		Accreditation	GC AL AS VA VI VF VP VO XO	Observation Time	
Teacher's Status	Q U T S N	Lesson Type	CL GR IN MI XO	Support Teacher / Staff	
Teacher's Code		Insp's EF No		SIS Input Reference No	

Context

Evidence

When recording grades, use 0–7 to reflect judgements in the text on: teaching and learning; attainment; attitudes and behaviour

Teaching ☐   Learning ☐   Attainment ☐   Attitudes and behaviour ☐

FORM S1 (PRIMARY)

Consultation about the inspection and information about the school

Primary schools, nursery schools
and middle schools deemed primary

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S1 should be returned to OFSTED at the address given in the accompanying letter.

Section A: Basic information about the school

A1	Name of school	
A2	School unique reference number (URN)	
A3	Type of school	
A4	School category	
A5	Age range of pupils	
A6	Gender of pupils	
A7	Name of headteacher	
A8	School address	
	Please include postcode	
A9	Telephone number	
A10	Fax number	
A11	E-mail address	
A12	Name of appropriate authority	
A13	Name of chair of governors	
A14	Local education authority	
A15	Start date of last section 10 inspection	

Section B: Information about pupils to help match the inspection team to the school

B1   Nursery classes or unit

Please indicate whether the school has designated nursery provision and, if so, how many places it offers.

	Tick one	Places
The school has designated nursery provision		
The school does not have designated nursery provision		

B2   Numbers of pupils

Please give the current numbers of pupils on the roll of the school in each of the categories in the table.

In a primary school, nursery means designated nursery classes

	Boys		Girls		Total
	Part-time	Full-time	Part-time	Full-time	FTE
Nursery					
Reception					
Y1					
Y2					
Y3					
Y4					
Y5					
Y6					
Y7					
Totals					

B3   Ethnic background of pupils

*Please enter the **number** of all pupils of **compulsory school age** in each of the classifications set out in the table below to give the ethnic mix of the school. Refer to the guidance before completion.*

	Number
White — UK heritage	
White — European	
White — other	

→

	Number
Black — Caribbean heritage	
Black — African heritage	
Black — other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White — total	
Any other minority ethnic groups	

B4   Refugees

Please indicate the number of refugee pupils, including asylum seekers, on the school's roll and their predominant country of origin. Use section G7 to give any further significant details.

Number of refugees	
Predominant country of origin	

B5   Travellers (including Gypsy/Roma)

Please indicate the number of Traveller pupils on the school's roll.

Number of Traveller pupils | |

B6   Support for minority ethnic and/or Traveller pupils

Please give the number of pupils supported through EMAG, section 488, SRB, LEA or other funding sources.

Number of minority ethnic pupils supported through EMAG | |

Number of minority ethnic pupils supported through SRB, LEA or other funding sources | |

Number of pupils supported through section 488 (Travellers) | |

B7   English as an additional language

Please give the number of pupils for whom English is an additional language. Please also give the number of these pupils who are at an early stage of English language acquisition.

Number of pupils with English as an additional language | |

Number of these pupils at an early stage of English language acquisition | |

Please indicate the main languages, other than English, spoken by pupils. Please list them in order, with most frequent first.

B8   Free school meals

*Please enter the current **number** of full-time pupils **eligible** for free school meals.*

Number of pupils eligible for free school meals | |

B9   Designated SEN unit or similar provision

If the school has an LEA-designated SEN unit or other similar provision, please indicate its function by entering disability or disabilities from those in the table in section B11 and give the number of places provided. Throughout the rest of the form, this provision is referred to as 'SEN unit'.

Designated unit / provision for:	Places

Please indicate how many pupils use the unit or other similar provision.

Pupils	Full-time	Part-time
Pupils with statements of special educational needs		
Other pupils with special educational needs		

B10   **Pupils with special educational needs**

Please enter the number of pupils on the school's register of special educational needs at each of the stages identified in the DfEE's Code of Practice.

	Assessment stage	Nursery	YR–Y7
1	(Increased differentiation)		
2	(Individual education plans)		
3	(Involvement of outside specialists)		
4	(Statutory assessment)		
5	(Statement of special educational needs)		

Total (stages 1–2)		
Total (stages 3–5)		

B11   **The nature of pupils' special educational needs**

Please indicate the numbers of pupils at Stages 3–5 of the 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 pupil once only according to the most significant disability / difficulty.

	SEN unit		Main school	
Disability / difficulty	Nursery age	YR–Y7	Nursery	YR–Y7
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Emotional and behavioural				
Speech or communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic				
Other ( )				

Total (stages 3–5)				

Section E: Organisation and staffing

E1   Number of teachers

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

	SEN unit	Nursery	YR–Y7	All school	Total FTE
Full-time teachers (including the headteacher)					
Part-time teachers (full-time equivalent)					
Total (full-time equivalent)					

Number of part-time teachers covered in table above				

E2   Support teachers for minority ethnic and/or Traveller pupils

Of the qualified teachers included in E1 above, indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	SEN unit	Nursery	YR–Y7	All school	Total FTE
Support teachers funded through EMAG					
Support teachers funded through SRB, LEA or other sources					
Support teachers funded through section 488 (Travellers)					

E3   Unqualified teachers

Please give the full-time equivalent of all unqualified teachers employed in the school.

	SEN unit	Nursery	YR–Y7	Total FTE
Number of unqualified teachers				

E4   Number of classes

Please indicate the number of classes in the school. In a primary school, nursery means designated nursery classes.

SEN unit [   ]   Nursery [   ]   YR–Y7 [   ]

Section G: Further information to help set up the inspection

G1   Section 23 inspection of religious education and collective worship

Please indicate whether a section 23 inspection of denominational religious education and/or collective worship is required and, if so, what denomination.

	Tick one	If ticked, denomination
A section 23 inspection of denominational religious education is needed		
Religious education needs inspecting in the section 10 inspection		

	Tick one	If ticked, denomination
A section 23 inspection of collective worship is needed		
Collective worship needs inspecting in the section 10 inspection		

G2 **The nature of the school's site**

Please indicate the number of sites occupied by the school. If more than one, please give details and the distance(s) between them in section G7 below.

Number of sites used [ ]

G3 **Modern foreign languages**

Please give details of any modern foreign language teaching that takes place in the school.

	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Language(s)							
Number of classes							
Teaching time per week (hours)							

G4 **School reorganisation**

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in section G8 below.

Tick one

The school is subject to reorganisation proposals [ ]

The school is not subject to reorganisation proposals [ ]

G5 **Special features of the school's provision which the appropriate authority wishes to be inspected**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G6 **The school's involvement in national and local initiatives**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G7 **Factors which the appropriate authority wishes the inspection team to take into account**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G8 **Significant changes which will take place before the inspection**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G9 **Relevant dates**

Please give the dates of the term of the inspection and any unsuitable dates for the inspection.

	End date	
Date of last day of term preceding the term of the inspection		

	Begin date	End date
Dates of first half-term in the term of the inspection		
Dates of the second half-term in the term of the inspection		

Unsuitable dates	Explanation

Completion of the form

Please complete the following:

Tick

This form is accompanied by a declaration from a representative of the appropriate authority

Date of completion of Form S1

Please return Form S1, together with the declaration from a representative of the appropriate authority, to OFSTED.

FORM S1 (PRU)

Consultation about the inspection and information about the PRU

Pupil referral units

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S1 should be returned to OFSTED at the address given in the accompanying letter.

Section A: Basic information about the unit

A1	Name of unit	
A2	Unit's unique reference number (URN)	
A3	Range of needs supported	
A4	School category	Pupil referral unit
A5	Age range of pupils	
A6	Gender of pupils	
A7	Name of headteacher / teacher in charge	
A8	Unit address	
	Please include post code	
A9	Telephone number	
A10	Fax number	
A11	E-mail address	
A12	Name of appropriate authority	The local education authority
A13	Name of responsible officer	
A14	Local education authority	
A15	Start date of last section 10 inspection	

Section B: Information about pupils to help match the inspection team to the unit

B1   Numbers of pupils

Please give the current numbers of pupils on the roll of the unit for each year and in each of the categories in the table.

	Pupils on the roll of the PRU only				Dual registered pupils						Total
	Full-time at PRU		Part-time at PRU		Full-time at PRU		Part-time at PRU		No time at PRU		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Y1											
Y2											
Y3											
Y4											
Y5											
Y6											
Y7											
Y8											
Y9											
Y10											
Y11											
Y12											
Y13											
Total											

B2   Residential pupils

Please give the number of pupils who make use of residential provision in the PRU. Please note the PRU's arrangements for residential provision in section G10.

Number of residential pupils [   ]

B3   Support for pupils registered at other schools (outreach)

Please give the number of pupils registered only in other schools for whom the PRU provides support. Please give figures for each key stage.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16
Number of supported pupils (outreach)					

B4   Ethnic background of pupils

*Please enter the **number** of all full-time and part-time pupils on the roll of the PRU of compulsory school age and above in each of the classifications set out in the table below to give the ethnic mix of the unit. Refer to the guidance before completion.*

	Number F-T	P-T
Black - Caribbean heritage		
Black - African heritage		
Black - other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White - total		
Any other minority ethnic groups		

	Number F-T	P-T
White - UK heritage		
White - European		
White - other		

→

B5   Refugees

Please indicate the number of refugee pupils, including asylum seekers, on the unit's roll and their predominant country of origin. Use section G10 to give any further significant details.

Number of refugees

Predominant country of origin

B6   Travellers (including Gypsy/Roma)

Please indicate the number of Traveller pupils on the unit's roll.

Number of Traveller pupils

B7   Support for minority ethnic and/or Traveller pupils

Please give the number of pupils supported through EMAG, section 488, SRB, LEA or other funding sources.

Number of minority ethnic pupils supported through EMAG

Number of minority ethnic pupils supported through SRB, LEA or other funding sources

Number of pupils supported through section 488 (Travellers)

B8   English as an additional language

Please give the number of pupils for whom English is an additional language. Please also give the number of these pupils who are at an early stage of language acquisition.

Number of pupils with English as an additional language

Number of these pupils at an early stage of language acquisition

Please indicate the main languages, other than English, spoken by pupils. Please list them in order, with most frequent first.

B9   Pupils with special educational needs

Please enter the number of pupils on the roll of the PRU who are on the unit's register of special educational needs at each of the stages identified in the DfEE's Code of Practice.

	Assessment stage	Number
1	(Increased differentiation)	
2	(Individual education plans)	
3	(Involvement of outside specialists)	
4	(Statutory assessment)	
5	(Statement of special educational needs)	

Total (Stages 1-2)	
Total (Stages 3-5)	

B10   The nature of pupils' special educational needs

Please indicate the numbers of pupils at Stages 3-5 of the 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 pupil once only according to the most significant disability / difficulty.

Disability / difficulty	Number
Specific learning (dyslexia)	
Moderate learning	
Severe learning	
Profound and multiple learning	
Emotional and behavioural	
Speech or communication	
Hearing impairment	
Visual impairment	
Multi-sensory impairment	
Physical	
Autistic	
Other ( )	

Total (Stages 3-5)	

Section E: Organisation and staffing

E1 Qualified teachers

*Please indicate the numbers of **qualified** teachers who are based at and work in the unit , including the headteacher / teacher in charge, in each of the categories in the table. Please give numbers of teachers and their contribution in the form of full-time equivalent figures. Please read the notes of guidance before completion.*

	Total number of teachers based at or working at the PRU	Number contributing to provision in the PRU	FTE contribution to provision in the PRU	Number contributing to provision in other settings	FTE contributions to provision in other settings	Total FTE contribution made by these teachers
Full-time teachers						
Part-time teachers						
Totals						

E2 Support teachers for minority ethnic and/or Traveller pupils

Of the qualified teachers included in E1 above, indicate the deployment (full-time equivalent) of those who support pupils in the unit from minority ethnic and/or Traveller backgrounds, using the following categories.

	Total FTE
Support teachers funded through EMAG	
Support teachers funded through SRB, LEA or other sources	
Support teachers funded through section 488 (Travellers)	

E3 Unqualified teachers

Please give the number and full-time equivalent contribution of all unqualified teachers employed in the unit.

	Total no of teachers based at or working at the PRU	Number contributing to provision in the PRU	FTE contribution to provision in the PRU	Number contributing to provision in other settings	FTE contributions to provision in other settings	Total FTE contribution made by these teachers
Unqualified teachers						

Section G: Further information to help set up the inspection

G1 Information about accommodation and places

Please give the following information about the number of places available at the unit and its accommodation.

Agreed maximum number of pupils on the roll of the PRU	
Maximum number of pupils who can be taught in the PRU at any one time	
Number of residential places	

G2 The nature of the unit's site

Please indicate the number of sites occupied by the unit. If more than one, please give details and the distance(s) between them in section G10 below .

Number of sites used	

G3 **Number of classes**

Please indicate the number of classes operating in the unit during an average unit day.

Number of classes [ ]

G4 **Curriculum offered**

Please indicate the number of classes in each of English, mathematics and science; and in other subjects, which should be listed in the spaces provided in the lines marked 'Other'.

Number of classes in:	Y1-Y2	Y3-Y6	Y7-Y9	Y10-Y11	Y12-Y13
English					
Mathematics					
Science					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Other ( )					

G5 **Vocational courses taught**

Please indicate the number of classes in any GNVQ or other vocational courses taught in each year group in Years 10-13. Use the last column to indicate which classes which are taught in the PRU or entirely or largely off site in other institutions, indicating the relevant year group(s).

Course and, where appropriate, level	Y10 - Y11	Y12 - Y13	Where taught

G6 **Off-site provision**

Please indicate the of pupils taking part in off-site provision organised by the PRU in areas indicated in the table.

	FE college provision	Work experience	Other off-site provision
Number of pupils			

G7 **School reorganisation**

Please indicate whether or not the unit is currently subject to reorganisation proposals. If so, please give details in section G11 below.

Tick one

The PRU is subject to reorganisation proposals [ ]

The PRU is not subject to reorganisation proposals [ ]

G8   Special features of the unit's provision which the appropriate authority wishes to be inspected

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G9   The unit's involvement in national and local initiatives

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G10   Factors which the appropriate authority wishes the inspection team to take into account

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G11   Significant changes which will take place before the inspection

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G12   Relevant dates

Please give the dates of the term of the inspection and any unsuitable dates for the inspection.

	End date
Date of last day of term preceding the term of the inspection	

	Begin date	End date
Dates of first half term in the term of the inspection		
Dates of the second half term in the term of the inspection		

Unsuitable dates	Explanation

Completion of the form

Please complete the following:

	Tick
This form is accompanied by a declaration from a representative of the appropriate authority	

Date of completion of Form S1	

Please return Form S1, together with the declaration from a representative of the appropriate authority, to OFSTED.

FORM S1 (SECONDARY)

Consultation about the inspection
and information about the school

Secondary schools
and middle schools deemed secondary

**OFFICE FOR STANDARDS
IN EDUCATION**

Please refer to the appropriate notes of guidance before completing this form. Form S1 should be returned to OFSTED at the address given in the accompanying letter.

Section A: Basic information about the school

A1	Name of school	
A2	School unique reference number (URN)	
A3	Type of school	
A4	School category	
A5	Age range of pupils	
A6	Gender of pupils	
A7	Name of headteacher	
A8	School address	
	Please include post code	
A9	Telephone number	
A10	Fax number	
A11	E-mail address	
A12	Name of appropriate authority	
A13	Name of chair of governors	
A14	Local education authority	
A15	Start date of last section 10 inspection	

Section B: Information about pupils to help match the inspection team to the school

B1   Numbers of pupils

Please give the current numbers of pupils on the roll of the school in each of the categories in the table.

	Boys	Girls	Total
Y5			
Y6			
Y7			
Y8			
Y9			
Y10			
Y11			
Y12			
Y13			
Totals			

B2   Ethnic background of pupils

*Please enter the **number** of all pupils of **compulsory school age and above** in each of the classifications set out in the table below to give the ethnic mix of the school. Refer to the guidance before completion.*

	Number
Black — Caribbean heritage	
Black — African heritage	
Black — other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White — total	
Any other minority ethnic groups	

	Number
White — UK heritage	
White — European	
White — other	

→

B3   Refugees

Please indicate the number of refugee pupils, including asylum seekers, on the school's roll and their predominant country of origin. Use section G12 to give any further significant details.

Number of refugees	
Predominant country of origin	

B4   Travellers (including Gypsy/Roma)

Please indicate the number of Traveller pupils on the school's roll.

Number of Traveller pupils	

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

Please give the number of pupils supported through EMAG, section 488, SRB, LEA or other funding sources.

Number of minority ethnic pupils supported through EMAG

Number of minority ethnic pupils supported through SRB, LEA or other funding sources

Number of pupils supported through section 488 (Travellers)

B6 **English as an additional language**

Please give the number of pupils for whom English is an additional language. Please also give the number of these pupils who are at an early stage of language acquisition.

Number of pupils with English as an additional language

Number of these pupils at an early stage of language acquisition

Please indicate the main languages, other than English, spoken by pupils. Please list them in order, with most frequent first.

B7 **Free school meals**

*Please the current **number** of full-time pupils **eligible** for free school meals.*

Number of pupils eligible for free school meals

B8 **Designated SEN unit or similar provision**

If the school has an LEA-designated SEN unit or other similar provision, please indicate its function by entering the main disability or disabilities from those in the table in section B10 and give the number of places provided. Throughout the rest of the form, this provision is referred to as 'SEN unit'.

Designated unit / provision for:	Places

Please indicate how many pupils use the unit or other similar provision.

Pupils	Full-time	Part-time
Pupils with statements of special educational needs		
Other pupils with special educational needs		

B9 **Pupils with special educational needs**

Please enter the number of pupils on the school's register of special educational needs at each of the stages identified in the DfEE's Code of Practice.

	Assessment stage	Y5 – Y11	Sixth form
1	(Increased differentiation)		
2	(Individual education plans)		
3	(Involvement of outside specialists)		
4	(Statutory assessment)		
5	(Statement of special educational needs)		

Total (stages 1–2)		
Total (stages 3–5)		

B10 **The nature of pupils' special educational needs**

Please indicate the numbers of pupils at Stages 3–5 of the 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 pupil once only according to the most significant disability / difficulty.

	SEN unit		Main school	
Disability / difficulty	Y5–Y11	Sixth form	Y5–Y11	Sixth form
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Emotional and behavioural				
Speech or communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic				
Other ( )				

Total (stages 3–5)				

B11 **Boarding provision**

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

	Boys	Girls	Total
Number of boarders			

Section E: Organisation and staffing

E1 **Number of teachers**

Please indicate the numbers of qualified teachers in each of the categories in the table. Please give full-time equivalent figures where part-time staff are employed. Use the predominant area of deployment wherever possible.

	SEN unit	School	Total FTE
Full-time teachers (including the headteacher)			
Part-time teachers (full-time equivalent)			
Total (full-time equivalent)			

Number of part-time teachers covered in table above		

E2 **Support teachers for minority ethnic and/or Traveller pupils**

Of the qualified teachers included in E1 above, indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	SEN unit	School	Total FTE
Support teachers funded through EMAG			
Support teachers funded through SRB, LEA or other sources			
Support teachers funded through section 488 (Travellers)			

E3 **Unqualified teachers**

Please give the full-time equivalent of all unqualified teachers employed in the school.

	SEN unit	School	Total FTE
Number unqualified teachers			

Section G: Further information to help set up the inspection

G1 **Section 23 inspection of religious education and collective worship**

Please indicate whether a section 23 inspection of denominational religious education and/or collective worship is required and, if so, what denomination.

	Tick one	If ticked, denomination
A section 23 inspection of denominational religious education is needed		
Religious education needs inspecting in the section 10 inspection		

	Tick one	If ticked, denomination
A section 23 inspection of collective worship is needed		
Collective worship needs inspecting in the section 10 inspection		

G2 **The nature of the school's site**

Please indicate the number of sites occupied by the school. If more than one, please give details and the distance(s) between them in section G12 below .

Number of sites used	

G3   The National Curriculum and religious education

Please indicate the number of classes in each of the subjects of the National Curriculum and religious education in each year group in Years 5–13, specifying any additional languages in the brackets provided. Tick the column marked O/S to indicate provision which is taught entirely or largely off site in other institutions, indicating the relevant year group(s).

		Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	O/S
	English										
	Mathematics										
	Science (single)										
	Science (double)										
	Biology										
	Chemistry										
	Physics										
	Information technology										
	Religious education										
	Art										
	Design and technology										
	Geography										
	History										
*	ML French										
*	ML German										
*	ML Spanish										
*	ML Urdu										
*	ML Italian										
*	ML other ( )										
*	ML other ( )										
*	ML other ( )										
*	ML other ( )										
*	ML other ( )										
	Music										
	Physical education										

*Please mark each modern foreign language numerically in the left margin as indicated in the guidance.

G4   Other subjects taught

Please indicate the number of classes in any other subjects taught of in each year group in Years 5–13, specifying additional subjects in the brackets provided. Tick the column marked O/S to indicate provision which is taught entirely or largely off site in other institutions, indicating the relevant year group(s).

	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	O/S
Personal, social and health education										
Drama										
General studies										
Economics										
Business studies / education										
Sociology										
Psychology										
Other ( )										
Other ( )										
Other ( )										
Other ( )										
Other ( )										
Other ( )										

G5 GNVQ courses taught

Please indicate the number of classes in any GNVQ courses taught in each year group in Years 10–13. Tick the column marked O/S to indicate classes which are taught entirely or largely off-site in other institutions, indicating the relevant year group(s).

| Course | Key Stage 4 | | Sixth form | | | | | | O/S |
| | Y10 | Y11 | Y12 | | | Y13 | | | |
			Fnd	Int	Adv	Fnd	Int	Adv	

G6 Other vocational courses taught

Please indicate the number of classes in any other vocational courses taught in each year group in Years 10–13. Tick the column marked O/S to indicate classes which are taught entirely or largely off site in other institutions, indicating the relevant year group(s).

| Course | Key Stage 4 | | Sixth form | | O/S |
	Y10	Y11	Y12	Y13	

G7 Provision of further education courses under the School Standards and Framework Act 1998

Please provide the total number of students, full-time and part-time, involved in courses offered under the School Standards and Framework Act 1998 and details of the courses.

| | Part-time (16 and over) | | | Full-time (19 and over) | | |
	Male	Female	Total	Male	Female	Total
Number of students						

Courses offered	Sources of funding

G8   **Joint sixth-form provision** *(applies only to schools with sixth forms)*

If the school has arrangements for joint teaching of sixth-form courses with other schools or colleges, please indicate this here. Before the inspection, you will need to provide the registered inspector with details of the arrangements made.

Tick one

The school makes joint sixth-form provision	
The school does not make joint sixth-form provision	

G9   **School reorganisation**

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in section G13 below.

Tick one

The school is subject to reorganisation proposals	
The school is not subject to reorganisation proposals	

G10   **Special features of the school's provision which the appropriate authority wishes to be inspected**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G11   **The school's involvement in national and local initiatives**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G12   Factors which the appropriate authority wishes the inspection team to take into account

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

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G13   Significant changes which will take place before the inspection

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

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G14   Relevant dates

Please give the dates of the term of the inspection and any unsuitable dates for the inspection.

		End date
Date of last day of term preceding the term of the inspection		

	Begin date	End date
Dates of first half-term in the term of the inspection		
Dates of the second half-term in the term of the inspection		

Unsuitable dates	Explanation

Completion of the form

Please complete the following:

Tick

This form is accompanied by a declaration from a representative of the appropriate authority

Date of completion of Form S1

Please return Form S1, together with the declaration from a representative of the appropriate authority, to OFSTED.

FORM S1 (SPECIAL)

Consultation about the inspection and information about the school

Special schools

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S1 should be returned to OFSTED at the address given in the accompanying letter.

Section A: Basic information about the school

A1	Name of school	
A2	School unique reference number (URN)	
A3	Type of school	
A4	School category	
A5	Age range of pupils	
A6	Gender of pupils	
A7	Name of headteacher	
A8	School address	
	Please include post code	
A9	Telephone number	
A10	Fax number	
A11	E-mail address	
A12	Name of appropriate authority	
A13	Name of chair of governors	
A14	Local education authority	
A15	Start date of last section 10 inspection	

Section B: Information about pupils to help match the inspection team to the school

B1   Numbers of pupils

Please give the current numbers of pupils on the roll of the school in each of the categories in the table.

		Boys			Girls			
		Part-time	Dual registered	Full-time	Part-time	Dual registered	Full-time	Total FTE
Nursery means designated nursery provision	Nursery							
	Reception							
	Y1							
	Y2							
	Y3							
	Y4							
	Y5							
	Y6							
	Y7							
	Y8							
	Y9							
	Y10							
	Y11							
	Y12							
	Y13							
	Totals							

B2   Ethnic background of pupils

*Please enter the **number** of all pupils of **compulsory school age and above** in each of the classifications set out in the table below to give the ethnic mix of the school. Refer to the guidance before completion.*

Number

Black — Caribbean heritage	
Black — African heritage	
Black — other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White — total	
Any other minority ethnic groups	

Number

White — UK heritage	
White — European	
White — other	

→

B3   Refugees

Please indicate the number of refugee pupils, including asylum seekers, on the school's roll and their predominant country of origin. Use section G11 to give any further significant details.

Number of refugees [   ]

Predominant country of origin [   ]

B4   Travellers (including Gypsy/Roma)

Please indicate the number of Traveller pupils on the school's roll.

Number of Traveller pupils [   ]

B5   Support for minority ethnic and/or Traveller pupils

Please give the number of pupils supported through EMAG, section 488, SRB, LEA or other funding sources.

Number of minority ethnic pupils supported through EMAG [   ]

Number of minority ethnic pupils supported through SRB, LEA or other funding sources [   ]

Number of pupils supported through section 488 (Travellers) [   ]

B6   English as an additional language

Please give the number of pupils for whom English is an additional language. Please also give the number of these pupils who are at an early stage of language acquisition.

Number of pupils with English as an additional language [   ]

Number of these pupils at an early stage of language acquisition [   ]

Please indicate the main languages, other than English, spoken by pupils. Please list them in order, with most frequent first.

B7   Free school meals

*Please the current **number** of full-time pupils **eligible** for free school meals.*

Number of pupils eligible for free school meals [   ]

B8   Type of attendance

Please indicate whether the school takes day pupils, residential pupils, or both.

Tick one: Day pupils only [   ]   Residential pupils only [   ]   Both day and residential pupils [   ]

B9   Residential provision

If the school has residential provision, please indicate the number of pupils using it, or expected to be using it, at the time of the inspection.

	Boys	Girls	Total
Number of pupils using residential provision			

B10   Pupils' special educational needs

Please enter the number of pupils on the school's register of special educational needs at each of stages 4 and 5 identified in the DfEE's Code of Practice.

	Assessment stage	Number
4	(Statutory assessment)	
5	(Statement of special educational needs)	

Total (stages 4–5)	

B11   The nature of pupils' special educational needs

Please indicate the numbers of pupils 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 pupil once only according to the most significant disability / difficulty.

Disability / difficulty	Nursery	YR–Y6	YR–Y11	Y12–Y13
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Emotional and behavioural				
Speech or communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic				
Other ( )				

Total (stages 4–5)				

Section E: Organisation and staffing

E1   Number of teachers

Please indicate the numbers of qualified teachers in each of the categories in the table. Please give full-time equivalent figures where part-time staff are employed.

	Total FTE
Full-time teachers (including the headteacher)	
Part-time teachers (full-time equivalent)	
Total (full-time equivalent)	
Number of part-time teachers covered in table above	

E2   **Support teachers for minority ethnic and/or Traveller pupils**

Of the qualified teachers included in E1 above, indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	Total FTE
Support teachers funded through EMAG	
Support teachers funded through SRB, LEA or other sources	
Support teachers funded through section 488 (Travellers)	

E3   **Unqualified teachers**

Please give the full-time equivalent of all unqualified teachers employed in the school.

	Total FTE
Number of unqualified teachers	

Section G: Further information to help set up the inspection

G1   **Approved arrangements**

Please give the school's approved arrangements set by the local school organisation committee or the DfEE.

Number of places	
Gender of pupils	
Age-range of pupils	
Day or residential provision	
Disability or disabilities for which the school provides places	

G2   **The nature of the school's site**

Please indicate the number of sites occupied by the school. If more than one, please give details and the distance(s) between them in section G11 below.

Number of sites used	

G3   **Number of primary and nursery classes** *(applies only to schools with pupils under five or in YR–Y6)*

Please indicate the number of primary and nursery classes in the school.

Number of primary and nursery classes	

G4 **The National Curriculum and religious education for secondary pupils** *(applies only to schools with pupils in Y7–Y13)*

Please indicate the number of classes in each of the subjects of the National Curriculum and religious education in Y7–Y13, specifying any other language in the brackets provided. Tick the column marked O/S to indicate provision which is taught entirely or largely off site in other institutions, indicating the relevant year group(s).

	Y7–Y9	Y10–Y11	Y12–Y13	O/S
English				
Mathematics				
Science				
Information technology				
Religious education				
Art				
Design and technology				
Geography				
History				
ML French				
ML German				
ML Spanish				
ML Urdu				
ML Italian				
ML other ( )				
Music				
Physical education				

G5 **Other secondary subjects taught** *(applies only to schools with pupils in Y7–Y13)*

Please indicate the number of classes in any other subjects taught in Y7–Y13, specifying additional subjects in the brackets provided. Tick the column marked O/S to indicate provision which is taught entirely or largely off site in other institutions, indicating the relevant year group(s).

	Y7–Y9	Y10–Y11	Y12–Y13	O/S
Personal, social and health education				
Drama				
Other ( )				
Other ( )				
Other ( )				
Other ( )				
Other ( )				
Other ( )				

G6 **GNVQ or other vocational courses taught** *(applies only to schools with pupils in Y10–Y13)*

Please indicate the number of classes in any GNVQ or other vocational courses taught of in each year group in Y10–Y13. Tick the column marked O/S to indicate classes which are taught entirely or largely off site in other institutions, indicating the relevant year group(s).

Course and, where appropriate, level	Y10–Y11	Y12–Y13	O/S

G7   **Joint post-16 provision** *(applies only to schools with post-16 students)*

If the school has arrangements for joint teaching of post-16 courses with other schools or colleges, please indicate this here. Before the inspection, you will need to provide the registered inspector with details of the arrangements made.

Tick one

The school makes joint post-16 provision ☐

The school does not make joint post-16 provision ☐

G8   **School reorganisation**

Please indicate whether or not the school is currently subject to reorganisation proposals.   If so, please give details in section G12 below.

Tick one

The school is subject to reorganisation proposals ☐

The school is not subject to reorganisation proposals ☐

G9   **Special features of the school's provision which the appropriate authority wishes to be inspected**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G10   **The school's involvement in national and local initiatives**

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G11 Factors which the appropriate authority wishes the inspection team to take into account

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G12 Significant changes which will take place before the inspection

Please refer to the guidance and include relevant details here. Continue on a separate sheet if more space is needed.

G13 Relevant dates

Please give the dates of the term of the inspection and any unsuitable dates for the inspection.

	End date
Date of last day of term preceding the term of the inspection	

	Begin date	End date
Dates of first half-term in the term of the inspection		
Dates of the second half-term in the term of the inspection		

Unsuitable dates	Explanation

Completion of the form

Please complete the following:

	Tick
This form is accompanied by a declaration from a representative of the appropriate authority	

Date of completion of Form S1	

Please return Form S1, together with the declaration from a representative of the appropriate authority, to OFSTED.

FORM S2 (PRIMARY)

Information about the school

Primary schools, nursery schools
and middle schools deemed primary

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S2 should be returned to the registered inspector.

Section A: Information that identifies your school with the data you enter

A1   Name of school

A2   School unique reference number (from Form S1)

Changes in the information provided in Form S1

If any of the information contained in Form S1 has changed since completion of the form, please provide the registered inspector with an updated version of Form S1 in addition to Form S2.

Section B: Information about pupils (additional to Form S1)

B12   Exclusions

Please give the number of fixed-period and permanent exclusions during the school year prior to the inspection. Please note that this refers to the number of instances of exclusion, not to the number of pupils involved.

	Fixed period		Permanent	
	Boys	Girls	Boys	Girls
Black — Caribbean heritage				
Black — African heritage				
Black — other				
Indian				
Pakistani				
Bangladeshi				
Chinese				
White				
Any other ethnic groups				
Total				

B13   Excluded pupils

Please give the number of pupils excluded during the last school year, aggregating both fixed period and permanent exclusions.

	Number of boys	Number of girls
Black — Caribbean heritage		
Black — African heritage		
Black — other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Any other ethnic groups		
Total		

B14   Pupil mobility

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

The number of pupils who joined the school other than at the usual time of first admission	
The number of pupils who left the school other than at the usual time of leaving or transfer	
Number of pupils on roll in January of that school year (from relevant Form 7)	

B15 Admissions

Please give the current admission number for the school's intake.

Admission number [　　　]

B16 Attendance

Please ensure that the registered inspector has the data on attendance published in the governors' annual report to parents for the most recent 'reporting year', as defined in the relevant DfEE circular. In addition, please provide the registered inspector with any in-school analysis of attendance you undertake.

Section C: Standards of attainment

C1 National Curriculum assessments of 7-year-olds *(applies only to schools with pupils in Y2).*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both task/test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of assessment results you undertake.

C2 Pupils' attainment on entry *(applies only to schools whose usual year of entry is Y3)*

Please give the National Curriculum assessment levels attained at age 7 by pupils of the most recent intake to the school who completed National Curriculum assessments at the end of Key Stage 1 in their previous school.

	Number of pupils in Y3 not attaining a level				Numbers of pupils in Y3 who attained					
	Not required to enter	Absent	Dis-applied	Working towards Level 1	Below Level 2	Level 1	Level 2	Level 3	Level 4	No data available
Reading task					▓			▓	▓	
Comprehension				▓		▓				
Writing					▓					
Mathematics					▓					

C3 Statutory targets for attainment *(applies only to schools with pupils in Y6)*

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 which you publish in the governors' annual report for parents according to the requirements set out in the relevant DfEE circular. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

Year		
Target % of pupils expected to achieve Level 4 or above in English		
Target % of pupils expected to achieve Level 4 or above in mathematics		

C4 National Curriculum assessments of 11-year-olds *(applies only to schools with pupils in Y6)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

Section D: The curriculum

D1 **Teaching time**

Please indicate the total teaching time each week, referring to the appropriate notes of guidance.

	Part-time pupils			
	Morning		Afternoon	
	Hours	Minutes	Hours	Minutes
Nursery				
Reception				

	Full-time pupils	
	Hours	Minutes
Nursery		
Reception		
Key Stage 1		
Key Stage 2		
Key Stage 3		

D2 **The National Curriculum and religious education**

For each year group from Y1–Y7, please estimate the intended percentage of the total teaching time spent on each of the subjects of the National Curriculum, religious education and any other subjects taught.

	Subject												
	EN	MA	SC	IT	RE	AR	DT	GG	HI	ML	MU	PE	Other
Year 1													
Year 2													
Year 3													
Year 4													
Year 5													
Year 6													
Year 7													

D3 **Pupils for whom the National Curriculum is disapplied**

Please indicate the number of pupils for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils disapplied [   ]

D4 **Pupils withdrawn from religious education and collective worship**

Please indicate the number of pupils withdrawn from religious education and/or collective worship following parental request. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils withdrawn from religious education [   ]

Number of pupils withdrawn from collective worship [   ]

Section E: Organisation and staffing

E1-3   **Teaching staff list and teacher details**

Please check that the numbers of teaching staff given in Form S1 (sections E1, E2 and E3) are correct and update them if necessary. Then complete Table E1 at the back of this form for all teaching staff counted in sections E1 and E3.

E4   **Organisation of the school into classes**

Please complete Table E2 at the back of this form to show how the school is organised into classes. Then please check that the numbers of classes given in section E4 in form S1 are correct and update them if necessary.

E5   **Teaching staff turnover**

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

Number of teachers who left during the last two school years (FTE) [ ]

Number of teachers who were appointed during the last two school years (FTE) [ ]

E6   **Temporary teachers**

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

Number of temporary teachers (FTE) [ ]

E7   **Teachers in training**

Please estimate the number of ITT students (including any school-centred ITT students) training in the school during the inspection year.

Number of ITT students [ ]

E8   **School-centred ITT**

If the school is involved in initial teacher training through school-centred ITT, please given the name of the SCITT.

[ ]

E9   **Education support staff**

Please indicate the numbers of educational support staff in each of the categories in the table, and the aggregate hours worked per week for each category. Use the predominant area of deployment wherever possible. Please provide the registered inspector with a list of all educational support staff, indicating names, main area(s) of responsibility and hours worked per week.

	SEN unit	Nursery	YR–Y7	Total no	Hours/week
Qualified nursery assistants and trained classroom assistants					
Trained special educational needs support assistants					
Other classroom support assistants					
Other education support staff					
Total education support staff					

If the school has a nursery, please give the number of FTE classroom assistants deployed in the nursery.

Total number of FTE classroom assistants [ ]

E10   Support staff for minority ethnic and/or Traveller pupils

Of the support staff included in E9, indicate the deployment of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	SEN unit	Nursery	YR–Y7	Total no	Hours/week
Support staff funded through EMAG					
Support staff funded through SRB, LEA or other sources					
Support staff funded through section 488 (Travellers)					

E11   Administrative, clerical and premises staff

Please indicate the number of administrative, clerical and premises staff working at the school. Please provide the registered inspector with a list of all these staff, indicating names, main area(s) of responsibility and the hours worked per week.

	Number	Hours/week
Administrative and clerical support staff		
Premises staff		

E12   Visiting specialist staff

Please provide the registered inspector with a list of all visiting specialist staff who regularly contribute to the work of the school, indicating names, roles and visiting pattern. Please refer to the appropriate guidance for which staff to include.

E13   Key ratios

Please give the following key ratios. The guidance accompanying this form show how to calculate these figures.

	Nursery	YR–Y7
Pupil:teacher ratio	: 1	: 1
Pupil:adult ratio	: 1	
Average class size		

Section F: Finance

F1 **Financial year**

Please give the year and the FTE roll (calculated from Form 7) which refers to the last complete financial year.

Dates of last financial year

FTE number on roll in last financial year [   ]   Apr   - Mar [   ]

F2	**Income**	Last financial year (actual) (£)		This financial year (forecast) (£)	
	1	Basic budget				
	2	Additional SEN funding				
	3	Additional funding for minority ethnic pupils				
	4	Standards fund (other than EMAG and SEN)				
	5	Other grants				
	6	Income from facilities and services				
	7	Donations and/or private funds				
	A	Total income				
		Income per FTE pupil				

F3	**Expenditure**	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
		Staffing				
	8	Teachers				
	9	Supply/relief teachers				
	10	Education support staff				
	11	Administrative and clerical staff				
	12	All other staffing costs				
		Supplies and services				
	13	Learning resources				
	14	Staff development and advice				
	15	Catering				
	16	Other supplies and services				
		Premises and facilities				
	17	Building and grounds improvements				
	18	Building and grounds maintenance				
	19	Cleaning and caretaking costs				
	20	Other premises costs				
	21	Expenditure on special facilities				
	B	Total expenditure		100		100
		Expenditure per FTE pupil				

F4	**Balances**	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
	C	Excess of income over expenditure (lines A–B)				
	D	Balance brought forward from previous year				
	E	Balance carried forward to the next year (lines C + D)				

F5   Income and expenditure in support of pupils with special educational needs

Please estimate the school's income and expenditure from its budget in support of pupils with special educational needs in the last financial year.

	Last financial year (actual) (£)	This financial year (forecast) (£)
Income		
(A) Notional SEN budget		
(B) Additional SEN funding (from line 2 in section F2 above)		
(C) Any other income in support of pupils with special educational needs (not included in A or B)		
(D) Total income in support of pupils with special educational needs		
Expenditure		
(E) Expenditure through an LEA-designated unit (including in-class and withdrawal support)		
(F) Expenditure associated with statements of special educational needs for individual pupils (not included in E)		
(G) Any other identifiable expenditure in support of pupils on the school's SEN register (not included in E or F)		
(H) Total expenditure in support of pupils with special educational needs		

F6   Resourcing of the information technology curriculum

Please estimate the total spending on information and communication technology equipment and software (excluding that used for administration) in the last financial year.

Expenditure on information technology   £ [   ]

Please estimate the current ratio of pupils to computers purchased in the last five years (excluding computers exclusively used for administration).

Pupil to computer ratio   [: 1]

F7   Books

Please estimate the total spending on books (including textbooks) in the last financial year.

Expenditure on books   £ [   ]

Please estimate the current ratio of books to pupils in libraries, resource centres and classroom collections (excluding sets of textbooks).

Book to pupil ratio   [: 1]

F8   Grant funding

Please provide the registered inspector with a list of all areas for which the school receives funding outside the school's budget share. See the guidance on this section for details of what is needed.

Table E1 (Primary): Teaching staff list and teacher details

Please photocopy the form as necessary

1	2	3	4	5	6						7	8	9	10		11
					Initial and subsequent degrees/qualifications											
Number	Name of teacher *Start on next line*	Gender	Responsibility code	Phase of training	Qual code 1	Subject 1	Subject 2	Subject 3	Qual code 2	Subject 4	Experience	Current service	Deployment	Special responsibilities	b/f	FTE
														Total FTE or c/f		

Table E2 (Primary): Organisation of the school into classes

Please complete this form for all classes. In calculating totals, please use FTE (full-time equivalent) figures only for part-time pupils.

Please photocopy if further lines are needed; complete the totals boxes for each year on the last page only.

Class	Teacher		Nursery			Reception			Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total boys / Total girls	Total boys and girls
			PT	FT	FTE	PT	FT	FTE									
		Boys															
		Girls															
		Boys															
		Girls															
		Boys															
		Girls															
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		Girls															
		Boys															
		Girls															
		Boys															
		Girls															
	Totals	Boys															
		Girls															
		Both															

FORM S2 (PRU)

Information about the unit

Pupil referral units

**OFFICE FOR STANDARDS
IN EDUCATION**

Please refer to the appropriate notes of guidance before completing this form. Form S2 should be returned to the registered inspector.

Section A: Information that identifies your unit with the data you enter

A1   Name of unit

A2   Unit's unique reference number (from Form S1)

Changes in the information provided in Form S1

If any of the information contained in Form S1 has changed since completion of the form, please provide the registered inspector with an updated version of Form S1 in addition to Form S2.

Section B: Information about pupils (additional to Form S1)

B11 **List of pupils on the roll of the PRU**

Please complete Table P at the end of this form for each pupil on the roll of the unit, using separate sheets for PRU-only and dual registered pupils

B12 **Exclusions**

Please give the number of fixed period and permanent exclusions during the school year prior to the inspection. Please note that this refers to the number of instances of exclusion, not to the number of pupils involved.

	Fixed period		Permanent	
	Boys	Girls	Boys	Girls
Black - Caribbean heritage				
Black - African heritage				
Black - other				
Indian				
Pakistani				
Bangladeshi				
Chinese				
White				
Any other ethnic groups				
Total				

B13 **Other transfers for behaviour-related or disciplinary reasons**

If the unit does not formally exclude pupils, or if such transfers take place in addition to formal exclusions, please give 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 to the number of pupils involved.

	Temporary		Permanent	
	Boys	Girls	Boys	Girls
Black - Caribbean heritage				
Black - African heritage				
Black - other				
Indian				
Pakistani				
Bangladeshi				
Chinese				
White				
Any other ethnic groups				
Total				

B14 Excluded or transferred pupils

*Please give the number of **pupils** excluded or transferred to alternative provision for behaviour-related or disciplinary reasons during the last school year, based on the aggregate of fixed period exclusions, permanent exclusions, temporary transfers and permanent transfers.*

	Number of boys	Number of girls
Black - Caribbean heritage		
Black - African heritage		
Black - other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Any other ethnic groups		
Total		

B15 Attendance

*Please enter the percentage of authorised and unauthorised absences in the last complete **term**. In addition, please provide the registered inspector with any in-school analysis of attendance which you undertake.*

	%
Percentage of half days (sessions) missed through *authorised* absence	
Percentage of half days (sessions) missed through *unauthorised* absence	

B16 Routes taken by pupils

Please indicate the destinations of all pupils who have left the PRU in the twelve months preceding the inspection. Enter the number of pupils for that year and the percentages who re-entered school; commenced a course of further education; commenced employment; entered some form of training; or who fall into any other category.

Number of pupils	Re-entry to school	Further Education	Employment	Training	Other
	%	%	%	%	%

Section C: Standards of attainment

C1 National Curriculum assessments of 7 year olds *(applies only to units with pupils in Y2)*

Please ensure that the registered inspector has the results of any National Curriculum undertaken. The information should be provided by both task/test score and teacher assessment for the most recent reporting year available. Please also provide any analyses of assessment results you undertake.

C2 National Curriculum assessments of 11 year olds *(applies only to units with pupils in Y6)*

Please ensure that the registered inspector has the results of any National Curriculum undertaken. The information should be provided by both task/test score and teacher assessment for the most recent reporting year available. Please also provide any analyses of assessment results you undertake.

C3 **National Curriculum assessments of 14 year olds** *(applies only to units with pupils in Y9)*

Please ensure that the registered inspector has the results of any National Curriculum undertaken. The information should be provided by both task/test score and teacher assessment for the most recent reporting year available. Please also provide any analyses of assessment results you undertake.

C4 **Examination results at the end of Key Stage 4** *(applies only to units with pupils in Y11)*

Please ensure that the registered inspector has the results of any GCSE examinations, and in courses or units leading to the award of GNVQ or other vocational qualifications, undertaken. Please also include the results of all other externally accredited courses. The information should be provided for the most recent reporting year available. Please also provide any analyses of these assessment results you undertake.

C5 **Post-16 examination results** *(applies only to units with pupils in Y12 or Y13)*

Please ensure that the registered inspector has the results of any A-level, AS-level and GCSE examinations, and of any courses or units leading to the award of GNVQ or other vocational qualifications undertaken. Please also include the results of all other externally accredited courses. The information should be provided for the most recent reporting year. Please also provide any in-school analyses of these assessment results you undertake.

C6 **Pupils with no accredited results at 16**

Please enter the number of pupils in Y11 in the last school year who left the unit without sitting examinations / assessments and with no accredited results.

Number of pupils with no accredited results at the end of Y11 [ ]

Section D: The curriculum

D1 **Unit day**

Please indicate the times and length of the unit day, referring to the appropriate notes of guidance.

Moring start time	Morning end time	Afternoon start time	Afternoon end time			Hours	Minutes
					Length of unit day		

Please indicate any sessions or days during the school week when no teaching takes place in the unit.

D2 **Teaching time**

Please indicate the total teaching time each week, referring to the appropriate notes of guidance.

	Part-time pupils				Full-time pupils	
	Hours	Minutes			Hours	Minutes
Key Stage 1				Key Stage 1		
Key Stage 2				Key Stage 2		
Key Stage 3				Key Stage 3		
Key Stage 4				Key Stage 4		
Post-16				Post-16		

D3   The curriculum

Please provide the registered inspector with the following information about the unit's curriculum:

• *the LEA's curriculum policy in relation to PRUs;*

• *the PRU's curriculum statement;*

• *timetables of all teaching sessions organised at the PRU base, including numbers of pupils and staff involved;*

• *timetables for all teachers attached to the PRU;*

• *timetables for all sessions organised by the PRU taking place outside the PRU base;*

• *timetables of work undertaken in mainstream or special schools for pupils who are dual registered.*

Section E: Organisation and staffing

E1-3   Teaching staff list and teacher details

Please check that the numbers of teaching staff given in Form S1 (sections E1, E2 and E3) are correct and update them if necessary. Then complete Table E1 at the back of this form for all teaching staff counted in sections E1 and E3.

E4   Organisation of the PRU into classes

Please complete Table E2 at the back of this form to show how the unit is organised into classes.

E5   Teaching staff turnover

Please give the number of teachers employed in the unit who were appointed or who left in the last two school years. Please give the full-time equivalent figure.

Number of teachers who left during the last two school years (FTE) [   ]

Number of teachers who were appointed during the last two school years (FTE) [   ]

E6   Temporary teachers

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

Number of temporary teachers (FTE) [   ]

E7   Education support staff

Please indicate the numbers of educational support staff in each of the categories in the table, and the aggregate hours worked per week for each category. Use the predominant area of deployment wherever possible. Please provide the registered inspector with a list of all educational support staff, indicating names, main area(s) of responsibility and hours worked per week.

	Number	Hours/week
Qualified nursery assistants and trained classroom assistants		
Trained special educational needs support assistants		
Other support assistants		
Other education (including technical) support staff		
Total education support staff		

E8 **Support staff for minority ethnic and/or Traveller pupils**

Of the support staff included in E9, indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	Number	Hours/week
Support staff funded through EMAG		
Support staff funded through SRB, LEA or other sources		
Support staff funded through section 488 (Travellers)		

E9 **Administrative, clerical and premises staff**

Please indicate the number of administrative, clerical and premises staff working at the school. Please provide the registered inspector with a list of all administrative, clerical and premises staff, indicating names, main area(s) of responsibility and hours worked per week.

	Number	Hours/week
Administrative and clerical support staff		
Premises staff		

E10 **Visiting specialist staff**

Please provide the registered inspector with a list of all visiting specialist staff who regularly contribute to the work of the school, indicating names, roles and visiting pattern. Please refer to the appropriate guidance for which staff to include.

Section F: Finance

F1   **Financial year**

Please give the dates of the last financial year.

Apr	- Mar

F2   **Income managed by the PRU**

Please give the total income managed by the unit in the last financial year and an estimate for the current financial year.

Income	Last financial year (actual) (£)	This financial year (forecast) (£)

F3   **Expenditure managed by the PRU**

Please complete the table to show the total expenditure managed by the unit on books, resources, staff development, and other educational priorities. Please list areas of expenditure and give actual figures for the last financial year and an estimate for the current financial year.

Expenditure	Last financial year (actual) (£)	This financial year (forecast) (£)
Books		
Materials and learning resources		
Staff development		
All other expenditure		
Total expenditure		

F4   **LEA income and expenditure related to the PRU**

Please provide the registered inspector with details of the cost centre relating to the PRU, which will be managed by the LEA centrally through a designated officer or head of service. Please provide actual figures for the last financial year and planned budgets or estimates for the current financial year.

Table E1 (Pupil referral units): Teaching staff list and teacher details

Please photocopy the form as necessary

1	2	3	4	5	6 Initial and subsequent degrees/qualifications						7 Subjects taught			8	9	10	11
Number	**Name of teacher** *Start on next line*	Gender	Responsibility code	Phase of training	Qual code 1	Subject 1	Subject 2	Subject 3	Qual code 2	Subject 4	Subject 1	Subject 2	Subject 3	Experience	Current service	**Special responsibilities** b/f	**FTE**
																Total FTE or c/f	

Table E2 (Pupil referral units): Organisation of the unit into classes

Please complete this form for all classes.

Please photocopy if further lines are needed; complete the totals boxes for each year on the last page only

Class	Teacher		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total boys / Total girls	Total boys and girls
		Boys															
		Girls															
		Boys															
		Girls															
		Boys															
		Girls															
		Boys															
		Girls															
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		Boys															
		Girls															
		Boys															
		Girls															
		Boys															
		Girls															
	Totals	Boys															
		Girls															
		Both															

Table P (Pupil referral units): Details of pupils on roll

DUAL REGISTERED PUPILS   *Please photocopy as necessary and complete separate sheets for PRU-only and dual registered pupils.*

Name of pupil	Date of admission	Reasons for admission	F-T or P-T	No of sessions attended per week am / pm		Total time attended in hours per week	Name and address of any other school or college attended	Subjects being studied other than at the PRU

Table P (Pupil referral units): Details of pupils on roll

PUPILS ONLY REGISTERED AT THE PRU   *Please photocopy as necessary and complete separate sheets for PRU-only and dual registered pupils.*

Name of pupil	Date of admission	Reasons for admission	F-T or P-T	No of sessions attended per week		Total time attended in hours per week	Name and address of any other school or college attended	Subjects being studied other than at the PRU
				am	/ pm			

FORM S2 (SECONDARY)

Information about the school

Secondary schools
and middle schools deemed secondary

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S2 should be returned to the registered inspector.

Section A: Information that identifies your school with the data you enter

A1   Name of school

A2   School unique reference number (from Form S1)

Changes in the information provided in Form S1

If any of the information contained in Form S1 has changed since completion of the form, please provide the registered inspector with an updated version of Form S1 in addition to Form S2.

Section B: Information about pupils (additional to Form S1)

B12 Exclusions

Please give the number of fixed period and permanent exclusions during the school year prior to the inspection. Please note that this refers to the number of instances of exclusion, not to the number of pupils involved.

	Fixed period		Permanent	
	Boys	Girls	Boys	Girls
Black — Caribbean heritage				
Black — African heritage				
Black — other				
Indian				
Pakistani				
Bangladeshi				
Chinese				
White				
Any other ethnic groups				
Total				

B13 Excluded pupils

Please give the number of pupils excluded during the last school year, aggregating both fixed period and permanent exclusions.

	Number of boys	Number of girls
Black — Caribbean heritage		
Black — African heritage		
Black — other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Any other ethnic groups		
Total		

B14 Pupil mobility

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

The number of pupils who joined the school other than at the usual time of first admission	
The number of pupils who left the school other than at the usual time of leaving or transfer	
Number of pupils on roll in January of that school year (from relevant Form 7)	

B15 Admissions

Please give the current admission number for the school's intake.

Admission number [   ]

B16 Attendance

Please ensure that the registered inspector has the data on attendance published in the governors' annual report to parents for the most recent 'reporting year', as defined in the relevant DfEE circular. In addition, please provide the registered inspector with any in-school analysis of attendance you undertake.

B17 Routes taken by pupils aged 15+ *(typically applies only to schools with pupils in Y11)*

Please indicate the routes taken by pupils aged 15 at the start of successive school years prior to the inspection. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: a course at any school or any course of further education; employment; training; or who fall into any other category.

Year	No of pupils	School/FE	Employment	Training	Other
		%	%	%	%
		%	%	%	%
		%	%	%	%

B18 Routes taken by pupils aged 16+ *(typically applies only to schools with pupils in Y12)*

Please indicate the routes taken by pupils aged 16 at the start of successive school years prior to the inspection. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: a course at any school or any course of further education; employment; training; or who fall into any other category.

Year	No of pupils	School/FE	Employment	Training	Other
		%	%	%	%
		%	%	%	%
		%	%	%	%

B19 Routes taken by pupils aged 17+ *(typically applies only to schools with pupils in Y13)*

Please indicate the routes taken by pupils aged 17 at the start of successive school years prior to the inspection. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: any course of further education; any course of higher education; employment; or who fall into any other category.

Year	No of pupils	FE	HE	Employment	Other
		%	%	%	%
		%	%	%	%
		%	%	%	%

Section C: Standards of attainment

C1 **National Curriculum assessments of 11-year-olds** *(applies only to schools with pupils in Y6)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C2 **Pupils' attainment on entry** *(applies only to schools whose usual year of entry is Y7)*

Please give the National Curriculum assessment levels attained at age 11 by pupils of the most recent intake to the school who completed National Curriculum assessments at the end of Key Stage 2 in their previous school.

	Number of pupils not attaining a level				Numbers of pupils in current Y7 who attained						
	Dis-applied	Absent	TA only	Other reason	Level 2	Level 3	Level 4	Level 5	Level 6	No data available
English					▓▓▓					
Mathematics										
Science										

C3 **National Curriculum assessments of 14-year-olds** *(applies only to schools with pupils in Y9)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C4 **Statutory targets for attainment** *(applies only to schools with pupils in Y11)*

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 according to the requirements set out in the relevant DfEE circular. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year.

Year		
Target % of pupils expected to achieve 5 or more grades A* to C		
Target % of pupils expected to achieve 1 or more grades A* to G		
Target average GCSE points score		

C5 **Examination results at the end of Key Stage 4** *(applies only to schools with pupils in Y11)*

Please ensure that the registered inspector has the results in GCSE examinations, and in courses or units leading to the award of GNVQ or other vocational qualifications, which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C6 **Sixth-form examination results** *(applies only to schools with a sixth form)*

Please ensure that the registered inspector has the results in A-level, AS-level and GCSE examinations, in the International Baccalaureate Diploma and in courses or units leading to the award of GNVQ or other vocational qualifications, which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

Section D: The curriculum

D1   **Teaching time**

Please indicate the total teaching time each week, referring to the appropriate notes of guidance.

	Hours	Minutes
Key Stage 2		
Key Stage 3		
Key Stage 4		
Sixth form		

D2   **Allocation of teaching time**

For each year group, please estimate the intended percentage of the total teaching time spent on each of the subjects of the National Curriculum, religious education, personal, social and health education, and any other subjects of the curriculum taught.

	Subject																	
	EN	MA	SC		IT	RE	AR	DT		GG	HI	ML		MU	PE	PS	Other	
Yr			Min	Max				Min	Max			Min	Max				Min	Max
5																		
6																		
7																		
8																		
9																		
10																		
11																		

D3   **Curriculum description**

Please ensure that the registered inspector has full details of the school's curriculum which, in any way convenient for the school, contains the following minimum information. Please include this information separately for any designated SEN unit or other provision.

For each year group:

- the subjects being taught;

- the number of teaching groups for each subject, the number of periods each group is taught and the size of each group;

- the method(s) of allocating pupils to teaching groups (eg, setting, banding);

- an indication of where and how much support/withdrawal teaching is provided;

- for the curriculum in Key Stage 4 and the sixth form, the accreditation towards which the course is aimed.

D4   Modern foreign languages

Please enter in the table the number of pupils studying different combinations of modern foreign languages.

	No language		1 language		2 languages		More than 2 languages	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Y5								
Y6								
Y7								
Y8								
Y9								
Y10								
Y11								

D5   Science in Key Stage 4

Please enter in the table the number of pupils studying different types of National Curriculum science courses during Key Stage 4.

	Single NC science		Double NC science		Three separate sciences	
	Boys	Girls	Boys	Girls	Boys	Girls
Y10						
Y11						

D6   Sixth-form programmes

Please enter in the table the number of full-time students following the programmes listed. Please specify any other programmes in the brackets in the lines marked 'other'.

	Y12		Y13		
Programme	Boys	Girls	Boys	Girls	Total
A-level and AS-level					
International Baccalaureate programmes					
GCSE-based programmes					
Advanced vocational programmes					
Intermediate vocational programmes					
Foundation vocational programmes					
A/AS and vocational combination					
GCSE and vocational combination					
Other ( )					
Other ( )					
Other ( )					
Other ( )					
Total number of students					

D7   Pupils for whom the National Curriculum is disapplied

Please indicate the number of pupils for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils disapplied [   ]

D8   Pupils withdrawn from religious education and collective worship

Please indicate the number of pupils withdrawn from religious education and/or collective worship following parental request. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils withdrawn from religious education [   ]

Number of pupils withdrawn from collective worship [   ]

Section E: Organisation and staffing

E1–3   Teaching staff list and teacher details

Please check that the numbers of teaching staff given in Form S1 (sections E1, E2 and E3) are correct and update them if necessary. Then complete Table E1 at the back of this form for all teaching staff counted in sections E1 and E3.

E4   Deployment of staff

Please complete Table E2 at the back of this form to show how the school allocates teaching periods to staff.

E5   Teaching staff turnover

Please give the number of teachers employed in the school who were appointed or who left in the last two school years. Please give the full-time equivalent figure.

Number of teachers who left during the last two school years (FTE) [   ]

Number of teachers who were appointed during the last two school years (FTE) [   ]

E6   Temporary teachers

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

Number of temporary teachers (FTE) [   ]

E7   Teachers in training

Please estimate the number of ITT students (including any school-centred ITT students) training in the school during the inspection year.

Number of ITT students [   ]

E8   School-centred ITT

If the school is involved in initial teacher training through school-centred ITT, please give the name of the SCITT.

[   ]

E9   Education support staff

Please indicate the numbers of educational support staff in each of the categories in the table, and the aggregate hours worked per week for each category. Use the predominant area of deployment wherever possible. Please provide the registered inspector with a list of all educational support staff, indicating names, main area(s) of responsibility and hours worked per week.

	SEN unit	Y5–Y13	Hours/week
Qualified nursery assistants and trained classroom assistants			
Trained special educational needs support assistants			
Other classroom support assistants			
Other education (including technical) support staff			
Total education support staff			

E10   Support staff for minority ethnic and/or Traveller pupils

Of the support staff included in E9, indicate the deployment of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories. Use the predominant area of deployment wherever possible.

	SEN Unit	Y5–Y13	Hours/week
Support staff funded through EMAG			
Support staff funded through SRB, LEA or other sources			
Support staff funded through section 488 (Travellers)			

E11   Administrative, clerical and premises staff

Please indicate the number of administrative, clerical and premises staff working at the school. Please provide the registered inspector with a list of all these staff, indicating names, main area(s) of responsibility and the hours worked per week.

	Number	Hours/week
Administrative and clerical support staff		
Premises staff		

E12   Visiting specialist staff

Please provide the registered inspector with a list of all visiting specialist staff who regularly contribute to the work of the school, indicating names, roles and visiting pattern. Please refer to the appropriate guidance for which staff to include.

E13   Key ratios

Please give the data needed and calculate the key ratios in the tables. The data comes from other parts of Forms S1 and S2 and the guidance accompanying this form shows how to calculate the ratios.

Pupil:teacher ratio   :1

Number of periods (w) in the timetable week (or cycle if different from a week)

Please complete the table to calculate the average group size in each year group and key stage, and for the whole school excluding any sixth form.

	Number of pupils n	Teacher periods used p	Average group size $(n \times w) / p$
Y5			
Y6			
Key Stage 2			
Y7			
Y8			
Y9			
Key Stage 3			
Y10			
Y11			
Key Stage 4			
Y5–Y11			
Sixth form			

Contact ratio, expressed as a percentage to one decimal place   %

Section F: Finance

F1   **Financial year**

Please give the year and the roll (from Form 7) which refers to the last complete financial year.

Dates of last financial year

Number on roll in last financial year   [　　　] | Apr   - Mar |

F2	**Income**	Last financial year (actual) (£)		This financial year (forecast) (£)	
1	Basic budget				
2	Additional SEN funding				
3	Additional funding for minority ethnic pupils				
4	Standards fund (other than EMAG and SEN)				
5	Other grants				
6	Income from facilities and services				
7	Donations and/or private funds				
A	Total income				
	Income per FTE pupil				

F3	**Expenditure**	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
	Staffing				
8	Teachers				
9	Supply/relief teachers				
10	Education support staff				
11	Administrative and clerical staff				
12	All other staffing costs				
	Supplies and services				
13	Learning resources				
14	Staff development and advice				
15	Catering				
16	Other supplies and services				
	Premises and facilities				
17	Building and grounds improvements				
18	Building and grounds maintenance				
19	Cleaning and caretaking costs				
20	Other premises costs				
21	Expenditure on special facilities				
B	Total expenditure		100		100
	Expenditure per FTE pupil				

F4	**Balances**	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
C	Excess of income over expenditure (lines A–B)				
D	Balance brought forward from previous year				
E	Balance carried forward to the next year (lines C + D)				

F5 **Income and expenditure in support of pupils with special educational needs**

Please estimate the school's income and expenditure from its budget in support of pupils with special educational needs in the last financial year.

	Last financial year (actual) (£)	This financial year (forecast) (£)
Income		
(A) Notional SEN budget		
(B) Additional SEN funding (from line 2 in section F2 above)		
(C) Any other income in support of pupils with special educational needs (not included in A or B)		
(D) Total income in support of pupils with special educational needs		
Expenditure		
(E) Expenditure through an LEA-designated unit (including in-class and withdrawal support)		
(F) Expenditure associated with statements of special educational needs for individual pupils (not included in E)		
(G) Any other identifiable expenditure in support of pupils on the school's SEN register (not included in E or F)		
(H) Total expenditure in support of pupils with special educational needs		

F6 **Resourcing of the information technology curriculum**

Please estimate the total spending on information and communication technology equipment and software (excluding that used for administration) in the last financial year.

Expenditure on information technology   £ _____

Please estimate the current ratio of pupils to computers purchased in the last five years (excluding computers exclusively used for administration).

Pupil to computer ratio   _____ : 1

F7 **Books**

Please estimate the total spending on books (including textbooks) in the last financial year.

Expenditure on books   £ _____

Please estimate the current ratio of books to pupils in libraries, resource centres and classroom collections (excluding sets of textbooks).

Book to pupil ratio   _____ : 1

F8 **Grant funding**

Please provide the registered inspector with a list of all areas for which the school receives funding outside the school's budget share. See the guidance on this section for details of what is needed.

F9 **Funding of post-16 provision** *(schools with sixth forms only)*

Please give the value of the age-weighted pupil unit (AWPU) for each year group represented in the school.

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13
AWPU (£)							

Table E1 (Secondary): Teaching staff list and teacher details

1	2	3	4	5	6 Initial and subsequent degrees/qualifications						7 Subjects taught			8	9	10
Number	Name of teacher *Start on next line*	Gender	Responsibility code	Phase of training	Qual code 1	Subject 1	Subject 2	Subject 3	Qual code 2	Subject 4	Subject 1	Subject 2	Subject 3	Experience	Current service	Special responsibilities

Table E2 (Secondary): Teaching staff deployment

Please photocopy the form as necessary.

1	2		11	12	13	14	15	16	17	18	19	20
			Number of periods taught in each year group									
No	**Name of teacher**		Y5 or Y7	Y6 or Y8	Y7 or Y9	Y8 or Y10	Y9 or Y11	Sixth form	Total contact periods	Total non-contact periods	Total periods available	FTE
	Start on next line	**b/f**										
	Totals carried forward											

FORM S2 (SPECIAL)

Information about the school

Special schools

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form. Form S2 should be returned to the registered inspector.

Section A: Information that identifies your school with the data you enter

A1   Name of school

A2   School unique reference number (from Form S1)

Changes in the information provided in Form S1

If any of the information contained in Form S1 has changed since completion of the form, please provide the registered inspector with an updated version of Form S1 in addition to Form S2.

Section B: Information about pupils (additional to Form S1)

B12 Exclusions

Please give the number of fixed period and permanent exclusions during the school year prior to the inspection. Please note that this refers to the number of instances of exclusion, not to the number of pupils involved.

	Fixed period		Permanent	
	Boys	Girls	Boys	Girls
Black — Caribbean heritage				
Black — African heritage				
Black — other				
Indian				
Pakistani				
Bangladeshi				
Chinese				
White				
Any other ethnic groups				
Total				

B13 Excluded pupils

Please give the number of pupils excluded during the last school year, aggregating both fixed period and permanent exclusions.

	Number of boys	Number of girls
Black — Caribbean heritage		
Black — African heritage		
Black — other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Any other ethnic groups		
Total		

B14 Pupil mobility

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

The number of pupils who joined the school other than at the usual time of first admission	
The number of pupils who left the school other than at the usual time of leaving or transfer	
Number of pupils on roll in January of that school year (from relevant Form 7)	

B15   Attendance

Please ensure that the registered inspector has the data on attendance published in the governors' annual report to parents for the most recent 'reporting year', as defined in the relevant DfEE circular. In addition, please provide the registered inspector with any in-school analysis of attendance which you undertake.

B16   Routes taken by pupils aged 15+ *(typically applies only to schools with pupils in Y11)*

Please indicate the routes taken by pupils aged 15 at the start of the most recent school year for which information is available. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: a course at any school or any course of further education; employment; training; or who fall into any other category.

Year	No of pupils	School/FE	Employment	Training	Other
		%	%	%	%

B17   Routes taken by pupils aged 16+ *(typically applies only to schools with pupils in Y12)*

Please indicate the routes taken by pupils aged 16 at the start of the most recent school year for which information is available. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: a course at any school or any course of further education; employment; training; or who fall into any other category.

Year	No of pupils	School/FE	Employment	Training	Other
		%	%	%	%

B18   Routes taken by pupils aged 17+ *(typically applies only to schools with pupils in Y13)*

Please indicate the routes taken by pupils aged 17 at the start of the most recent school year for which information is available. Enter the year, the number of pupils for that year and the percentages who subsequently commenced: any course of further education; any course of higher education; employment; or who fall into any other category.

Year	No of pupils	FE	HE	Employment	Other
		%	%	%	%

Section C: Standards of attainment

C1   National Curriculum assessments of 7-year-olds *(applies only to schools with pupils in Y2)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both task/test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of assessment results you undertake.

C2   Statutory targets for attainment *(applies only to schools with pupils in Y6)*

Where applicable, please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 set by governors according to the requirements set out in the relevant DfEE circular. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year. If you set additional targets, please make sure that you provide them for the registered inspector.

Year		
Target % of pupils expected to achieve Level 4 or above in English		
Target % of pupils expected to achieve Level 4 or above in mathematics		

C3   **National Curriculum assessments of 11-year-olds** *(applies only to schools with pupils in Y6)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both test score and teacher assessment for the most recent reporting year available and for the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C4   **National Curriculum assessments of 14-year-olds** *(applies only to schools with pupils in Y9)*

Please ensure that the registered inspector has the results of National Curriculum assessments which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. The information should be provided by both test score and teacher assessment for the most recent reporting year available and the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C5   **Statutory targets for attainment** *(applies only to schools with pupils in Y11)*

Where applicable, please give the school's statutory targets for GCSE examination results at the end of Key Stage 4 set by governors according to the requirements set out in the relevant DfEE circular. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year. If you set additional targets, please make sure that you provide them for the registered inspector.

Year		
Target % of pupils expected to achieve 5 or more grades A* to C		
Target % of pupils expected to achieve 1 or more grades A* to G		
Target average GCSE points score		

C6   **Examination results at the end of Key Stage 4** *(applies only to schools with pupils in Y11)*

Please ensure that the registered inspector has the results in GCSE examinations, and in courses or units leading to the award of GNVQ or other vocational qualifications, which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. Please also include the results of all other externally accredited courses. The information should be provided for the most recent reporting year available and the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

C7   **Post-16 examination results** *(applies only to schools with pupils in Y12 and Y13)*

Please ensure that the registered inspector has the results in A-level, AS-level and GCSE examinations, in the International Baccalaureate Diploma and in courses or units leading to the award of GNVQ or other vocational qualifications, which you publish in the school prospectus according to the requirements set out in the relevant DfEE circular. Please also include the results of all other externally accredited courses. The information should be provided for the most recent reporting year available and the previous two years. Please also provide any in-school analyses of these assessment results you undertake.

Section D: The curriculum

D1   **Teaching time**

Please indicate the total teaching time each week, referring to the appropriate notes of guidance.

	Part-time pupils					Full-time pupils	
	Morning		Afternoon				
	Hours	Minutes	Hours	Minutes		Hours	Minutes
Nursery					Nursery		
Reception					Reception		
					Key Stage 1		
					Key Stage 2		
					Key Stage 3		
					Key Stage 4		
					Post-16		

D2   **The primary National Curriculum, RE and personal, social and health education** *(applies only to schools with pupils in Y1–Y6)*

For each year group, please estimate the intended percentage of the total teaching time spent on each of the subjects of the National Curriculum, religious education and any other subjects taught.

	Subject													
	EN	MA	SC	IT	RE	AR	DT	GG	HI	ML	MU	PE	PS	Other
Y1														
Y2														
Y3														
Y4														
Y5														
Y6														

D3   **The secondary National Curriculum and religious education** *(applies only to schools with pupils in Y7–Y11)*

For each year group, please estimate the intended percentage of the total teaching time spent on each of the subjects of the National Curriculum, religious education, personal, social and health education, and any other subjects of the curriculum taught.

	Subject																
	EN	MA	SC		IT	RE	AR	DT		GG	HI	ML		MU	PE	PS	Other	
Yr			Min	Max				Min	Max			Min	Max				Min	Max
7																		
8																		
9																		
10																		
11																		

D4   **Post-16 programmes** *(applies only to schools with post-16 pupils)*

Please ensure the registered inspector has full details of the programmes followed by all post-16 students.

D5   **Pupils for whom the National Curriculum is disapplied**

Please indicate the number of pupils for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils disapplied

D6   **Pupils withdrawn from religious education and collective worship**

Please indicate the number of pupils withdrawn from religious education and/or collective worship following parental request. Please ensure that the registered inspector has details of the alternative provision made for these pupils.

Number of pupils withdrawn from religious education

Number of pupils withdrawn from collective worship

Section E: Organisation and staffing

E1-3   **Teaching staff list and teacher details**

Please check that the numbers of teaching staff given in Form S1 (sections E1, E2 and E3) are correct and update them if necessary. Then complete Table E1 at the back of this form for all teaching staff counted in sections E1 and E3.

E4   **Organisation of the school into classes**

Please complete Table E2 at the back of this form to show how the school is organised into classes.

E5   **Teaching staff turnover**

Please give the number of teachers employed in the school who were appointed or who left in the last two school years. Please give the full-time equivalent figure.

Number of teachers who left during the last two school years (FTE)

Number of teachers who were appointed during the last two school years (FTE)

E6   **Temporary teachers**

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

Number of temporary teachers (FTE)

E7   **Teachers in training**

Please estimate the number of ITT students (including any school-centred ITT students) training in the school during the inspection year.

Number of ITT students

E8   **School-centred ITT**

If the school is involved in initial teacher training through school-centred ITT, please given the name of the SCITT.

E9 Education support staff

Please indicate the numbers of educational support staff in each of the categories in the table, and the aggregate hours worked per week for each category. Use the predominant area of deployment wherever possible. Please provide the registered inspector with a list of all educational support staff, indicating names, main area(s) of responsibility and hours worked per week.

	Number	Hours/week
Qualified nursery assistants and trained classroom assistants		
Trained special educational needs support assistants		
Other support assistants		
Other education (including technical) support staff		
Total education support staff		

E10 Support staff for minority ethnic and/or Traveller pupils

Of the support staff included in E9, indicate the deployment of those who support pupils from minority ethnic and/or Traveller backgrounds, using the following categories.

	Number	Hours/week
Support staff funded through EMAG		
Support staff funded through SRB, LEA or other sources		
Support staff funded through section 488 (Travellers)		

E11 Administrative, clerical and premises staff

Please indicate the number of administrative, clerical and premises staff working at the school. Please provide the registered inspector with a list of all administrative, clerical and premises staff, indicating names, main area(s) of responsibility and hours worked per week.

	Number	Hours/week
Administrative and clerical support staff		
Premises staff		

E12 Visiting specialist staff

Please provide the registered inspector with a list of all visiting specialist staff who regularly contribute to the work of the school, indicating names, roles and visiting pattern. Please refer to the appropriate guidance for which staff to include.

E13 Key ratios

Please give the following key ratios. The guidance accompanying this form show how to calculate these figures.

Pupil:teacher ratio	: 1
Average class size	

Section F: Finance

F1   Financial year

Please give the year and the FTE roll (calculated from Form 7M) which refers to the last complete financial year.

Dates of last financial year

FTE number on roll in last financial year [   ]   Apr   - Mar [   ]

F2

Income	Last financial year (actual) (£)		This financial year (forecast) (£)	
1 Basic budget				
2 Additional SEN funding				
3 Additional funding for minority ethnic pupils				
4 Standards fund (other than EMAG and SEN)				
5 Other grants				
6 Income from facilities and services				
7 Donations and/or private funds				
A Total income				
Income per FTE pupil				

F3

Expenditure	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
Staffing				
8 Teachers				
9 Supply/relief teachers				
10 Education support staff				
11 Administrative and clerical staff				
12 All other staffing costs				
Supplies and services				
13 Learning resources				
14 Staff development and advice				
15 Catering				
16 Other supplies and services				
Premises and facilities				
17 Building and grounds improvements				
18 Building and grounds maintenance				
19 Cleaning and caretaking costs				
20 Other premises costs				
21 Expenditure on special facilities				
B Total expenditure		100		100
Expenditure per FTE pupil				

F4

Balances	Last financial year (actual) (£)	%	This financial year (forecast) (£)	%
C Excess of income over expenditure (lines A - B)				
D Balance brought forward from previous year				
E Balance carried forward to the next year (lines C + D)				

F5 **Resourcing of the information technology curriculum**

Please estimate the total spending on information and communication technology equipment and software (excluding that used for administration) in the last financial year.

Expenditure on information technology | £

Please estimate the current ratio of pupils to computers purchased in the last five years (excluding computers exclusively used for administration).

Pupil to computer ratio | : 1

F6 **Books**

Please estimate the total spending on books (including textbooks) in the last financial year.

Expenditure on books | £

Please estimate the current ratio of books to pupils in libraries, resource centres and classroom collections (excluding sets of textbooks).

Book to pupil ratio | : 1

F7 **Grant funding**

Please provide the registered inspector with a list of all areas for which the school receives funding outside the school's budget share. See the guidance on this section for details of what is needed.

Table E1 (Special): Teaching staff list and teacher details

1	2	3	4	5	6						7	8	9	10	11
					Initial and subsequent degrees/qualifications										
Number	**Name of teacher** *Start on next line*	Gender	Responsibility code	Phase of training	Qual code 1	Subject 1	Subject 2	Subject 3	Qual code 2	Subject 4	Main subject taught	Experience	Current service	**Special responsibilities** b/f	**FTE**
														Total FTE or c/f	

Table E2 (Special): Organisation of the school into classes

Please complete this form for all classes.
In calculating totals, please use FTE (full-time equivalent) figures only for part-time pupils.

Please photocopy if further lines are needed;
complete the totals boxes for each year on the last page only.

Class	Teacher		Nursery PT	Nursery FT	Nursery FTE	Reception PT	Reception F-T	Reception FTE	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total boys / Total girls	Total boys and girls
		Boys																					
		Girls																					
		Boys																					
		Girls																					
		Boys																					
		Girls																					
		Boys																					
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		Boys																					
		Girls																					
		Boys																					
		Girls																					
		Boys																					
		Girls																					
	Totals	Boys																					
		Girls																					
		Both																					

FORM S3

School self-audit

All schools

OFFICE FOR STANDARDS IN EDUCATION

Please refer to the appropriate notes of guidance before completing this form.

Section A: Information that identifies your school

A1   Name of school

A2   School unique reference number (from Form S1)

Statutory requirements

Please complete each section of the form by ticking the relevant box in the grid to indicate whether statutory requirements are fully in place, partly in place, not in place or do not apply to your school. Where a feature is partly in place, or not in place when it should be, please provide an explanation in the relevant comment box.

Other areas for self-audit

Please complete each section of the form by ticking the relevant box in the grid to indicate whether features of the school are fully in place, partly in place or not in place. You may wish to provide a commentary on one or more of these sections in Form S4 (the headteacher's statement).

Statutory requirements

How high are standards?	Fully in place	Partly in place with improvement needed	Not in place (but applies to this school)	Does not apply to this school
The school has set statutory targets for pupils' attainment as set out in the relevant DfEE circular following consultation, where appropriate, with the local education authority.				
The school keeps accurate records of attendance in registers as required in the appropriate DfEE circular.				
Comment (if needed).				

How good are the curricular and other opportunities offered to pupils?	Fully in place	Partly in place with improvement needed	Not in place (but applies to this school)	Does not apply to this school
The governing body has adopted a curriculum statement which has taken account of statutory requirements.				
The school provides teaching which meets National Curriculum and other statutory requirements.				
The school provides teaching of religious education for all pupils in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children.				
The school provides a daily act of collective worship for all pupils (in *special schools* as far as is practicable) and has told parents of the right to withdraw their children.				
(Schools with pupils of primary age) The governing body has decided whether or not to provide sex 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.				
(Schools with pupils of secondary age) The governing body has agreed the content and organisation of its programme of sex education and has told parents about it and the right to withdraw their children.				
The school has regard to the Code of Practice when meeting pupils' special educational needs and makes its policy known to parents.				
The school makes the provision determined in statements of educational needs for those pupils who have them.				
Comment (if needed).				

How well does the school care for its pupils?	Fully in place	Partly in place with improvement needed	Not in place (but applies to this school)	Does not apply to this school
The governing body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions; in providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides.				
The governing body has procedures for ensuring the school meets all relevant health and safety legislation.				
The school's procedures for child protection follow the requirements of the local Area Child Protection Committee, and the governing body ensures that these are followed.				
The governing body ensures that policies designed to promote good behaviour and discipline are pursued.				
The governing body ensures that any exclusions of pupils are carried out according to required procedures and with regard to natural justice.				
The school meets the requirements to assess pupils in the National Curriculum subjects at the end of the relevant key stage, where these apply.				

Comment (if needed).

How well does the school work in partnership with parents?	Fully in place	Partly in place with improvement needed	Not in place (but applies to this school)	Does not apply to this school
The school's prospectus is updated annually to meet all the requirements defined in the relevant DfEE circular.				
The governors' annual report to parents fulfils the requirements set out in the relevant DfEE circular and covers the essential topics for discussion at their annual meeting for parents.				
The school gives parents at least annually a written report on their children's attendance, progress and achievements as set out in the relevant DfEE circular.				

Comment (if needed).

How well is the school led and managed?	Fully in place	Partly in place with improvement needed	Not in place (but applies to this school)	Does not apply to this school
The governing body in its constitution, organisation and procedures fulfils all the requirements set out in the relevant DfEE guide to the law for school governors.				
The governing body ensures that all teachers, including the headteacher, are appraised in accordance with statutory and, where appropriate, local requirements and has a policy for managing the performance of teachers.				
The governing body has procedures to ensure that all aspects of employment legislation are in place and applied.				
The governing body has all relevant complaints and appeals procedures, as set out in the DfEE guide to the law for school governors.				
The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.				
The school has up-to-date financial records and controls its expenditure in line with the relevant financial regulations.				
The school's agreed budget reflects prioritised educational objectives, seeks to achieve value for money and is subject to regular effective monitoring.				
The governing body ensures that specific grant and other funds are used for their intended purposes.				
The school has acted on the recommendations, if any, of the most recent auditors' report.				
The school applies the four principles of best value in decisions about spending.				

Comment (if needed).

Other areas for school self-audit

How high are standards?	Fully in place	Partly in place with improvement needed	Not in place
The school analyses its assessment, attendance, exclusions and other performance information by the age, gender, ethnicity and background of pupils.			
The school monitors behaviour standards to ensure that they are high and that its policy on behaviour and discipline is put into practice consistently by all staff.			

How well are pupils taught?	Fully in place	Partly in place with improvement needed	Not in place
The school has a systematic programme to improve teaching by observing lessons and providing feedback to teachers on their strengths and weaknesses.			

How good are the curricular and other opportunities offered to pupils?	Fully in place	Partly in place with improvement needed	Not in place
The school regularly reviews its curriculum to ensure it matches the interests, aptitudes and special needs of all its pupils.			
The governing body monitors the progress of pupils on the school's register of special educational needs.			

How well does the school care for its pupils?	Fully in place	Partly in place with improvement needed	Not in place
The school ensures that its support and guidance to pupils about their educational and personal development are of consistently high quality for all pupils.			
The school has regular procedures for taking pupils' views into account.			

How well does the school work in partnership with parents?	Fully in place	Partly in place with improvement needed	Not in place
The school has regular procedures for taking parents' views into account and involving them in the life of the school.			

How well is the school led and managed?	Fully in place	Partly in place with improvement needed	Not in place
The governing body has established a systematic procedure for gathering information about the provision made in all areas of the school and assuring its quality.			
The governing body regularly monitors the school's spending to ensure that it responds effectively to variations from planned income and expenditure.			

FORM S4

Headteacher's statement

All schools

O F F I C E F O R S T A N D A R D S
I N E D U C A T I O N

Please refer to the appropriate notes of guidance before completing this form.

Section A: Information that identifies your school

A1   Name of school

A2   School unique reference number (from Form S1)

Headteacher's statement

Please use the opportunity of this statement to give your own views of the school, its successes and the areas where you recognise that further developments are needed. As you follow the headings to structure your statement, please use your responses to the questions to tell the registered inspector, concisely, how your school monitors and evaluates its provision and performance. Where you have a lot of evidence to illustrate a point, it would be helpful if you could include brief mention here and indicate where the registered inspector can find the evidence during the inspection.

The spacing of the form has been compressed for presentation. Please use the disk version or an alternative word-processed format, including the main headings, when completing your statement.

The characteristics of the school

What are the main characteristics of your school, particularly those that distinguish it from other similar schools, and what features have changed since the last inspection? What levels of attainment do pupils have when they join your school?

Monitoring and evaluation processes

What steps do you take to monitor the performance of your school and evaluate the quality of teaching?

The overall effectiveness of the school

What do assessment and other performance data tell you about the strengths and weaknesses of your school? Considering this analysis, any other aspects of pupils' achievements you consider important, and comparisons with schools similar to yours, what can you say about the overall effectiveness of your school?

Improvement since the last inspection

Taking into account the key issues and other headline judgements from your school's last inspection, and the internal and external evaluations you have undertaken since, what are the main improvements that have taken place and what has contributed to them? What remains to be done?

Priorities for development

What are your school's most significant educational priorities and targets? How are they decided and acted upon, and how are their outcomes evaluated?

Pupils' personal development

How does your school keep track of pupils' personal development? How well do you think their attitudes, values and personal development reflect the aims of the school?

Teaching and learning

How do you go about improving the quality of teaching and learning in your school? How do you judge the impact of what the school does? Which areas of teaching and learning give you the most pride? In which areas does work still need to be done?

What the school offers its pupils

How does your school make sure that its curricular and other provision, in the broadest sense, matches the interests, aptitudes and special needs of pupils? What specific provision do you make for particular groups of pupils?

Equality of opportunity

How do you set about ensuring that your school provides equal opportunities for all?

Guidance and support

What contributions do your procedures for caring for and supporting pupils make to their development of new knowledge, understanding and skills, and to their personal development? How do you judge the effectiveness of these procedures?

Partnership with parents

How do you evaluate the effectiveness of the relationships your school has with the parents of your pupils? How do you make use of the resulting information?

Leadership and management

What formal and informal methods do you have to help you understand how effective you and the other senior managers are in raising standards? How have these improved the way your school is led and managed?

The governing body

How well informed is the governing body about the work of the school, including the outcomes of monitoring and evaluation? How well does the governing body use this information to shape and support the school's direction and provision?

Financial planning

How do you ensure that planning for improvement and financial planning are fully integrated? How does your school build in the principles of best value?

Further comments

What further points do you wish to make to the registered inspector?

FORMS S1 and S2 (PRIMARY)

Primary schools, nursery schools
and middle schools deemed primary

OFFICE FOR STANDARDS IN EDUCATION

NOTES OF GUIDANCE

Introduction

OFSTED sends four forms to each school before its inspection takes place. The completed Forms S1–S4, as they are called, are part of the evidence base for the inspection. They are used in confidence before and during the inspection firstly by the inspection contractor and then by the registered inspector and other members of the inspection team.

The information given in completed Forms S1, S2 and S3 is stored electronically in OFSTED's database and is used for nationwide analysis and to create benchmarks for future inspections. The information contained in the completed Form S4 is used by the inspection team but is not stored in OFSTED's database.

Form S1 is sent, via the headteacher, to the appropriate authority for the school to consult about the inspection. It also asks for a range of information about the school. *It is returned to OFSTED*. OFSTED sends the completed Form S1 to the inspection contractor in confidence so that the contractor can construct an inspection team that matches the circumstances and curriculum of the school. The information in Form S1 is given to the registered inspector by the contractor.

Form S2 is used to collect further factual information about the school before the inspection. *Form S2 is returned to the registered inspector.*

Form S3 asks the headteacher to state the extent to which the school fulfils its statutory requirements. It also asks the school to indicate the extent to which a range of monitoring and evaluation processes are in place. *Form S3 is returned to the registered inspector.*

Form S4 provides an opportunity for the headteacher of the school to contribute a structured personal statement to the inspection team. *Form S4 is returned to the registered inspector*.

These notes of guidance are provided to assist completion of Forms S1–S2. The forms sent to each school before it is inspected may be completed by hand or electronically on the computer disks provided by OFSTED at that time.

Consultation with the appropriate authority

The statutory basis for inspection

Section 10 of the School Inspections Act 1996 requires Her Majesty's Chief Inspector of Schools in England (HMCI) to secure the inspection of certain schools by registered inspectors. Section 10(5) of the School Inspections Act 1996 (referred to as the 1996 Act in the rest of this document) states:

"It shall be the duty of any registered inspector conducting an inspection under this section to report on –

(a)	*the quality of the education provided by the school;*
(b)	*the educational standards achieved in the school;*
(c)	*whether the financial resources made available to the school are managed efficiently; and*
(d)	*the spiritual, moral, social and cultural development of pupils at the school."*

Schedule 3 of the 1996 Act provides further details about inspection conducted under the requirements of section 10 of the 1996 Act.

HMCI is required by schedule 3 of the 1996 Act to consult with the appropriate authority (*see definitions below*), for each school selected for inspection, about the inspection before it takes place. *Form S1* represents that consultation. The completed *Form S1* will enable HMCI to decide the final form of the inspection for the school.

The inspection will take place during the period identified in the covering letter and will be conducted according to *Inspecting Schools*, the *Framework for the Inspection of Schools* issued by HMCI. A copy of the current *Framework* is supplied with this form.

Definitions

Appropriate authority means:

(a)   in the case of a maintained school whose governing body does not have a delegated budget, the local education authority for the school;

(b)   in the case of a city technology college or a city college for the technology of the arts, the proprietor of the college;

(c)   in the case of an independent school approved by the Secretary of State as suitable for admitting children with statements, the proprietor of the school;

(d)   in any other case, the governing body.

Inspection means an inspection of a school under section 10 of the 1996 Act by a registered inspector or by a member of the Inspectorate, except where the text refers specifically to denominational education.

Denominational education in relation to any school means any religious education which:

(a)   is required by section 352(1)(a) of the Education Act 1996 to be included in the school's basic curriculum; but

(b)   is not required to be given in accordance with an agreed syllabus.

Guidance on completion of Forms S1 and S2

If you are completing Forms S1 and S2 by hand, please use black ink, as the forms will be photocopied. If you are completing the forms on disk, you will not need to do any calculations as they will all be carried out automatically. The electronic version also calculates percentages automatically, where relevant.

The forms are designed to accommodate the full age range and YR–Y7 should be interpreted to mean the age range of the primary school being inspected (for example, Y3–Y6 in a junior school). The inclusion of Y7 is to allow responses from middle schools deemed primary.

References are made in this guidance to the DfEE's Form 7. These should be taken to refer to the relevant part of Form 11 in the case of nursery schools.

Forms S1 and S2, taken together, are a single sequence of sections lettered A–G, and the guidance follows this order.

Section A: Basic information about the school

A1 Name of school

Enter the agreed name of the school as included in the school's instrument of government and recorded by the DfEE. The word 'school' or equivalent *should* be included in the name.

A2 School unique reference number (URN)

This number uniquely identifies the school throughout the inspection and is increasingly used for other purposes. It is different from the DfEE number. You will find your school's URN on the letter informing you of the inspection.

A3 Type of school

The type of school should be selected from the following list.

*   Nursery school
*   Infant school
*   First school
*   First and middle school
*   Infant and junior school
*   Junior school
*   Middle deemed primary school

These types follow the broad headings used by the DfEE in Form 7. Schools with *Primary* in their name should have *Infant and Junior* recorded here

The existence of a nursery unit or other designated nursery provision in a primary school is acknowledged elsewhere in the form, not here.

A4 School category

Please enter a category from the list below. The categories indicated for maintained schools come from those defined in the School Standards and Framework Act 1998. The full list is:

*   Community
*   Foundation
*   Voluntary aided
*   Voluntary controlled
*   Community special
*   Foundation special
*   Non-maintained special
*   Independent

A5 Age range of pupils

Give the age range of the school in whole years only (eg 3–11). Schools with nursery provision should check that the full age range is included.

A6 Gender of pupils

Please enter one of the following:

*   Boys
*   Girls
*   Mixed

A7 Name of headteacher

This should be the name and title of the headteacher as he or she wishes it to appear on the front cover of the inspection report. The title may be omitted if preferred.

A8 School address

The address should be for the main site of a school with more than one site. Make sure the main post town and correct postcode are included.

It will appear in this form in the inspection report.

A9 Telephone number

This should be the telephone number by which OFSTED, the inspection contractor and the registered inspector can reach the headteacher at school in school hours. It should include the full national dialling code.

A10 Fax number

If the school has a fax machine, enter the fax number here, including the full national dialling code.

A11 E-mail address

If the school uses an e-mail address for communication about school administration, enter it here. Do not include an e-mail address to which pupils have unrestricted access.

A12 Name of the appropriate authority

This will be the governing body unless the school is one of those indicated in definitions (a), (b) or (c) on page 2 of this guidance.

A13 Name of chair of governors

This should be the name and title of the chair of governors as he or she wishes it to appear in the inspection report. The title may be omitted if preferred.

A14 Local education authority

In the case of a maintained school, this should be the local education authority maintaining the school. In the case of an independent school, it should be the local education authority area in which the school is situated.

A15 Start date of the last section 10 inspection

This refers to the most recent section 10 inspection. Give the day on which the inspection team began collecting first-hand evidence in the school. For schools which have been inspected under section 3 of the School Inspections Act 1996 the dates should refer to the most recent of any section 3 or section 10 inspection for which an action plan was produced by the appropriate authority.

> **Section B: Information about pupils**

B1 Nursery classes or unit

Nursery *schools* should ignore this section

This section applies only to designated nursery provision. Provision for under-fives in reception classes should not be included. Give the number of places available, not how many are currently filled.

B2 Numbers of pupils

The number on roll here refers to the current number on roll at the time of completion of this form.

When entering numbers of under-fives, take care in entering numbers in the line for *Nursery* only if the school has one or more designated nursery classes or is a nursery *school*. Other pupils under five should be entered in the line for *Reception*.

Calculate the full-time equivalent (FTE) roll for part-time pupils by counting each pupil as 0.5 FTE. If you find the total in the right-hand column ends in .5, round it up to the next highest whole number.

The totals vertically and horizontally should be checked to ensure the data give a consistent grand total in the bottom right-hand box.

B3 Ethnic background of pupils

To save unnecessary work, the data you enter here should come from the information you submitted in the latest Form 7 and cover pupils of compulsory school age only. The categories follow the definitions and guidance given in the completion notes for Form 7. It is only necessary to provide updated numbers if they were incorrect on Form 7 or if changes since the completion of Form 7 mean that the current ethnic balance of the school is significantly different from that given in Form 7.

If the breakdown for the subdivision of the 'White' category was not provided by the school in Form 7, there is no need to provide it here, as long as the number for 'White — total' is included.

Schools with nursery *classes or units* might wish, at a later stage, to provide the registered inspector with information about the ethnic backgrounds of nursery pupils if they are significantly different from those found in the rest of the school. *Do not include* nursery pupils in addition to those of compulsory school age in section B3.

Ethnic background information is not collected in Form 11 for nursery *schools*. Nursery *schools* are asked to enter the number of pupils in each ethnic group, as far as they are known, to give an indication of the ethnic balance in the school. We will assume that any data entered by nursery *schools* here refers to pupils who have not yet attained compulsory school age, and *not* as indicated in the instructions to section B3.

B4 Refugees

Include asylum seekers as refugees. Refugee pupils will already have been included in the data presented in B3, possibly in 'White European' or 'Any other minority ethnic groups'. However, because refugee pupils have additional needs, it is important to indicate the total number here. Make use of section G7 to give any additional comments about the school's refugee pupils.

B5 Travellers

Include in this section Gypsy Travellers, Fairground families (or Show People), Circus families, New Travellers, Bargees and other Traveller families living on boats. Make use of section G7 to indicate any issues of mobility of Traveller pupils

B6 Support for minority ethnic pupils

Include numbers of EAL pupils receiving additional language support and other minority ethnic pupils receiving support as part of a focus on raising attainment.

Include all pupils for whom specific funding is provided. Distinguish between that from the Standards Fund through the Ethnic Minorities Achievement Grant (EMAG), all other funding to support minority ethnic pupils, and section 488 grants in support of Traveller pupils.

B7 English as an additional language

In the first box, *include* all those pupils for whom English is an additional language, including those who are proficient or reasonably proficient in English.

In the second box, *include* those EAL pupils whose English is at an early stage of English language acquisition and who find it difficult to gain access to the curriculum without additional language support.

B8 Free school meals

This section refers to the number of **full-time** pupils who are **known to be eligible** to receive a free school meal. Known eligibility is the only criterion for inclusion. Full-time pupils includes full-

time pupils of nursery age. Schools may find it helpful to note that pupils are eligible for free school meals if they are from families receiving either Income Support or Income Based Jobseeker's Allowance.

A free school meals percentage held in OFSTED's database will be used to make comparisons with similar schools in the Pre-inspection Context and School Indicator (PICSI) report. Please give the current figure here. It is important that you are satisfied that the free school meal percentage used by the registered inspector accurately represents the current situation at the school. Any concerns should be discussed with the registered inspector.

B9 Designated SEN unit or similar provision

This section covers only those units or similar provision designated as such by the LEA. It does not include any internal arrangements that schools make for allocating pupils with special educational needs to particular classes.

In selecting the main disability or disabilities from the list in section B11, make sure that the description adequately covers the agreed purpose of the unit or provision.

Take care to distinguish between the number of designated places in the unit or similar provision and the number of pupils who use it. The number of pupils may be less than the number of places if some are not being used, or it may be more than the number of places if part-time use predominates.

B10 Pupils with special educational needs

In the table in this section enter all pupils on the school's roll with special educational needs, *including* those taught mainly or completely in a designated SEN unit.

B11 The nature of pupils' special needs

Note that the table only refers to pupils as Stages 3–5 of the Code of Practice. Pupils should be entered once only, according to their major disability, so that the totals taken together match the totals at Stages 3–5 from section B10. We recognise that for some pupils with several disabilities this will be difficult. The main purpose of this table is to give the inspection contractor a clear picture of the range of special needs provided for by the school. If in doubt, choose the major disability to broaden the range, rather than narrow it.

B12 Exclusions

Section B12 refers to *the number of instances of exclusion*, not the number of pupils, and so one pupil excluded on three occasions counts as three exclusions. The year to be used is the last complete school year before the inspection. For the purposes of this section count a fixed period exclusion made permanent as a permanent exclusion only, and count a permanent exclusion for which a reinstatement was directed as a fixed period exclusion. If any appeals were in progress at the end of the school year, count the situation as it stood before the appeal.

The registered inspector may wish to gain access to exclusion information from the school year of the inspection, particularly if there has been a significant increase or decrease in the level of exclusions.

B13 Excluded pupils

This section refers to *the number of pupils excluded* during the previous complete school year, irrespective of the type of exclusion.

B14 Pupil mobility

This section refers to the last complete school year before the inspection. In the first box, give the number of pupils who were admitted other than at the usual time of first admission. For example, in the case of a junior school where pupils are admitted into Y3 and the first day of term is 6 September, pupils admitted into Y3 as usual on 6 September *would not* be included here. All those pupils admitted into Y3 on or after 7 September *would* be included. Pupils admitted into Y4–6 at any time during the same school year, including the first day of the autumn term on 6 September, *would* be included. Schools whose admissions policies provide for first admissions to school at several points during the school year should *not* count pupils first admitted to school on these dates in the first box.

In the second box, give the number of pupils who left or transferred other than at the usual time of leaving. For example, this *would* include all pupils in a junior school who left during the school year, and those in Y3–5 who left at the end of the summer term. Those pupils in Y6 who transfer to secondary education at the end of the summer term *would not* be included. *Include* in this box pupils who have been permanently excluded.

The total number on the roll for the last school year is needed to give a base for calculations. Give the January Form 7 number for number of pupils on the roll for the relevant school year.

B15 Admission number

Give the current admission number as fixed by the admissions authority for the school's usual year of intake. For example, for a junior school, this would be the admission number for Y3.

B16 Attendance

The minimum requirement here is the attendance data published in the school's prospectus for the last reporting year before the school year in which the inspection takes place. Data for previous years are likely to be helpful to the registered inspector, particularly in showing any improvement (or decline) in attendance.

If you have any in-school analysis of attendance, for instance by year, class, gender, ethnicity, or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

Section C: Standards of attainment

C1 NC assessments of 7-year-olds

The minimum requirement here is the results of National Curriculum assessment, as published in your school prospectus. The registered inspector will need this information for the last three years to consider any trends.

You should also provide any in-school analysis of assessment results, for instance by class, gender, ethnicity, or other factor. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

C2 Pupils' attainment on entry

The increased emphasis being placed nationally on the value added by a school means that it is important to have access to the National Curriculum assessment results of a school's intake. Some schools may not have the full details to be entered on the form and, and in these cases and if feasible, the involvement of contributory infant schools could prove helpful. Please try to include information for the complete year group. We recognise, however, that in some cases the data will not be available.

Information is needed for all pupils in the Year 3 cohort, even for small cohorts in your school or in contributory schools where publication in the school prospectus is not required.

This information is not designed to be used in conjunction with the current end of Key Stage 2 results, but to begin the data collection needed to enable comparisons to be made with the same cohort when these pupils reach that age.

C3 Statutory targets for attainment

In the *first column* give targets for the latest year for which you have both targets and results. In the *second column* give targets for the subsequent year where you have targets but no results. In each case, enter the year at the top of the column.

C4 NC assessments of 11-year-olds

The guidance for section C1 applies equally here.

Section D: The curriculum

D1 Teaching time

Teaching time relates to lesson time in which pupils are being taught. *Exclude* registration time, assembly/collective worship, lunchtime and other breaks. If registration is not specifically timetabled and takes place at the beginning of a session, make an estimate of how long it takes and deduct this from the session time. If the school's normal timetable extends over more than one week, enter the average time spent in a single week.

There is no need to spend time going into great detail to reach completely accurate figures. A reasonable estimate is sufficient where the times used, for example for registration, may be slightly different from class to class.

D2 The National Curriculum and RE

We appreciate that in many schools, precise allocations of time are not made to each subject. What is needed is a broad estimate of how the planned curriculum is distributed, particularly in respect of the core subjects of English (including literacy), mathematics (including numeracy), science, IT and RE. This is not meant to be a major piece of research. You only need to provide the best estimate you can for the intended percentage of teaching time spent on each area, making sure the total is 100 per cent.

D3 Pupils for whom the National Curriculum is disapplied

This section refers only to formal disapplications, both from the National Curriculum itself and from its assessments.

D4 Withdrawals from RE and collective worship

This section refers only to formal withdrawal following a parental request.

Section E: Organisation and staffing

E1–E3 Teaching staff

In sections E1–E3 include all full-time, part-time and peripatetic teachers who regularly work at the school in either section E1 or E3. *Peripatetic* means any teacher who teaches pupils at your school but is not included among your full-time or part-time teachers, irrespective of how their salary is funded. Do not include any adults who work in the role of support assistant, even if they happen to be a qualified or unqualified teacher (*for definitions, see sections E1 and E3 below*).

Include, no matter how their salaries are met:

- the headteacher;
- teachers on short-term paid absence of less than a term;
- agency, supply or relief teachers who are filling nominal vacancies;
- agency, supply or relief teachers covering long-term absences of a term or more if they are expected to be working at the school during the inspection;
- teachers in nursery classes;
- teachers in SEN units and similar provision;
- teachers who support pupils with special educational needs;
- teachers who support English as an additional language;
- any other teachers who support minority ethnic pupils.

Exclude, no matter how their salaries are met:

- teachers on long-term absences of a term or more if they are expected to be absent during the inspection (but include any replacement);
- agency, supply or relief teachers covering short-term absences of less than a term;
- unfilled vacancies;
- students on teaching practice or on school centred initial teacher training (SCITT) courses.

For the purposes of this form, a full-time teacher is considered to work 32.5 directed hours per week on average. Calculate the FTE of part-time teachers from their directed hours with reference to a full-time week of 32.5 hours, rounded to one decimal place.

The guidance for completing Table E1 follows section E13.

E1 Qualified teachers

See also E1–E3 above.

Qualified teachers are those who have been awarded qualified teacher status (QTS).

Use FTE figures throughout. For example, if a teacher works for 0.5 of the week in a class in YR–Y7 and 0.5 in the nursery indicate this in as 0.5 in both columns. The column headed *All school* is for teachers like the headteacher or a support teacher whose responsibilities span every aspect of the school. It is *not* a total. Please check the data in the table give consistent totals across and down the table.

E2 Support teachers for minority ethnic pupils

See also E1–E3 above.

Any teacher included here should already have been included in E1. If a full-time teacher works for part of the week supporting ethnic minority pupils and/or Travellers, only include that part here, giving the FTE rounded to one decimal place.

E3 Unqualified teachers

See also E1–E3 above.

For the purposes of this form, unqualified teachers are: instructors; student teachers who have completed their course but have not yet been awarded QTS (not to be confused with students on teaching practice); foreign language assistants; licensed teachers; overseas trained or registered teachers who have not been awarded QTS. *Exclude* teaching practice students or unpaid volunteers.

E4 Number of classes

This is the usual number of teaching classes in the school. If pupils are reorganised for part of the day, for example to set pupils by prior attainment, this information will be needed by the registered inspector, but it does not need to be recorded here.

In the case of nursery classes, treat two half-time classes taught by one teacher as one class. Where a large nursery is staffed flexibly or team taught by more than one teacher, count the number of classes to be the number of teachers, (unless this does not represent the school's organisation correctly).

In the case of SEN units or similar provision, count the usual number of teaching groups, whether or not they constitute separate classes.

The guidance for completing Table E2 follows section E13 and Table E1.

E5 Teaching staff turnover

This section refers to the last two complete school years before the school year in which the inspection takes place. Treat a teacher who left and rejoined the staff in that period as counting in each box.

E6 Temporary teachers

Temporary teachers may be employed to cover short-term or long-term absence, to cover vacancies or for other reasons. As far as is possible, try to estimate the situation as it will be during the week of the inspection. *Include* teachers covering maternity or an absence of a term or more, and teachers on short-term contracts of less than a full school year, but *exclude* cover for short-term absence of less than a term.

E7 Teachers in training

This section includes student teachers from the Graduate and Registered Training Programme (GRP), from a Higher Education Institute (HEI) or through School-centred Initial Teacher Training (SCITT). Only the total number is required here, with no other details. However, if the school is part of a SCITT, please give its name in E8.

E8 School-centred ITT

A list of SCITTs can be found Annex B at the end of this document. It is the name of the actual SCITT that is needed here, not the awarding body.

E9 Education support staff

This section relates to staff employed to support children's learning. Include only those staff who help pupils gain access to the curriculum and support their learning. Exclude all administrative and clerical staff, premises staff such as caretakers, staff employed to prepare or serve meals, lunchtime supervisors, and any voluntary helpers.

Qualified nursery assistant means those who have a qualification in an appropriate field of study in early-years education from the NNEB or BTEC or through attaining NVQ Level 3.

Trained classroom assistant means someone who has successfully undergone a substantial course of training leading to some form of accreditation (except those specifically trained to support pupils with special educational needs, who are included in the next line).

Trained special needs assistant means someone who has successfully undergone a substantial course of training, related to special educational needs, leading to some form of accreditation. Include a support assistant in this line by virtue of their training, and not by the pupils he or she supports.

Other classroom support assistants means anyone employed to work directly supporting pupils who is not included in either of the categories in the first two lines of the table.

Other education support staff, on the fourth line, includes medical staff, librarians, technicians of all types (including laboratory, workshop, reprographic and computer technicians)

Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E10 Support staff for minority ethnic pupils

Any support assistant included here should already have been included in E9. Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E11 Administrative, clerical and premises staff

Include in the first line, only staff that look after the administration of the school. These include bursars, administrators, secretaries, clerical staff and site managers whose main function is administrative. Take care not to double-count staff who provide reprographic support to teachers for learning resources and the school's administration; include them in either E9 (line 4) or E11 (line 1), depending on their main role.

Include in the second line caretakers and site managers whose main function is the practical maintenance and smooth running of the site and buildings. *Include* cleaners in charge where they have overall site responsibility, for the security of the building, for example. *Exclude* cleaners who have no other responsibilities.

E12 Visiting specialist staff

Include here staff such as teachers from other schools or outreach services, speech therapists and physiotherapists, swimming instructors, school pianists and any other professionals who support the education or welfare of pupils. If in doubt,

include the contribution. For each person included, give an indication of role and visiting pattern (for example, weekly for 1 hour, monthly for 0.5 day).

E13 Key ratios

You are advised to fill this section in after you have completed the staffing and deployment tables E1 and E2 and updated sections E1, E2, E3 and E4 in Form S1, if necessary.

An example is given at the end of this section.

The PTR for YR–Y7 is defined as the number of pupils in YR–Y7 divided by the full-time equivalent number of *qualified* teachers. To calculate it, divide the total number of FTE pupils in YR–Y7 (from Table E2) by the total number of FTE *qualified* teachers in YR–Y7 (from section E1 on Form S1). *Exclude* any nursery age pupils.

The PTR for the nursery is the number of FTE pupils in the nursery (from Table E2) divided by the number of FTE *qualified* teachers in the nursery (from section E1 in Form S1). Round the result to the nearest 0.1 (one decimal place).

The pupil:adult ratio for the nursery is the number of FTE pupils in the nursery (from Table E2) divided by the total number of FTE teachers and FTE classroom assistants (totalled from sections E1 and E3 on Form S1 and E9 on Form S2).

If you have an SEN unit, when calculating PTR and pupil:adult ratios *include* in YR–Y7 any pupils in an SEN unit whose age places them in YR–Y7 and *include* with nursery pupils any pupils of nursery age in an SEN unit. Include teachers in the SEN unit with YR–Y7 unless the SEN unit is for nursery-age pupils only, in which case include them with nursery teachers.

In calculating the average class size, *include* pupils taught in an SEN unit. The average class size in YR–Y7 is calculated from the number of pupils in YR–Y7 classes (from Table E2), divided by the number of classes in those years (from E4 in Form S1). For class size in the nursery, divide the number of nursery pupils (from Table E2) by the number of nursery classes (from section E4 of Form S1).

Example: A school has 186 pupils in YR–Y2 in 7 classes and 61 FTE pupils in a nursery unit. The nursery is staffed by 1 full-time qualified and 1 full-time unqualified teacher and 3 full-time nursery assistants. The rest of the school is staffed by 8.2 FTE qualified teachers, including the headteacher and a part-time support teacher.

The PTR for YR–Y7 is 22.7 : 1 (186/8.2)

The PTR for the nursery is 61.0 : 1 (61/1)

The pupil:adult ratio for the nursery is 12.2 : 1 (61/5)

The average class size for YR - Y7 is 26.6 (186/7)

The average class size for the nursery is 30.5 (61/2)

Table E1 (Primary)

Teaching staff list and teacher details

You are advised to copy the table before completing it in case you need further copies.

You may find it helpful to have a copy of Form S1 to hand when completing this table.

Include all teachers counted in Tables E1 and E3 in Form S1. The total number of FTE teachers on Table E1 should match the totals from E1 and E3 taken together. Guidance on sections E1–E3 covers which teachers to include in the table.

Columns 1 and 2

Teachers should be allocated consecutive numbers in column 1. In column 2 list their titles, initials and surnames in the order defined in the guidance for column 4 below. Use a separate line for each teacher, *except* in the cases described in the next two paragraphs.

Peripatetic music teaching: Show all peripatetic music teachers collectively on one line under the title *Music tuition*. You then need only complete column 11 on this line.

Other contributions to teaching: Show the contribution made by all other peripatetic teaching staff collectively on one line under the title *Other contributions to teaching*, and then complete column 11 only. You will need to ensure that the registered inspector has the names and deployment of all staff included in these two lines.

Column 3

Enter the gender (using M or F) of each teacher in column 3.

Column 4

Teachers should be listed in the order of the codes below according to their level of responsibility in the school. Enter each teacher alphabetically in each code category.

H Headteacher (or teacher in charge).

D Deputy headteacher and others with similar titles paid on the deputy headteacher's pay scale.

A Advanced skills teachers.

F Other full time *qualified* teachers, grouped using codes F5–F0 according to their responsibility allowances, indicated as follows.

F5	5 responsibility points
F4	4 responsibility points
F3	3 responsibility points
F2	2 responsibility points
F1	1 responsibility point
F0	0 responsibility points

P Part-time *qualified* teachers, in order of the proportion of the week for which they are employed, starting with the largest proportion. Use codes P0 for part-time teachers without any additional responsibility allowance and P1, P2, etc, to indicate part-time teachers with responsibility allowances. Place job-share teachers together on consecutive lines in the order in which the first of the pair appears in the list and bracket them together in the margin.

U List all unqualified teachers who have a regular commitment to teaching (those from section E3 of Form S1) under this code

Column 5

In column 5 show the phase or phases for which teachers are trained, using the following codes or combination of codes as required. For example, a teacher trained for nursery and infant ages would be coded N/I.

N Nursery, under-fives
I Infant/KS1
J Junior/KS2
P Primary/KS1 and KS2
M Middle
S Secondary
O Other

Column 6

The columns in 6 should give, for each teacher, a code for his or her initial qualification (*Qual code 1*) and a code for any subsequent qualification (*Qual code 2*). This is intended to give a broad picture of staff qualifications to the inspection team and is not a full audit. Where there is a choice of subsequent qualification, enter the details most relevant to the teacher's current work. You do not need to enter all subsequent qualifications, just the most relevant.

Subsequent qualification means subsequent to the qualification which gave QTS, so a graduate with a PGCE would include the PGCE as part of his or her initial training.

Codes for *Qual code 1*

BQ BEd obtained as a first degree *before* teacher service or a first degree combined with teaching qualification.

CE Certificate in Education (Cert Ed).

GT Graduate then trained: any first degree plus postgraduate ITT qualification (usually PGCE).

UG Untrained graduate: first degree or equivalent qualification which gave QTS without teacher training.

OX Any other accepted qualification for QTS

Codes for *Qual code 2*

BE BEd obtained during teaching service or a break in teaching service.

BX Other first degree obtained after achieving QTS.

ME MEd or MA(Ed).

HX Any other higher degree, obtained by examination, research or other postgraduate achievement (eg MA, MSc, M Phil, PhD).

SN DfEE recognised SEN qualification.

DC Recognised Diploma or Certificate gained after a minimum of one term's full-time or one year's part-time study.

The columns marked *Subject 1–Subject 4* should be used as in the table below. You do not need to provide an exhaustive list of teachers' subject background, only those listed.

Subject 1 Main subject studied as part of a degree or other higher education course before achieving QTS.

Subject 2 Subsidiary subject studied as part of a degree or other higher education course before achieving QTS.

Subject 3 Use *only* with code GT to indicate the main subject covered in a (secondary) PGCE qualification or equivalent.

Subject 4 Use this column to indicate the main subject of study in a subsequent qualification. If the subsequent qualification did not involve a subject, indicate this with *n/a.*

A full list of subject codes is given in Annex A.

For unqualified teachers, enter as much information as you can, using the codes above.

Column 7

In column 7, record total teaching experience in completed years. For those with breaks in service and/or part-time experience, give an estimate of the accumulated experience in FTE years. For teachers who began teaching in the spring or summer terms, start their years from the point of entry. Enter 0 for all newly qualified teachers.

Column 8

In column 8, record each teacher's current service as the number of completed years in this school. For those with breaks in service in this school, record the length of their current continuous service. If this is a new or reorganised school, include service in any school that was incorporated into the newly formed school. Enter 0 for all newly qualified teachers (*for NQTs, see also column 9*).

Column 9

This column is used to record the area of deployment of staff, making a note of any split role (eg, 0.6N, 0.4P) in column 10. Use codes:

S the whole school;
P YR–Y7;
N nursery class or unit;
U SEN unit;
D deployment divided among more than one category.

Column 10

Use column 10 to record, in abbreviated form, the nature of special responsibilities held by individual teachers (for example, mathematics co-ordinator, KS1 co-ordinator, SENCO). For subjects, use the subject codes listed in Annex A.

For newly qualified teachers (NQTs), enter the higher education institution or SCITT consortium responsible for their training. This is the training institution, not the awarding body, and you are advised to consult with each NQT to ensure accuracy. The list of training institutions is given in Annex B.

Also use column 10 to indicate the split deployment of teachers in different areas of the school where there are nursery classes or an SEN unit, using the codes and guidance for column 9

Column 11

Use column 11 to record each teacher's employment in the school as a full-time equivalent figure, representing the proportion of the week for which the teacher is paid. Calculate the FTE with reference to a standard week of 32.5 hours, giving the results rounded to one decimal place.

Where a teacher involved in *Music tuition* or *Other contributions to teaching* is paid on a contract based on a specific FTE week (for example, 0.2), use this figure. Where such teachers are paid hourly, work out the total hours for all these teachers first and then calculate the overall FTE for the line, rounding the result to one decimal place. You may need to use a combination of these methods.

Complete the *carry forward* and *brought forward* boxes if you use more than one sheet and give the total FTE in the last box on the last page used. The total FTE in Table E1 must be the same as the total FTE obtained by adding the totals in sections E1 and E3 in Form S1. If necessary, amend E1 and/or E3.

Table E2 (Primary)

Organisation of the school into classes

You are advised to copy the table before completing it in case you need further copies.

This table allows you to show the distribution of pupils into classes throughout the school. All classes need to be entered to ensure all pupils are accounted for, but teachers without a designated class do not.

You should use the FTE roll for part-time pupils by counting each as 0.5. If you end up with an FTE roll ending in .5 in a *total* box, round it up to the next highest whole number.

Use the total roll for YR–Y7 and any nursery class obtained from this table to update the numbers on roll you submitted in Form S1 and in calculating the key ratios in section E13 of this form.

Check that the number of classes entered in section E4 in Form S1 is consistent with Table E2.

Section F: Finances

F1–F4 Finances

The finance section refer to the whole school, and there is no need for you to break the figures down to account separately for nursery provision or, except in section F5, for an SEN unit.

Income and expenditure refer to *revenue funding only* and should not include income or expenditure related to capital projects which are funded outside the school's budget. However, the registered inspector will need to know about any such projects, their cost and their impact on the school.

Enter all amounts as pounds (£) only; there is no need to include pence.

F1 Financial year

The latest financial year is the year for which you have a budget out-turn statement. This is often a difficulty for schools inspected in the early part of the summer term as budgets have not always been finalised. If this is the case, but the school has reasonably accurate estimates of what the budget out-turn will be (for example, from period 12 or period 13 budget printouts), it is acceptable to use data from the last financial year. In all other cases, use the last completed financial year.

Schools inspected in later part of the spring term may wish to provide the registered inspector with the planned budget for the following financial year.

The number on-roll figure should be from the Form 7 completed in the January of the year in which the financial year ends. An FTE figure is used here, not the total number of pupils on the register, and part-time pupils are counted as 0.5, as elsewhere in this form.

F2 Income

Figures for the current financial year will be estimates, and should be as up to date as possible, and include any changes made during the year. For schools inspected during the early part of the summer term, the figures will often be based on indicative allocations only.

F2: Line 1 Basic budget

This is your school's budget share, plus any additional funding from the LEA which is not formally included in the school's delegated budget but is under control of the school. If your school does not have a delegated budget, you will need to ask the appropriate authority for the school to

provide equivalent figures. If you have an SEN unit you will need to enter income for the unit in line 2, and not here.

If you have designated nursery provision, include the income for this here, whether or not it is devolved to the school to manage. You may need to consult your LEA about this.

In foundation or voluntary schools, *exclude* any funding from the foundation, diocese or trust here but *include* it in line 7.

F2: Line 2 Additional SEN funding

This is funding *additional to the school's basic budget. Include* here funding for any SEN unit, funding associated with individual pupils with special educational needs (with or without statements) and any other funds in the control of the school which are earmarked for the support of pupils with SEN. *Include* here Standards Fund grants specifically related to the support of pupils with SEN.

F2: Line 3 Additional funding for minority ethnic pupils

Include here funds through the ethnic minority achievement grant (EMAG), section 488 grants, single regeneration budget (SRB) funds and any other publicly funded source intended to promote access and opportunity for minority ethnic pupils, in support of English as an additional language or as part of focus on raising attainment.

F2: Line 4 Standards fund

This is the total of all Standards Fund income *except* that in line 3 (EMAG) or line 2 (SEN).

F2: Line 5 Other grants

This is the total of all development and other grants from publicly funded sources, other than those already included in lines 1–4 above. It includes funding related to SRB not already included in line 3, Education Action Zones (EAZ), and the European Community (EC). Section F8 asks for details of grant sources and amounts.

F2: Line 6 Income from facilities and services

Include in this section all other income the school receives from publicly funded sources not included in lines 1–5. *Include* funding for community education. *Include* income which is available for the school to use *within its budget* from sources such as the hire of premises, equipment or other facilities, consultancy and training, or sales of training materials. *Include* here any interest payments received. *Include* any payments

received from staff absence insurance schemes here.

F2: Line 7 Donations and/or private funds

Include here any other funds not included in lines 1–6 above which are available for the school to use. *Include* business sponsorship, income from fund-raising activities, and income from foundation, diocese or trust funds. *Include* what is usually described as *School Fund. Exclude* PTA funds themselves (or their equivalent) but *include* any donations to the school from such funds. If they are in the form of, for example, a computer system, include the monetary value in both this line and in a relevant expenditure line.

F2: Line A Total income

Add the figures in lines 1–7.

F2: Income per pupil

Divide the figure in line A for the last financial year by the number of FTE pupils on roll at the top of the page.

F3 Expenditure

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes in allocations made during the year. For schools inspected during the summer term, the figures will often be based on indicative allocations only.

The expenditure entered here should be related to the total income covered in F2, including that related to the donations and/or private funds entered in line 6.

The percentage column should be completed once you are happy that you have included all expenditure and the end year balances are correct.

For each section calculate the percentage of the total expenditure in line B. For example, the percentage of the school's resources allocated to teaching staff is the figure in line 8 divided by the figure in line B, multiplied by 100. Round all percentages to one decimal place and check at the end that the total is between 99 and 101 (it may not be exactly 100 because the figures are rounded).

The main purpose of the table is to give the registered inspector and OFSTED information about how schools use their resources. *It is not an accounting document.* When completing the table enter expenditure under the most appropriate category. This is not always easy to decide, and we appreciate the headings used here do not always coincide precisely with the accounting

software used by schools. Where the form means a school budget figure needs to be broken down so that it can be included in more than one column, *it is acceptable to make a reasonable estimate*, especially where the amount is small.

F3: Line 8 Teachers

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all full-time and part-time qualified and unqualified teachers counted in sections E1 and E3 in Form S1. *Exclude* teachers who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff. *Include* in this section salaries of teachers on short-term contracts unless they are covering absence.

F3: Line 9 Supply/relief teachers

Include the full salary costs (including on-costs) *borne by the school's budget* of all agency, supply or relief teachers covering absences of any duration.

F3: Line 10 Education support staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all education support staff counted in section E9. *Exclude* support staff who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff.

F3: Line 11 Administrative and clerical staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all administrative and clerical staff counted in section E11 and the cost of employing a clerk to the governing body, or the cost of a clerking service. *Exclude* administrative and clerical staff funded outside the school's budget, but make a note for the registered inspector of all such staff.

F3: Line 12 Other staffing costs

Include the full salary costs, including employer's on-costs, of midday supervisors and other staff supervising pupils before and after school sessions and during breaks.

Include the full salary costs, including employer's on-costs, of catering, caretaking, cleaning and premises staff *borne by the school's budget*. If these are supplied through a contract rather than by direct employment, the cost of the contract should be included in line 19, and make a note of this to the registered inspector.

Include in line 12 all other costs related to staffing

such as:
- the costs of staff absence insurance premiums;
- advertising and other recruitment costs;
- staff travel and subsistence;
- duty meals;
- payroll costs;
- costs of *ex-gratia* payments and of premature retirement and redundancy falling on the school's budget.

Exclude staff development costs (which belong in line 14).

F3: Line 13 Learning resources

Include the cost of all learning resources *borne by the school* such as:
- books, materials, stationary, equipment, educational software;
- reprographic resources and equipment used specifically for teaching purposes;
- travel and access to sports and other educational facilities;
- expenditure on educational visits;
- costs of test and examination entry fees, and any accreditation costs related to pupils;
- purchase or hire of ICT and audio-visual equipment used for teaching purposes;
- any maintenance contracts for ICT or other equipment used for teaching and site or other licences for software used for teaching purposes.

F3: Line 14 Staff development

Include all staff development and in-service training costs *borne by the school* such as:
- staff development costs for teaching staff, support staff and governors;
- the cost of all in-service training courses and other development opportunities (excluding the costs of employing agency, supply or relief teachers to cover staff absence for these purposes, which are included in line 9);
- costs of equipment and resources to provide in-service training.

F3: Line 15 Catering

If the school provides a school meals service from its budget, enter catering costs in this line. If school meals are provided without the financial involvement of the school, other than the collection and transmission of dinner money, then catering costs should not be entered.

If the school has a catering contract, enter details here. If the school employs its own staff, record salary costs in line 12 and all other costs here.

F3: Line 16 Other supplies and services

Include all other expenditure on supplies and services *borne by the school* such as:
- furniture, non-educational equipment and reprographic equipment not specifically used of teaching purposes;
- administrative stationary, printing, postage and advertising;
- insurance premiums (except that for staff absence which is included in line 12);
- telephone charges;
- medical and domestic supplies;
- purchase or hire of ICT and other equipment not used for teaching purposes and not counted in line 13;
- maintenance contracts for any ICT or other equipment not counted in line 13;
- services, advice and consultancy to staff and governors on management, financial, legal, personnel and premises matters.

F3: Line 17 Building and grounds improvement

Include the costs of building and grounds improvements *borne by the school* (*excluding* those funded by any capital grant outside the school's budget) such as:
- internal and external improvements to buildings, grounds and gardens;
- related professional and technical services;
- repayments, including interest, on any loans for purposes included within line 17.

F3: Line 18 Building and grounds maintenance

Include the costs of building and grounds maintenance *borne by the school* such as:
- internal and external repair and maintenance of buildings, grounds and gardens;
- related professional and technical services.

F3: Line 19 Cleaning and caretaking

Include the costs cleaning and caretaking *borne by the school* such as:
- all cleaning costs (including contracts but excluding the cost of staff directly employed by school which are entered in line 12);
- all caretaking costs (including contracts but excluding the cost of staff directly employed by school which are entered in line 12).

F3: Line 20 Other premises costs

Include all other costs related to the occupancy of premises *borne by the school* such as:
- water rates, sewerage and environmental services;
- fuel costs;
- rates;
- rent, lease or hire charges for premises;
- security equipment.

F3: Line 21 Special facilities

Include all costs related to the school's special facilities *borne by the school* such as:
- community education;
- joint-use swimming pools and sports centres;
- boarding provision;
- rural studies and farm units.

F3: Line B Total expenditure

This is the total of lines 8–21 and should cover all the school's expenditure from the income sources in lines 1–7.

F3: Expenditure per FTE pupil

Divide the figure in line B for the last financial year by the number of FTE pupils on roll at the top of the page.

F4 Balances

The balances in line E should match balances on out-turn statements (or estimates of these in inspections which take place in the early part of the summer term).

Show negative balances in parentheses ( ) or with a minus sign according to your accounting preference.

The *balance carried forward to the next year* in line E in the first column (actual spending) is transferred to *the balance brought forward from the previous year* in line D of the second main column (forecast). These two figures must be the same.

The percentages in line E are calculated by expressing the *balance carried forward to the next year* as a percentage of the school's income for the year. Divide the figure in line E by the figure in line A in the same column, and multiply by 100. Give the results to one decimal place.

F5 Income and expenditure in support of pupils with SEN

The purpose of this section is to allow the inspection team to link income and expenditure in support of pupils with special educational needs with the school's provision.

In *line A* enter the school's notional SEN budget, which comes from LEA's section 52 budget statement (this applies only to maintained schools). In *line B* transfer the figure from line 2 of section F2 in finance page. In *line C* enter any funding in support of pupils with special educational needs other than that in lines A and B. Use *line D* to total lines A–C.

In lines E–F enter an estimate of expenditure in lines 8–21 in section F3 in relation to pupils with SEN. *Line E* covers expenditure through an SEN unit, *line F* covers expenditure on statemented pupils not in an SEN unit and *line G* covers any other expenditure not already accounted for in lines E and F. *Line G* can be used to record the cost of releasing a teacher to carry out the duties associated with the role of SENCO, for example. Use *line H* to total lines E–G.

F6 Resourcing of the IT curriculum

Include here the cost of all ICT equipment and software, including site and other licences, used for teaching and learning purposes, such as computers, monitors, printers, scanners, fax machines, modems, digital cameras, multi-media drives and resources, control and CAD resources, and networking and installation costs. *Exclude* any equipment used for administration.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on ICT.

In calculating the pupil:computer ratio, *exclude* any machines purchased more than five years before the beginning of the financial year in which the inspection takes place.

F7 Books

You are not expected to undertake an extensive audit to complete this section. Reasonable estimates are sufficient.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on books.

F8 Grant funding

The information needed by the registered inspector is best split into three sections:
- categories from within the current DfEE Standards Fund circular for which the school is receiving funding in the year of the inspection;
- funding from publicly funded sources such as the National Grid for Learning (NGfL), single regeneration budgets (SRB) or the European Community (EC);
- funding and sponsorship from private individuals, institutions, companies and trust funds and any other non-publicly funded sources.

For each source of funding from which the school benefits in the current financial year, give the source, amount and timescale over which the school receives it.

This section does not cover capital funding, although the registered inspector will need to know of any recent or current capital projects.

Section G: Further information

G1 Inspection of collective worship and RE

In this section of the form you need to provide the inspection contractor and registered inspector with information about your school's provision of collective worship and religious education. The decision about whether the content of a school's collective worship is inspected in the section 10 inspection or in a separate section 23 inspection depends on whether the school has been designated by the Secretary of State for Education as having a religious character. The decision about how religious education is inspected depends on this designation and whether or not the school provides denominational religious education.

All schools which are not designated as having a religious character will have the content of their collective worship and religious education inspected within their section 10 inspection.

In any voluntary controlled, voluntary aided or foundation school which has been designated under section 69(3) of the School Standards and Framework Act 1998 by the Secretary of State as having a religious character, the content of the school's collective worship will be inspected under section 23 of the 1996 Act, and not in the section 10 inspection.

If a school designated as having a religious character provides denominational religious education to any pupils, that denominational religious education will be inspected in a section 23 inspection. If a school designated as having a religious character teaches non-denominational religious education to any pupils according to the locally agreed syllabus, that religious education will be inspected under section 10.

In a small number of schools designated as having a religious character, denominational religious education is taught to some pupils and non-denominational religious education is taught to others. In this case, the denominational religious education will need inspecting under section 23 and the non-denominational religious education in the section 10 inspection. If this applies to your school please ignore the *Tick one* instruction and tick both boxes. Additionally, please give details of the arrangements you make for RE, including numbers of pupils involved in each areas of provision, in section G7.

It is the responsibility of the governing body of such a school to arrange the section 23 inspection of the content of collective worship and, if appropriate, denominational religious education.

If you are unsure about whether a section 23 inspection is needed, or how to go about arranging one, you are advised to approach the relevant diocesan Director of Education or similar denominational religious adviser for more information.

If the school is subject to a determination under section 394 of the Education Act 1996, note the details in section G7.

G2 The nature of the school site

This section applies to schools with more than one site, often but not always separated by a public road. Two buildings on one site do not automatically count as a split site, but if recognition has been given as a split-site school in these circumstances, please note the number of sites here and describe the situation in section G7.

G3 Modern foreign languages

Clearly this section only applies to schools where teaching takes place as part of the curriculum, and has special relevance to middle deemed primary schools.

G4 School reorganisation

This section only applies where reorganisation proposals have been agreed and will affect the school at the time of the inspection. Proposals which have not yet been consulted on or agreed should not be noted here. Please give any details in section G7.

G5 Special features of the school's provision

This section is for the appropriate authority to identify any particular features of the school which are additional to the usual provision made in primary or nursery schools and which it would like to have inspected. Please give details of the number of pupils or others involved, the nature and purpose of the activity or activities, the frequency of occurrence, and what evidence of the feature would be available during the term of the inspection.

Nursery classes and any SEN unit or similar provision will automatically be included in the inspection contract and do not need to be included here.

Inclusion of a feature of the school here does not guarantee its inspection within the section 10 inspection. It will, however, be considered by HMCI for inclusion.

G6 The school's involvement in initiatives

In this section list any national and local initiatives in which the school is involved. For example, include the school's involvement:

- in an Education Action Zone (EAZ);
- as a centre of excellence;
- as a Beacon school;
- in a local urban regeneration scheme;
- in a local scheme for raising achievement.

It is better to include something briefly than to leave it out.

G7 Factors to be taken into account

Use this section to record any factual information which will help the inspection team to obtain a full picture of the school. *Include* unusual gender balances between boys and girls in mixed schools, and particular features of the intake. *Include* the country of origin of refugee pupils. *Include* split-site arrangements and the distance(s) and commuting time between the sites. *Include* a comment if the inspection team might need the services of an interpreter to communicate with pupils, for example, in an SEN unit. Also *include* a comment if there is a lack of suitable

accommodation in the school for the inspection team. *Include* a brief note about the existence of specialist staff (to support pupils with special educational needs for example).

It is better to include something briefly than to leave it out.

G8 Significant changes

Record here any significant changes in the school's circumstances planned for the term of the inspection, for example an increase or decrease in the number of classes.

G9 Relevant dates

The inspection will take place during the term indicated in the covering letter. The dates indicated in the form are for the complete term to indicate when contact can be made with the school before the inspection. Schools will not be inspected during the first and last weeks of the term (or part weeks if the term begins part-way through the week). Indicate other dates during the term which are not suitable for inspection (for example, if pupils will be away on a residential event, or national assessment tests). The information provided in this section will be taken into account by the registered inspector when an inspection start date is decided.

Declaration

Because Form S1 is a statutory consultation about the specification for the inspection, a declaration by a representative of the appropriate authority is required, even if the form is completed on disk. Please use the declaration form attached to the letter accompanying the notification of the school's inspection when you return Form S1.

It is not acceptable for the headteacher to sign the declaration. It must be signed by a representative of the appropriate authority. In the definitions given on page 2 of this guidance, an LEA officer should sign for a school defined in (a), the proprietor for a school defined in (b) or (c) and in all other cases the chair of the governing body. If chair of governors is not available, it is acceptable for another governor, preferably the vice-chair or chair of a committee, to sign the declaration.

Annex A: Subject codes for qualifications and subjects taught

Use this list of codes to when completing Table E1 (Primary). Where a subject qualification, course or subject taught is similar, although not identical, to one in the list, please use that code. If the disparity is felt to be too great, use one of the codes for subjects not listed and add an explanatory note for the registered inspector.

Subject	Code		Subject	Code
Accountancy	AC			
Arabic	AB		Latin	LA
Art	AR		Land-based industries	LB
Art and design	AD		Law	LW
			Leisure and tourism	LE
Bengali	BL		Life skills	LS
Biochemistry	BC			
Biology / Botany / Zoology	BI		Management / Mgt science/studies	MM
Building	BG		Manufacturing	MN
Business edn/studies/management	BE		Mathematics	MA
			Media: communication and production	MP
Careers education	CA		Media studies	MS
Chemistry	CH		Metalwork	MK
Child development	CD		Music	MU
Chinese	CN			
Classics / Classical studies	CL		Performing arts	PA
Community studies	CS		Personal / social / health education	PS
Computer studies/science	CP		Philosophy	PL
Construction and built environment	CB		Physical education	PE
Craft, design and technology	CT		Physics	PH
			Politics	PO
Dance	DA		Portuguese	PG
Danish	DN		Psychology	PY
Design / Design and technology	DT		Punjabi	PJ
Distribution	DI			
Divinity / Theology	RE		Religious education/studies	RE
Drama	DR		Russian	RU
Dutch	DU			
			Science	SC
Ecology	EY		Social studies/science	SS
Economics	EC		Sociology	SO
Education	ED		Spanish	SP
Electronics	EL		Special educational needs	SN
Engineering/Eng science	EG		Sports science/studies	SR
English	EN		Statistics	ST
Environmental science/studies	ES			
European studies	EU		Technical drawing	TD
			Technology	TE
Food science	FS		Textiles / Fabrics / Needlework	TL
French	FR		Turkish	TU
Games	GA		Under-5 activities	UF
Geography	GG		Urban studies	US
General studies	GS		Urdu	UR
German	GM			
Geology	GE		Welsh	WE
Graphics	GR		Women's studies	WS
Greek (classical)	GC		Woodwork	WK
Greek (modern)	GK			
Gujarati	GU		*Symbols for subjects not listed*	
Health and social care	HS		*Any other:*	
Hebrew (modern)	HW		Aesthetic / practical subject	XA
Hindi	HN		Business / commercial subject	XB
History	HI		Humanities / social subject	XH
Home economics	HE		Language subject	XL
Hospitality and catering	HC		Mathematical subject	XM
Humanities	HU		Physical subject	XP
			Science subject	XS
Industrial studies	ID		Technological subject	XT
Information science/studies	IS		Vocational subject	XV
Information technology	IT		Any other subject not listed	XO
Italian	IL			
Japanese	JA			

Use this table to identify the training institution for newly qualified teachers when completing Table E1.

Graduate and Registered Training Programme (GRP) and Higher Education Institutes (HEI)

H0001	Open University
H0007	Bishop Grosseteste College
H0008	Bretton Hall
H0010	Central School of Speech and Drama
H0011	Chester College of HE
H0012	Canterbury Christ Church College
H0013	College of Ripon & York St John
H0014	College of St Mark and ST John
H0016	Edge Hill College of HE
H0019	Homerton College, Cambridge
H0021	King Alfred's College, Winchester
H0023	Liverpool Hope College
H0027	Nene College
H0028	Newman College
H0029	North Riding College
H0031	Roehampton Institute
H0038	S. Martin's College
H0039	St Mary's College
H0040	Trinity & All Saints College
H0042	Westminster College, Oxford
H0046	Worcester College of HE
H0047	Anglia Polytechnic University
H0048	Bath College of HE
H0051	University of Brighton
H0052	University of Central England
H0054	Cheltenham and Gloucester CHE
H0057	University of Derby
H0058	University of East London
H0059	University of Greenwich
H0060	University of Hertfordshire
H0061	University of Huddersfield
H0063	Kingston University
H0064	Leeds Metropolitan University
H0065	Liverpool John Moores University
H0066	Manchester Metropolitan University
H0067	Middlesex University
H0068	De Montfort University
H0069	University of Northumbria at Newcastle
H0070	University of North London
H0071	Nottingham Trent University
H0072	Oxford Brookes University
H0073	University of Plymouth
H0074	University of Portsmouth
H0075	Sheffield Hallam University
H0076	South Bank University
H0077	Staffordshire University
H0078	University of Sunderland
H0081	University of West of England
H0082	Chichester Institute of HE
H0085	University of Wolverhampton
H0109	University of Bath
H0110	University of Birmingham
H0112	University of Bristol
H0113	Brunel University
H0114	University of Cambridge
H0116	University of Durham
H0117	University of East Anglia
H0119	University of Exeter
H0120	University of Hull
H0121	Keele University
H0124	University of Leeds

H0125	University of Leicester
H0126	University of Liverpool
H0131	Goldsmiths College
H0133	Institute of Education
H0134	King's College London
H0152	Loughborough University
H0153	University of Manchester
H0154	University of Newcastle upon Tyne
H0155	University of Nottingham
H0156	University of Oxford
H0157	University of Reading
H0159	University of Sheffield
H0160	University of Southampton
H0162	University of Sussex
H0163	University of Warwick
H0164	University of York
H0187	Westhill College
HBRILK	Bradford and Ilkley Community College

School-centred Initial Teacher Training (SCITT)

HXBEC1	Billericay Education Consortium
HXBSC1	Bromley Schools Collegiate
HXCBT1	Centre for British Teachers
HXCTG1	Chiltern Training Group
HXECC1	Essex County Council as LEA
HXEST1	South West Teacher Training
HXGEP1	Gloucestershire ITE Partnership
HXGUP1	Grand Union Partnership
HXKTG1	Kent Training Group
HXLIN1	Lindesfarne SCITT
HXMAR1	Maryvale Institute
HXMEC1	Mid-Essex Consortium
HXMHS1	The North London Consortium
HXNBC1	North Bedfordshire Consortium
HXNCP1	Newman Catholic Partnership
HXNEC1	Coastal Confederation
HXNWK1	North West Kent Teacher Trainers
HXOSS1	Outstanding Schools SCITT
HXOXC1	The Oxfordshire Consortium
HXPOO1	Borough of Poole
HXSEE1	South East Essex
HXSHF1	The Shire Foundation
HXSOL1	Solihull Metropolitan Borough Council
HXSSC1	Somerset SCITT Consortium
HXTIT1	Titan Partnership
HXTMC1	Marches Consortium
HXTTS1	West Midland Consortium
HXULF1	Urban Learning Foundation
HXWAN1	Wandsworth Primary Schools' Consortium
HXWCC1	Cumbria Primary Teacher Training
HXWFS1	Woodrow First School

FORMS S1 and S2 (PRU)

Pupil referral units

OFFICE FOR STANDARDS IN EDUCATION

NOTES OF GUIDANCE

Introduction

OFSTED sends four forms to each pupil referral unit before its inspection takes place. The completed Forms S1-S4, as they are called, are part of the evidence base for the inspection. They are used before and during the inspection, in confidence, firstly by the inspection contractor and then by the registered inspector and other members of the inspection team.

The information given in completed Forms S1-S4 from PRUs is used by the inspection team but is not stored in OFSTED's database. OFSTED may request the completed inspection forms for analysis in the year following the inspection.

Form S1 is sent, via the headteacher / teacher in charge, to the appropriate authority for the unit to consult about the inspection. It also asks for a range of information about the unit. *It is returned to OFSTED.* OFSTED sends the completed Form S1 to the inspection contractor in confidence so that the contractor can construct an inspection team that matches the circumstances and curriculum of the unit. The information in Form S1 is given to the registered inspector by the contractor.

Form S2 is used to collect further factual information about the unit before the inspection. *Form S2 is returned to the registered inspector.*

Form S3 asks the headteacher / teacher in charge to state the extent to which the unit fulfils statutory requirements. It also asks the unit to indicate the extent to which a range of monitoring and evaluation processes are in place. *Form S3 is returned to the registered inspector.*

Form S4 provides an opportunity for the headteacher / teacher in charge to contribute a structured personal statement to the inspection team. *Form S4 is returned to the registered inspector.*

These notes of guidance are provided to assist completion of Forms S1-S2. The forms should be completed by hand. There is no electronic version of Forms S1-S4 for PRUs.

Please note that Forms S3 and S4 are common to all types of school and to PRUs. While we recognise that many statutory requirements do not apply to PRUs, we hope that those completing the forms in PRUs will interpret the questions generously and, for example, substitute the relevant language or concept as it relates to the PRU.

Consultation with the appropriate authority

The statutory basis for inspection

Section 10 of the School Inspections Act 1996 requires Her Majesty's Chief Inspector of Schools in England (HMCI) to secure the inspection of certain schools by registered inspectors. Section 10(5) of the School Inspections Act 1996 (referred to as the 1996 Act in the rest of this document) states:

"It shall be the duty of any registered inspector conducting an inspection under this section to report on -

> *(a)   the quality of the education provided by the school;*
> *(b)   the educational standards achieved in the school;*
> *(c)   whether the financial resources made available to the school are managed efficiently; and*
> *(d)   the spiritual, moral, social and cultural development of pupils at the school."*

Schedule 3 of the 1996 Act provides further details about inspection conducted under the requirements of section 10 of the 1996 Act.

HMCI is required by schedule 3 of the 1996 Act to consult with the appropriate authority (see definitions below), for each school selected for inspection, about the inspection before it takes place. *Form S1* represents that consultation. The completed *Form S1* will enable HMCI to decide the final form of the inspection for the school.

The inspection will take place during the period identified in the covering letter and will be conducted according to *Inspecting Schools*, the *Framework for the Inspection of Schools* issued by HMCI. A copy of the current *Framework* is supplied with this form.

Definitions

School, for the purposes of section 10 of the School Inspections Act 1996, includes pupil referral units set up under section 19 of the Education Act 1996.

Appropriate authority means:

> in the case of a pupil referral unit, the local education authority for the school.

Inspection means an inspection of a school under section 10 of the 1996 Act by a registered inspector or by a member of the Inspectorate.

Guidance on completion of Forms S1 and S2

Please completing Forms S1 and S2 using black ink, as the forms will be photocopied.

To achieve consistency in the information collected, many of the sections in Forms S1 (PRU) and S2 (PRU) are common to the forms for primary, secondary and special schools. We recognise some sections may apply to few pupils in PRUs or will be worded in ways that are not immediately transferable to the varied contexts in which PRUs work. Please be flexible in your interpretation of any section where the wording used does not match your PRU's usual terminology.

Forms S1 and S2, taken together, are a single sequence of sections lettered A-G, and the guidance follows this order.

Section A: Basic information about the school

A1 Name of unit

Enter the agreed name of the unit as established by the LEA and recorded by the DfEE. The words 'pupil referral unit' need not be included in the name of the unit if it uses an alternative designation. The identification of the unit as a PRU is covered in sections A3 and A4.

A2 Unit's unique reference number (URN)

This number uniquely identifies the unit throughout the inspection and is increasingly used for other purposes. It is different from the DfEE number. You will find your unit's URN on the letter informing you of the inspection.

A3 Range of needs supported

Enter the range of needs supported by the PRU. Examples of the type of entry required are: excluded pupils, school-phobic pupils, pregnant schoolgirls. Describe the range as concisely as you can.

A4 School category

This has been pre-filled as 'Pupil referral unit'.

A5 Age range of pupils

Give the age range of the unit is given in whole years only (eg 11-16). This is the age range of pupils that the unit is currently set up to cater for, and may be different from actual age range of pupils present during the inspection.

A6 Gender of pupils

Please enter one of the following:

- Boys
- Girls
- Mixed

A7 Name of headteacher / teacher in charge

This should be the name and title of the headteacher / teacher in charge as he or she wishes it to appear on the front cover of the inspection report. The title may be omitted if preferred. A teacher in charge is someone responsible for the day-to-day management of the unit, even if not full-time.

A8 Unit address

The address should be for the main site of a unit with more than one site. Make sure that the main post town and correct postcode are included. It will appear in this form in the inspection report.

A9 Telephone number

This should be the telephone number by which OFSTED, the inspection contractor and the registered inspector can reach the headteacher / teacher in charge at the unit in normal school hours. It should include the full national dialling code.

A10 Fax number

If the unit has a fax machine, enter the fax number here, including the full national dialling code.

A11 E-mail address

If the unit uses an e-mail address for communication about administration, enter it here. Do not include an e-mail address to which pupils have unrestricted access.

A12 Name of the appropriate authority

This has been pre-filled as 'The local education authority. The name of the LEA is given in section A14.

A13 Name of responsible officer

This should be the name and title of the LEA's officer responsible for the PRU as he or she wishes it to appear in the inspection report. The title may be omitted if preferred.

A14 Local education authority

In the case of a PRU this should be the local education authority maintaining the PRU.

A15 Start date of the last section 10 inspection

This refers to the most recent section 10 inspection. Give the day on which the inspection team began collecting first-hand evidence in the school. For schools which have been inspected under section 3 of the School Inspections Act 1996 the dates should refer to the most recent of any section 3 or section 10 inspection for which an action plan was produced by the appropriate authority.

Section B: Information about pupils

B1 Numbers of pupils

The number on roll here refers to the current number on roll at the time of completion of this form. If this changes between the time of completion of the form and the inspection, you will need to let the registered inspector know of the changes.

Pupils on the roll of the PRU only means pupils on the roll of the PRU and not on the roll of any other school or college and *excludes* dual registered pupils. The education they receive at the PRU may be for *full-time* or *part-time*, including where appropriate work experience and college links.

Dual registered pupils are those on the register of the PRU *and* on another school's register (as defined in the DfEE's Form 7R). The education they receive at the PRU may be *full-time* or *part-time*, including where appropriate work experience and college links.

Full-time means that pupils receive their education at the PRU during a normal full-time school week. P*art-time* means that the education they receive at the PRU is for less than the full school week. Part-time dual registered pupils will normally also receive education at the primary, secondary or special school at which the other part of their dual registration is held. Part-time pupils on the roll of the PRU only may receive other provision such as

home tuition, or may receive no other provision. If a dual registered pupil receives all their education at the partner school in the dual registration, enter the pupil in the column headed 'No time in the PRU'.

The totals vertically and horizontally should be checked to ensure the data gives a consistent grand total in the bottom right-hand box.

B2 Residential pupils

This is the number of pupils who make use of the PRU's residential provision (if it has such provision) currently, not the number of places available. If it changes significantly before the inspection takes place, you will need to ensure that the registered inspector has details of the changes.

B3 Support for pupils registered at other schools (outreach)

Indicate the number of pupils registered in other schools (mainstream or special) who receive regular support from teachers based at the PRU. This could include pupils previously on the roll of the PRU who are still receiving support, or pupils at or near the point of exclusion who may or may not subsequently enrol with the PRU.

B4 Ethnic background of pupils

The data you enter here is in the same format as the information you submitted in Form 7R for pupils of compulsory school age and above. The categories follow the definitions and guidance given in the completion notes for Form 7R.

If the breakdown for the subdivision of the 'White' category was not provided by the school in Form 7R, there is no need to provide it here, as long as the data for 'White - total' is included.

Use the same definitions of full-time and part-time pupils as in B1, but there is no need to distinguish between pupils on the roll of the PRU only and dual registered pupils. The total numbers of pupils in columns in this table should match the relevant column totals in section B1.

B5 Refugees

Include asylum seekers as refugees. Refugee pupils will already have been included in the data presented in B4, possibly in 'White European' or 'Any other minority ethnic groups. However, because refugee pupils have additional needs, it is important to indicate the total number here. Make use of section G10 to give any additional comments about the school's refugee pupils.

B6 Travellers

Include in this section Gypsy Travellers, Fairground families (or Show People), Circus families, New Travellers, Bargees and other Traveller families living on boats. Make use of section G10 to indicate any issues of mobility of Traveller pupils

B7 Support for minority ethnic pupils

Include numbers of EAL pupils receiving additional language support and other minority ethnic pupils receiving support as part of a focus on raising attainment.

Include all pupils for whom specific funding is provided. Distinguish between that from the Standards Fund through the Ethnic Minorities Achievement Grant (EMAG), all other funding to support minority ethnic pupils, and section 488 grants in support of Traveller pupils.

B8 English as an additional language

In the first box, *include* all those pupils for whom English is an additional language, including those who are proficient or reasonably proficient in English.

In the second box, *include* those EAL pupils whose English is at an early stage of English language acquisition and who find it difficult to gain access to the curriculum without additional language support.

B9 Pupils with special educational needs

Include in this section *all* those pupils who are on the register of special educational needs in the PRU. *Include* dual registered and PRU-only registered pupils.

B10 The nature of pupils' special needs

Pupils should be entered once only, according to their major disability or difficulty, so that the totals taken together match the totals at Stages 3-5 from section B9. Any specific learning difficulty other than dyslexia should be entered and specified in the line marked *Other*.

We recognise that for some pupils with several disabilities this will be difficult. The main purpose of this table is to give the inspection contractor a clear picture of the range of special needs provided for by the unit. If in doubt, choose the major disability to broaden the range, rather than narrow it.

B11 Pupils on the roll of the PRU

Table P is at the back of the form, and has one sheet for dual registered pupils and one for pupils registered at the PRU only. You should make sure that the total number of pupils included matches

the totals for both these groups of pupils from section B1.

Completion of Table P

You will need to complete a separate form or set of forms for dual registered pupils and for pupils registered at the PRU only.

You are advised to copy the table before completing it in case you need further copies.

Name of pupil

Give the name of the pupil by which he or she is usually known in the PRU.

Date of admission

The date of admission should be as recorded in the PRU's admission register. For a pupil who has been admitted on more than one occasion, give the latest date and note the other admissions under the name of the pupil.

Reasons for admission

A brief, note-form statement is all that is required. There is no need to go into detail. If the registered inspector needs further information about a particular admission, he or she will ask a during the inspection.

F-T or P-T

This is to indicate whether the pupil's education is full-time in the unit or part-time in the unit, irrespective or the type of registration. for a pupil who spends all their time in the partner school in a dual registration, put 'None'.

Sessions attended

Give the number of sessions or part sessions attended during the week, including any off-site provision organised by the PRU.

Attendance times

Round the time spent attending the PRU to the nearest half hour. *Include* any off-site provision organised by the PRU.

Other schools / colleges attended

For dual registered pupils give the partner school in the dual registration, and if more than one institution is given, indicate the partner school clearly with the note "DR school".

For PRU-only registered pupils, give any school or college in which the PRU has arranged provision.

Subjects being studied elsewhere

Give all the subjects studied in other schools or colleges so that the registered inspector has a clear picture of the overall education provided for this pupil.

B12 Exclusions

Section B12 refers to *the number of instances of exclusion*, not the number of pupils, and so one pupil excluded on three occasions counts as three exclusions. The year to be used is the last complete school year before the inspection. Count a fixed period exclusion made permanent as a permanent exclusion only, and count a permanent exclusion for which a reinstatement was directed as a fixed period exclusion, for the purposes of this section. If any appeals were in progress at the end of the school year, count the situation as it stood before the appeal.

The registered inspector may, additionally, wish to gain access to exclusion information from the school year of the inspection, particularly if there has been a significant increase or decrease in the level of exclusions.

B13 Other transfers for behaviour-related or disciplinary reasons

The guidance for section B12 applies here in the context of *any* transfers brought about for disciplinary or behaviour-related reasons, outside the scope of formal exclusions.

B14 Excluded pupils

This section refers to *the number of pupils excluded* during the previous complete school year, irrespective of the type of exclusion or transfer.

B15 Attendance

The data required here relates to all pupils, full-time and part-time, who were on the roll of the PRU during the previous full term to the inspection.

Note that when pupils on the roll of the PRU attend other establishments or participate in work experience, link courses or approved sporting activities, attendance should be recorded as an approved educational activity and no longer as an authorised absence. It is assumed that, for pupils who are dual registered, the PRU and mainstream or special school have clear agreements about where pupils are registered in circumstances when attendance at the PRU is for part of the morning or part of the afternoon sessions only.
It will be necessary to calculate the total number of possible attendances at the PRU or in PRU-

organised activities (in half day sessions) for all full-time and part-time pupils (representing 100% attendance) so that you can calculate the percentages of authorised and unauthorised absence.

Data for previous terms is likely to be helpful to the registered inspector, particularly in showing any improvement (or decline) in attendance.
If you have any in-school analysis of attendance, for instance by year, class, gender, ethnicity, or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

B16 Routes taken by pupils over 16

The five percentages entered on each line should add up to 100%. To calculate the 'school' percentage, for example, express the number of pupils who were re-enrolled full time in a mainstream or special school as a percentage of the total number of pupils who have left the PRU, entered in the first box. We recognise that for units with very small numbers each pupil will represent several percentage points, but this will be clear to the registered inspector as the number of pupils is given in first box of the table.

If you have any in-school analysis of the routes taken by pupils after they leave the school, for instance by gender, ethnicity or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

Section C: Standards of attainment

C1 NC assessments of 7 year olds

The assessment results needed here apply to tests or tasks undertaken at the PRU or other centre by pupils on the roll of the PRU, including those who are dual registered.

You should also provide any in-house analysis of assessment results, for instance by class, gender, ethnicity, or other factor. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

C2 NC assessments of 11 year olds

The guidance for section C1 applies equally here.
C3 NC assessments of 14 year olds

The guidance for section C1 applies equally here.

C4 KS4 examination results

The guidance for section C1 applies equally here, applied to GCSE and other external examination and assessment results at age 16.

C5 Post-16 examination results

The guidance for section C1 applies equally here, applied to all post-16 examination and assessment results.

C6 Pupils with no accredited results at 16

This applies to all pupils on the roll of the PRU, including those who are dual registered, who left the roll at the normal leaving time in Y11. Do not include pupils who transferred to other provision before the normal leaving time for Y11.

Section D: The curriculum

D1 Unit day

This information is the time for which the unit is in session for pupils, irrespective of how many are attending at that time. Give the morning and afternoon start and end times and the time available for teaching within these periods, using the definitions in the guidance to section D2.

D2 Teaching time

Teaching time relates to lesson time in which pupils are being taught. *Exclude* registration time, assembly, lunchtime and other breaks. If registration is not specifically timetabled and takes place at the beginning of a session, make an estimate of how long it takes and deduct this from the session time.   If the school's normal timetable extends over more than one week, enter the average time spent in a single week.

Use the table for *full-time* pupils where the PRU offers teaching for the full week. Where the PRU offers only part-time provision, give the normal time allocation offered. If there is significant variation, replicate the part-time table by hand to its right to give minimum and maximum figures.

There is no need to spend time going into great detail to reach completely accurate figures. A reasonable estimate is sufficient where the times used, for example for registration, may be slightly different from class to class.

D3 The curriculum

The information listed in this section in Form S2 is

needed to set the curriculum of the PRU in the context of the LEA. Timetables also enable the registered inspector to plan the inspection effectively.

Section E: Organisation and staffing

E1-E3 Teaching staff

In sections E1-E3 include all full-time, part-time and peripatetic teachers who regularly work at the school in either section E1 or E3. *Peripatetic* means any teacher who teaches pupils at your school but is not included among your full-time or part-time teachers, irrespective of how their salary is funded. Do not include any adults who work in the role of support assistant, even if they happen to be a qualified or unqualified teacher (for definitions, see sections E1 and E3 below).

Use numbers of people and the FTE contribution they make to the work of the PRU throughout.

Include, no matter how their salaries are met:

- the headteacher or teacher in charge
- any head of service or LEA manager who has a day-to-day role in the management of the PRU or its teaching, but not otherwise
- teachers on short-term paid absence of less than a term
- agency, supply or relief teachers who are filling nominal vacancies
- agency, supply or relief teachers covering long-term absences of a term or more if they are expected to be working at the school during the inspection
- teachers who support English as an additional language
- any other teachers who support minority ethnic pupils

Exclude, no matter how their salaries are paid:

- any head of service or LEA manager who only exercises a line management function in relation to the headteacher / teacher in charges and does not contribute to the day-to-day management of the PRU or its teaching
- teachers on long-term absences of a term or more if they are expected to be absent during the inspection (but include any replacement)
- agency, supply or relief teachers covering short-term absences of less than a term
- unfilled vacancies

For the purposes of this form, a full time teacher is considered to work 32.5 directed hours per week on average. Calculate the FTE of part-time

teachers from their directed hours with reference to a full-time week of 32.5 hours, rounded to one decimal place.

The guidance for completing Table E1 follows section E10.

E1 Qualified teachers

See also E1-E3 above.

Qualified teachers are those who have been awarded qualified teacher status (QTS).

E2 Support teachers for minority ethnic pupils

See also E1-E3 above.

Any teacher included here should already have been included in E1. If a full-time teacher works for part of the week supporting ethnic minority pupils and/or Travellers, only include that part here, giving the FTE rounded to one decimal place.

E3 Unqualified teachers

See also E1-E3 above.

The only unqualified teachers that can work in PRUs are suitably qualified instructors. Student teachers who have completed their course but have not yet been awarded QTS, foreign language assistants, licensed teachers, and overseas trained or registered teachers who have not been awarded QTS may not be employed in a PRU's by regulation. Trainee teachers should not be employed in a PRU.

E4 Organisation of the school into classes

The guidance for completing Table E2 follows section E10 and Table E1.

E5 Teaching staff turnover

This section refers to the last two complete school years before the school year in which the inspection takes place. Treat a teacher who left and rejoined the staff in that period as counting in each box.

E6 Temporary teachers

Temporary teachers may be employed to cover short-term or long-term absence, to cover vacancies or for other reasons. As far as is possible, try to estimate the situation as it will be during the week of the inspection. *Include* teachers covering maternity or an absence of a term or more, and teachers on

short-term contracts of less than a full school year, but *exclude* cover for short term absence of less than a term.

E7 Education support staff

This section relates to staff employed to support children's learning and personal care. *Include* only those staff who help pupils gain access to the curriculum and support their learning and personal care. *Exclude* all administrative and clerical staff, premises staff such as caretakers, staff employed to prepare or serve meals, lunchtime supervisors, and any voluntary helpers.

For consistency, the categories used in the table are those used in the primary, secondary and special forms.

Qualified nursery assistant means those who have a qualification in an appropriate field of study in early years education from the NNEB or BTEC or through attaining NVQ level 3, whether or not they are currently working with nursery age pupils.

Trained classroom assistant means someone who has successfully undergone a substantial course of training leading to some form of accreditation (except those specifically trained to support pupils with special educational needs, who are included in the next line).

Trained special needs assistant means someone who has successfully undergone a substantial course of training, related to special educational needs, leading to some form of accreditation. Include a support assistant in this line by virtue of their training, and not by the pupils he or she supports.

Other support assistants means anyone employed to work directly supporting pupils who is not included in either of the categories in the first two lines of the table.

Other education support staff on the fourth line includes medical staff, librarians, technicians of all types (including laboratory, workshop, reprographic and computer technicians)

Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E8 Support staff for minority ethnic pupils

Any support assistant included here should already have been included in E9. Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E9 Administrative, clerical and premises staff

Include in the first line only staff that look after the administration of the school. These include bursars, administrators, secretaries, clerical staff and site managers whose main function is administrative. Take care not to double count staff who provide reprographic support to teachers for learning resources and the school's administration; include them in either E9 (line 4) or E11 (line 1), depending on their main role.

Include in the second line caretakers and site managers whose main function is the practical maintenance and smooth running of the site and buildings. *Include* cleaners in charge where they have overall site responsibility, for the security of the building, for example. *Exclude* cleaners who have no other responsibilities.

E10 Visiting specialist staff

Include here staff such as teachers from other schools or outreach services, speech therapists, occupational therapists, physiotherapists, medical staff, swimming instructors, school pianists and any other professionals who support the education or welfare of pupils. If in doubt, include the contribution. For each person included, give an indication of role and visiting pattern (for example, weekly for 1 hr, monthly for 0.5 day).

Table E1 (PRU)

Teaching staff list and teacher details

You are advised to copy the table before completing it in case you need further copies.

You may find it helpful to have a copy of Form S1 to hand when completing this table.

Include all teachers counted in Tables E1 and E3 in Form S1. The total number of FTE teachers on Table E1 should match the totals from E1 and E3 taken together. Guidance on sections E1 - E3 covers which teachers to include in the table.

Columns 1 and 2

Teachers should be allocated consecutive numbers in column 1. In column 2 list their titles, initials and surnames in the order defined in the guidance for column 4 below. Use a separate line for each teacher, *except* in the cases described in the next two paragraphs.

Peripatetic music teaching: Show all peripatetic music teachers collectively on one line under the title *Music tuition*. You then need only complete column 11 on this line.

Other contributions to teaching: Show the

contribution made by all other peripatetic *teaching* staff collectively on one line under the title *Other contributions to teaching*, and then complete column 11 only. You will need to ensure that the registered inspector has the names and deployment of all staff included in these two lines.

Column 3

Enter the gender (using M or F) of each teacher in column 3.

Column 4

Teachers should be listed in the order of the codes below according to their level of responsibility in the school. Enter each teacher alphabetically in each code category.

H   Headteacher (or teacher in charge)

D   Deputy headteachers and others with similar titles paid on the deputy headteachers' pay scale.

A   Advanced skills teachers

F   Other full time *qualified* teachers, grouped using codes F5 - F0 according to their responsibility allowances, indicated as follows.

F5	5 responsibility points
F4	4 responsibility points
F3	3 responsibility points
F2	2 responsibility points
F1	1 responsibility points
F0	0 responsibility points

P   Part-time *qualified* teachers, in order of the proportion of the week for which they are employed, starting with the largest proportion. Use codes P0 for part-time teachers without any additional responsibility allowance and P1, P2, etc to indicate part-time teachers with responsibility allowances. Place job-share teachers together on consecutive lines in the order in which the first of the pair appears in the list and bracket them together in the margin.

U   List all unqualified teachers who have a regular commitment to teaching (those from section E3 of Form S1) under this code

Column 5

In column 5 show the phase or phases for which teachers are trained, using the following codes or combination of codes as required. For example, a teacher trained for nursery and infant ages would be coded N/I.

N   Nursery, under fives
I   Infant/KS1
J   Junior/KS2
P   Primary/KS1 and KS2
M   Middle
S   Secondary
O   Other

Column 6

The columns in 6 should give, for each teacher, a code for his or her initial qualification (*Qual code 1*) and a code for any subsequent qualification *(Qual code 2)*. This is intended to give a broad picture of staff qualifications to the inspection team and is not a full audit. Where there is a choice of subsequent qualification, enter the details most relevant to the teacher's current work. You do not need to enter all subsequent qualifications, just the most relevant.

Subsequent qualification means subsequent to the qualification which gave QTS, so a graduate with a PGCE would include the PGCE as part of his or her initial training.

Codes for *Qual code 1* are:

BQ   BEd obtained as a first degree *before* teacher service or a first degree combined with teaching qualification

CE   Certificate in Education (Cert Ed)

GT   Graduate then trained: any first degree plus postgraduate ITT qualification (usually PGCE)

UG   Untrained graduate: first degree or equivalent qualification which gave QTS without teacher training

OX   Any other accepted qualification for QTS

Codes for *Qual code 2* are:

BE   BEd obtained during teaching service or a break in teaching service

BX   Other first degree obtained after achieving QTS

ME   MEd or MA(Ed)

HX   Any other higher degree, obtained by examination, research or other postgraduate achievement (eg MA, MSc, M Phil, PhD)

SN   DfEE recognised SEN qualification

DC   Recognised Diploma or Certificate gained

after a minimum of one term's full-time or one year's part-time study

The columns marked *Subject 1 - Subject 4* should be used as in the table below. You do not need to provide an exhaustive list of teachers' subject background, only those listed.

Subject 1   Main subject studied as part of a degree or other higher education course before achieving QTS

Subject 2   Subsidiary subject studied as part of a degree or other higher education course before achieving QTS

Subject 3   Use *only* with code GT to indicate the main subject covered in a (secondary) PGCE qualification or equivalent

Subject 4   Use this column to indicate the main subject of study in a subsequent qualification. If the subsequent qualification did not involve a subject, indicate this with *n/a.*

A full list of subject codes is given in Annex A

For unqualified teachers, enter as much information as you can, using the codes above.

Column 7

Record in column 7 the subject codes for the main subjects taught, where this is relevant. Use the subject codes in Annex A. This is not designed as an audit of what teachers are able to teach, but as an indication to the inspection team of what subjects each teacher *might be teaching during the inspection*.

For a *class teacher* who teaches all or most subjects, leave this column blank and note that the teacher is a class teacher in column 10. If he or she additionally has a specialism taught across several classes, indicate the subject in column 7, as above.

Column 8

In column 8, record total teaching experience in completed years. For those with breaks in service and/or part-time experience, give an estimate of the accumulated experience in FTE years. For teachers who began teaching in the spring or summer terms, start their years from the point of entry.

Column 9

In column 9, record each teacher's current service as the number of completed years in this school. For those with breaks in service in this school, record the length of their current continuous service. If this is a new or reorganised school,

include service in any school that was incorporated into the newly-formed school.

Column 10

Use column 10 to record, in abbreviated form, the nature of special responsibilities held by individual teachers (for example mathematics or PSHE co-ordinator) For subjects, use the subject codes listed in Annex A.

Column 11

Use column 11 to record each teacher's employment in the school as a full-time equivalent figure, representing the proportion of the week for which the teacher is paid. Calculate the FTE with reference to a standard week of 32.5 hours, giving the results rounded to one decimal place.

Where a teacher involved in *Music tuition* or *Other contributions to teaching* is paid on a contract based on a specific FTE week (for example 0.2), use this figure. Where such teachers are paid hourly, work out the total hours for all these teachers first and then calculate the overall FTE for the line, rounding the result to one decimal place. You may need to use a combination of these methods.

Complete the *carry forward* and *brought forward* boxes if you use more than one sheet and give the total FTE in the last box on the last page used.   The total FTE in Table E1 must be the same as the total FTE obtained by adding the totals in sections E1 and E3 in Form S1. If necessary, amend E1 and/or E3.

Table E2 (PRU)

Organisation of the school into classes

You are advised to copy the table before completing it in case you need further copies.

This table allows you to show the distribution of pupils into classes throughout the school. All classes need to be entered to ensure all pupils are accounted for, but teachers without a designated class do not.

Use the total roll obtained from this table to update the numbers on roll you submitted in Form S1.

Section F: Finances

F1 - F3 Finances

These finance sections refer to the income and expenditure managed by the PRU. Income and expenditure managed by the LEA are covered in section F4

Enter all amounts as pounds (£) only; there is no need to include pence.

F1 Financial year

The latest financial year is the year for which you have a budget out-turn or similar statement. This is often a difficulty for units inspected in the early part of the summer term as accounts have not always been finalised. If this is the case, but the school has reasonably accurate estimates of what the out-turn will be (for example from period 12 or period 13 printouts), it is acceptable to use data from the last financial year. In all other cases, use the last completed financial year.

Schools inspected in later part of the spring term may wish additionally to provide the registered inspector with the planned budget for the following financial year.

F2-F3 Income and expenditure

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes made in allocations during the year. For schools inspected during the early part of the summer term, the figures will often be based on indicative allocations only.

The expenditure entered here should be related to the total income covered in F2.

The main purpose of the table is to give the registered inspector and OFSTED information about how schools use their resources. *It is not an accounting document.* When completing the table enter expenditure under the most appropriate category. This is not always easy to decide, and we appreciate the headings used here do not always coincide precisely with the accounting software used by schools. Where the form means a figure needs to be broken down so that it can be included under more than one heading *it is acceptable to make a reasonable estimate*, especially where the amount is small.

F3: Line 1 Books

Include the cost of all books for the use of pupils, whether in classrooms or resource bases / libraries.

F3: Line 2 Learning resources

Include the cost of all learning resources such as:
- materials, stationary, equipment, educational software;
- reprographic resources and equipment used specifically for teaching purposes;
- travel and access to sports and other

educational facilities;
- expenditure on educational visits;
- costs of test and examination entry fees, and any accreditation costs related to pupils;
- purchase or hire of ICT and audio-visual equipment used for teaching purposes;
- any maintenance contracts for ICT or other equipment used for teaching and site or other licences for software used for teaching purposes.

F3: Line 3 Staff development

Include all staff development and in-service training costs such as:
- staff development costs for teaching and support staff;
- the cost of all in-service training courses and other development opportunities (excluding the costs of employing agency, supply or relief teachers to cover staff absence for these purposes, which are included in line 9);
- costs of equipment and resources to provide in-service training.

If staff development costs are met wholly or partially through funding held by the LEA, make sure that the registered inspector has the relevant breakdown of expenditure on staff development.

F4 LEA income and expenditure related to the PRU

You will need to ask the LEA for the information for the cost centre relating to the PRU. This should be in the format used by the LEA. There is no need to complete OFSTED's standard financial format used in primary, secondary or special schools.

Section G: Further information

G1 Accommodation and places

This section covers the agreed maximum roll set with the LEA and the maximum capacity of the PRU at any one time. If the PRU has residential provision, please indicate how many places here and describe the provision in more detail in section G10.

G2 The nature of the unit's site

This section applies to units with more than one site, often but not always separated by a public road. Two buildings on one site do not automatically count as a split site, but if recognition has been given as a split-site unit in these circumstances, please note the number of sites here and describe the situation in section G10.

Accommodation for PE on another site should only be included if it is under the management of the PRU.

G3 Number of classes

This is the usual number of classes in which pupils are taught. If regrouping takes place for some subjects, the detail will be covered in section G4.

G4 Curriculum offered

This table gives the number of classes into which pupils in each key stage are split for teaching purposes. For example if there are usually three classes in Y11 and one in Y10 for English, this would give four English classes in Y10-Y11. These pupils might then be grouped into two classes for most subjects and three for science and mathematics, mixing pupils from both years.

The classes do not always have to take place at the same time, but merely be distinct groups of pupils when teaching the named subject.

G5 Vocational courses taught

Enter the course title, the vocational area and the level at which the course is accredited.

G6 Off-site provision

This includes only provision organised by the PRU and not, for example, provision organised by the partner school in respect of a pupil with dual registration.

G7 School reorganisation

This section only applies where reorganisation proposals have been agreed and will affect the school at the time of the inspection. Proposals which have not yet been consulted on or agreed should not be noted here. Please give any details in section G11.

G8 Special features of the unit's provision

This section is for the appropriate authority to identify any particular features of the unit which are additional to the usual provision made in PRUs and which it would like to have inspected. Please give details of the number of pupils or others involved, the nature and purpose of the activity or activities, the frequency of occurrence, and what evidence of the feature would be available during the term of the inspection.

Inclusion of a feature of the school or subject here does not guarantee its inspection within the section 10 inspection. It will, however, be considered by HMCI for inclusion and a decision reached about whether or not to include it.

Note that the inspection covers the provision made for pupils on the roll of the PRU. It cannot, therefore, be extended to cover the wider work of the unit's outreach work with pupils who are only on the roll of another school.

G9 The unit's involvement in initiatives

List in this section any national and local initiatives in which the unit is involved. For example include the unit's involvement:

- in an Education Action Zone (EAZ)
- in a local urban regeneration scheme
- in a local scheme for raising achievement

It is better to include something briefly than to leave it out.

G10 Factors to be taken into account

Use this section to record any factual information which will help the inspection team to obtain a full picture of the unit. *Include* the country of origin of refugee pupils. *Include* split site arrangements and the distance(s) and commuting time between the sites. *Include* a comment if the inspection team might need the services of an interpreter to communicate with pupils. Also *include* a comment if there is a lack of suitable accommodation in the unit for the inspection team.

It is better to include something briefly than to leave it out.

G11 Significant changes

Record here any significant changes in the unit's circumstances planned for the term of the inspection, for example an increase or decrease in the number of pupils.

G12 Relevant dates

The inspection will take place during the term indicated in the covering letter. The dates indicated in the form are for the complete term to indicate when contact can be made with the school before the inspection. Schools will not be inspected during the first and last weeks of the term (or part weeks if the term begins part way through the week). Indicate other dates during the term which are not suitable for inspection (for example, if pupils will be away on a residential event). The information provided in this section will be taken into account by the registered inspector when an inspection start date is decided.
Declaration

Because Form S1 is a statutory consultation about

the specification for the inspection, a declaration by a representative of the appropriate authority is required, even if the form is completed on disc. Please use the declaration form attached to the letter accompanying the notification of the unit's inspection when you return Form S1.

It is not acceptable for the headteacher / teacher in charge to sign the declaration. It must be signed by a representative of the appropriate authority which, in the case of a PRU, is an officer of the LEA.

Use this list of codes to when completing Table E1 (PRU). Where a subject qualification, course or subject taught is similar, although not identical, to one in the list, please use that code. If the disparity is felt to be too great, use one of the codes for subjects not listed and add an explanatory note for the registered inspector.

Accountancy	AC		Japanese	JA
Arabic	AB			
Art	AR		Latin	LA
Art and design	AD		Land-based industries	LB
			Law	LW
Bengali	BL		Leisure and tourism	LE
Biochemistry	BC		Life skills	LS
Biology / Botany / Zoology	BI			
Building	BG		Management / Mgt science/studies	MM
Business edn/studies/management	BE		Manufacturing	MN
			Mathematics	MA
Careers education	CA		Media: communication and production	MP
Chemistry	CH		Media studies	MS
Child development	CD		Metalwork	MK
Chinese	CN		Music	MU
Classics / Classical studies	CL			
Community studies	CS		Performing arts	PA
Computer studies/science	CP		Personal / social / health education	PS
Construction and built environment	CB		Philosophy	PL
Craft, design and technology	CT		Physical education	PE
			Physics	PH
Dance	DA		Politics	PO
Danish	DN		Portuguese	PG
Design / Design and technology	DT		Psychology	PY
Distribution	DI		Punjabi	PJ
Divinity / Theology	RE			
Drama	DR		Religious education/studies	RE
Dutch	DU		Russian	RU
Ecology	EY		Science	SC
Economics	EC		Social studies/science	SS
Education	ED		Sociology	SO
Electronics	EL		Spanish	SP
Engineering/Eng science	EG		Special educational needs	SN
English	EN		Sports science/studies	SR
Environmental science/studies	ES		Statistics	ST
European studies	EU			
			Technical drawing	TD
Food science	FS		Technology	TE
French	FR		Textiles / Fabrics / Needlework	TL
			Turkish	TU
Games	GA			
Geography	GG		Under-5 activities	UF
General studies	GS		Urban studies	US
German	GM		Urdu	UR
Geology	GE			
Graphics	GR		Welsh	WE
Greek (classical)	GC		Women's studies	WS
Greek (modern)	GK		Woodwork	WK
Gujarati	GU			
			Symbols for subjects not listed	
Health and social care	HS		*Any other:*	
Hebrew (modern)	HW		Aesthetic / practical subject	XA
Hindi	HN		Business / commercial subject	XB
History	HI		Humanities / social subject	XH
Home economics	HE		Language subject	XL
Hospitality and catering	HC		Mathematical subject	XM
Humanities	HU		Physical subject	XP
			Science subject	XS
Industrial studies	ID		Technological subject	XT
Information science/studies	IS		Vocational subject	XV
Information technology	IT		Any other subject not listed	XO
Italian	IL			

FORMS S1 and S2 (SECONDARY)

Secondary schools
and middle schools deemed primary

NOTES OF GUIDANCE

Introduction

OFSTED sends four forms to each school before its inspection takes place. The completed Forms S1–S4, as they are called, are part of the evidence base for the inspection. They are used in confidence before and during the inspection firstly by the inspection contractor and then by the registered inspector and other members of the inspection team.

The information given in completed Forms S1, S2 and S3 is stored electronically in OFSTED's database and is used for nationwide analysis and to create benchmarks for future inspections. The information contained in the completed Form S4 is used by the inspection team but is not stored in OFSTED's database.

Form S1 is sent, via the headteacher, to the appropriate authority for the school to consult about the inspection. It also asks for a range of information about the school. *It is returned to OFSTED*. OFSTED sends the completed Form S1 to the inspection contractor in confidence so that the contractor can construct an inspection team that matches the circumstances and curriculum of the school. The information in Form S1 is given to the registered inspector by the contractor.

Form S2 is used to collect further factual information about the school before the inspection. *Form S2 is returned to the registered inspector.*

Form S3 asks the headteacher to state the extent to which the school fulfils its statutory requirements. It also asks the school to indicate the extent to which a range of monitoring and evaluation processes are in place. *Form S3 is returned to the registered inspector.*

Form S4 provides an opportunity for the headteacher of the school to contribute a structured personal statement to the inspection team. *Form S4 is returned to the registered inspector*.

These notes of guidance are provided to assist completion of Forms S1–S2. The forms sent to each school before it is inspected may be completed by hand or electronically on the computer disks provided by OFSTED at that time.

Consultation with the appropriate authority

The statutory basis for inspection

Section 10 of the School Inspections Act 1996 requires Her Majesty's Chief Inspector of Schools in England (HMCI) to secure the inspection of certain schools by registered inspectors. Section 10(5) of the School Inspections Act 1996 (referred to as the 1996 Act in the rest of this document) states:

"It shall be the duty of any registered inspector conducting an inspection under this section to report on –

> *(a)   the quality of the education provided by the school;*
> *(b)   the educational standards achieved in the school;*
> *(c)   whether the financial resources made available to the school are managed efficiently; and*
> *(d)   the spiritual, moral, social and cultural development of pupils at the school."*

Schedule 3 of the 1996 Act provides further details about inspection conducted under the requirements of section 10 of the 1996 Act.

HMCI is required by schedule 3 of the 1996 Act to consult with the appropriate authority (*see definitions below*), for each school selected for inspection, about the inspection before it takes place. *Form S1* represents that consultation. The completed *Form S1* will enable HMCI to decide the final form of the inspection for the school.

The inspection will take place during the period identified in the covering letter and will be conducted according to *Inspecting Schools*, the *Framework for the Inspection of Schools* issued by HMCI. A copy of the current *Framework* is supplied with this form.

Definitions

Appropriate authority means:

> (a)   in the case of a maintained school whose governing body does not have a delegated budget, the local education authority for the school;

> (b)   in the case of a city technology college or a city college for the technology of the arts, the proprietor of the college;

> (c)   in the case of an independent school approved by the Secretary of State as suitable for admitting children with statements, the proprietor of the school;

> (d)   in any other case, the governing body.

Inspection means an inspection of a school under section 10 of the 1996 Act by a registered inspector or by a member of the Inspectorate, except where the text refers specifically to denominational education.

Denominational education in relation to any school means any religious education which:

> (a)   is required by section 352(1)(a) of the Education Act 1996 to be included in the school's basic curriculum; but

> (b)   is not required to be given in accordance with an agreed syllabus.

Guidance on completion of Forms S1 and S2

If you are completing Forms S1 and S2 by hand, please use black ink, as the forms will be photocopied. If you are completing the forms on disk, you will not need to do any calculations as they will all be carried out automatically. The electronic version also calculates percentages automatically, where relevant.

The forms are designed to accommodate the full age range and Y5–Y11 should be interpreted to mean, for example, Y7–Y11 in a comprehensive school without a sixth form). The inclusion of Y5 and Y6 is to allow responses from middle schools deemed secondary.

Forms S1 and S2, taken together, are a single sequence of sections lettered A–G, and the guidance follows this order.

Section A: Basic information about the school

A1 Name of school

Please enter the agreed name of the school as included in the school's instrument of government and recorded by the DfEE. The word 'school' or equivalent *should* be included in the name.

A2 School unique reference number (URN)

This number uniquely identifies the school throughout the inspection and is increasingly used for other purposes. It is different from the school's DfEE number. You will find your school's URN on the letter informing you of the inspection.

A3 Type of school

The type of school should be selected from the following list.

- Middle deemed secondary
- Comprehensive
- Modern (non-selective)
- Grammar (selective)
- Technical
- City technology college
- City college for the technology of the arts
- Other secondary school

These types follow the broad headings used by the DfEE in Form 7.

A4 School category

Please enter a category from the list below. The categories indicated for maintained schools come from those defined in the School Standards and Framework Act 1998. The full list is:

- Community
- Foundation
- Voluntary aided
- Voluntary controlled
- Community special
- Foundation special
- Non-maintained special
- Independent

Independent includes city technology colleges and city colleges for the technology of the arts.

A5 Age range of pupils

Give the age range of the school in whole years only (eg, 11–16). Schools with post-16 provision should check that the full age range is included.

A6 Gender of pupils

Please enter one of the following:

- Boys
- Girls
- Mixed

In a boys' or girls' school with a mixed sixth form, please give details in section G12 of this form.

A7 Name of headteacher

This should be the name and title of the headteacher as he or she wishes it to appear on the front cover of the inspection report. The title may be omitted if preferred.

A8 School address

The address should be for the main site of a school with more than one site. Make sure the main post town and correct post code are included. It will appear in this form in the inspection report.

A9 Telephone number

This should be the telephone number by which OFSTED, the inspection contractor and the registered inspector can reach the headteacher at school in school hours. It should include the full national dialling code.

A10 Fax number

If the school has a fax machine, enter the fax number here, including the full national dialling code.

A11 E-mail address

If the school uses an e-mail address for communication about school administration, enter it here. Do not include an e-mail address to which pupils have unrestricted access.

A12 Name of the appropriate authority

This will be the governing body unless the school is one of those indicated in definitions (a), (b) or (c) on page 2 of this guidance.

A13 Name of chair of governors

This should be the name and title of the chair of governors as he or she wishes it to appear in the inspection report. The title may be omitted if preferred.

A14 Local education authority

In the case of a maintained school, this should be the local education authority maintaining the school. In the case of an independent school, it should be the local education authority area in which the school is situated.

A15 Start date of the last section 10 inspection

This refers to the most recent section 10 inspection. Give the day on which the inspection team began collecting first-hand evidence in the school. For schools which have been inspected under section 3 of the School Inspections Act 1996 the dates should refer to the most recent of any section 3 or section 10 inspection for which an action plan was produced by the appropriate authority.

> **Section B: Information about pupils**

B1 Numbers of pupils

The number on roll here refers to the current number on roll at the time of completion of this form.

Include any students in the third year of sixth-form education in Y13 and, if a significant number, use section G12 to note this fact.

The totals vertically and horizontally should be checked to ensure the data give a consistent grand total in the bottom right-hand box.

B2 Ethnic background of pupils

To save unnecessary work, the data you enter here should come from the information you submitted in the latest Form 7. The categories follow the definitions and guidance given in the completion notes for Form 7. It is only necessary to provide updated numbers if they were incorrect on Form 7 or if changes since the completion of Form 7 mean that the current ethnic balance of the school is significantly different from that given in Form 7.

If the breakdown for the subdivision of the 'White' category was not provided by the school in Form 7, there is no need to provide it here, as long as the number for 'White — total' is included.

Schools with post-16 provision might wish, at a later stage, to provide the registered inspector with information about the ethnic backgrounds of sixth-form pupils if they are significantly different from those found in the rest of the school.

B3 Refugees

Include asylum seekers as refugees. Refugee pupils will already have been included in the data presented in B2, possibly in 'White European' or 'Any other minority ethnic groups'. However, because refugee pupils have additional needs, it is important to indicate the total number here. Make use of section G12 to give any additional comments about the school's refugee pupils.

B4 Travellers

Include in this section Gypsy Travellers, Fairground families (or Show People), Circus families, New Travellers, Bargees and other Traveller families living on boats. Make use of section G12 to indicate any issues of mobility of Traveller pupils

B5 Support for minority ethnic pupils

Include numbers of EAL pupils receiving additional language support and other minority ethnic pupils receiving support as part of a focus on raising attainment.

Include all pupils for whom specific funding is provided. Distinguish between that from the Standards Fund through the Ethnic Minorities Achievement Grant (EMAG), all other funding to support minority ethnic pupils, and section 488 grants in support of Traveller pupils.

B6 English as an additional language

In the first box, *include* all those pupils for whom English is an additional language, including those who are proficient or reasonably proficient in English.

In the second box, *include* those EAL pupils whose English is at an early stage of English language acquisition and who find it difficult to gain access to the curriculum without additional language support.

B7 Free school meals

This section refers to the number of full-time pupils who are **known to be eligible** to receive a free school meal. Known eligibility is the only criterion for inclusion. Schools may find it helpful to note that pupils are eligible for free school meals if they are from families receiving either Income Support or Income Based Jobseeker's Allowance.

A free school meals percentage held in OFSTED's database will be used to make comparisons with similar schools in the Pre-inspection Context and School Indicator (PICSI) report. Please give the current figure here. It is important that you are satisfied that the free school meal percentage used by the registered inspector accurately represents the current situation at the school. Any concerns should be discussed with the registered inspector.

B8 Designated SEN unit or similar provision

This section covers only those units or similar provision designated as such by the LEA. It does not include any internal arrangements that schools make for allocating pupils with special educational needs to particular classes.

In selecting the main disability or disabilities from the list in section B10, make sure that the description adequately covers the agreed purpose of the unit or provision.

Take care to distinguish between the number of designated places in the unit or similar provision and the number of pupils who use it. The number of pupils may be less than the number of places if some are not being used, or it may be more than the number of places if part-time use predominates.

B9 Pupils with special educational needs

In the table in this section enter all pupils on the school's roll with special educational needs, *including* those taught mainly or completely in a designated SEN unit.

B10 The nature of pupils' special needs

Note that the table only refers to pupils at Stages 3–5 of the Code of Practice. Pupils should be entered once only, according to their major disability, so that the totals taken together match the totals at Stages 3–5 from section B9. We recognise that for some pupils with several disabilities this will be difficult. The main purpose of this table is to give the inspection contractor a clear picture of the range of special needs provided for by the school. If in doubt, choose the major disability to broaden the range, rather than narrow it.

B11 Boarding provision

Use section G10 and/or G12 to highlight any features of the school's boarding provision which need to be brought to the notice of OFSTED and/or the registered inspector.

B12 Exclusions

Section B12 refers to *the number of instances of exclusion*, not the number of pupils, and so one pupil excluded on three occasions counts as three exclusions. The year to be used is the last complete school year before the inspection. For the purposes of this section count a fixed period exclusion made permanent as a permanent exclusion only, and count a permanent exclusion for which a reinstatement was directed as a fixed period exclusion. If any appeals were in progress at the end of the school year, count the situation as it stood before the appeal.

The registered inspector may wish to gain access to exclusion information from the school year of the inspection, particularly if there has been a significant increase or decrease in the level of exclusions.

B13 Excluded pupils

This section refers to *the number of pupils excluded* during the previous complete school year, irrespective of the type of exclusion.

B14 Pupil mobility

This section refers to the last complete school year before the inspection. In the first box, give the number of pupils who were admitted other than at the usual time of first admission. For example, in the case of a secondary school where pupils are admitted into Y7 and the first day of term is 6 September, pupils admitted into Y7 as usual on 6 September *would not* be included here. All those pupils admitted into Y7 on or after 7 September *would* be included. Pupils admitted into Years 8–11 at any time during the same school year, including the first day of the autumn term on 6 September, *would* be included.

In the second box, give the number of pupils who left or transferred other than at the usual time of leaving. For example, this *would* include all pupils in a secondary school who left during the school year, and those in Y7–10 who left at the end of the summer term. Those pupils in Y11 who leave or transfer to post-16 education at the end of the summer term *would not* be included. *Include* in this box pupils who have been permanently excluded.

The total number on roll for the last school year is needed to give a base for calculations. Give the January Form 7 number for number of pupils on the roll for the relevant school year.

B15 Admission number

Give the current admission number as fixed by the admissions authority for the school's usual year of intake. For example, this would be Y7 in most secondary schools.

B16 Attendance

The minimum requirement here is the attendance data published in the school's prospectus for the last reporting year before the school year in which the inspection takes place. Data for previous years are likely to be helpful to the registered inspector, particularly in showing any improvement (or decline) in attendance.

If you have any in-school analysis of attendance, for instance by year, class, gender, ethnicity, or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

B17–B19 Routes taken by pupils over 16

The information needed here is information that schools publish in their prospectuses and governors' annual reports to parents, as defined in the current DfEE circular. The registered inspector will need this information for the last three years to consider any trends.

The four percentages entered on each line should add up to 100 per cent.

If you have any in-school analysis of the routes taken by pupils after they leave the school, for instance by gender, ethnicity or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

Section C: Standards of attainment

C1 NC assessments of 11-year-olds

The minimum requirement here is the results of National Curriculum assessment, as published in

your school prospectus. The registered inspector will need this information for the last three years to consider any trends.

You should also provide any in-school analysis of assessment results, for instance by class, gender, ethnicity, or other factor. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

C2 Pupils' attainment on entry

The increased emphasis being placed nationally on the value added by a school means that it is important to have access to the National Curriculum assessment results of a school's intake. Some schools may not have the full details to be entered on the form and, and in these cases and if feasible, the involvement of contributory primary schools could prove helpful. Please try to include information for the complete year group. We recognise, however, that in some cases the data will not be available.

Information is needed for all pupils in the Y7 cohort, even for small cohorts in your school or in contributory schools where publication in the school prospectus is not required.

This information is not designed to be used in conjunction with the current end of Key Stage 2 results, but to begin the data collection needed to enable comparisons to be made with the same cohort when these pupils reach that age.

C3 NC assessments of 14-year-olds

The guidance for section C1 applies equally here.

C4 Statutory targets for attainment

In the *first column* give targets for the latest year for which you have both targets and results. In the *second column* give targets for the subsequent year where you have targets but no results. In each case, enter the year at the top of the column.

C5 KS4 examination results

The guidance for section C1 applies equally here, applied to GCSE and other external examination and assessment results at age 16.

C6 Sixth-form examination results

The guidance for section C1 applies equally here, applied to all post-16 examination and assessment results.

Section D: The curriculum

D1 Teaching time

Teaching time relates to lesson time in which pupils are being taught. *Exclude* registration time, assembly/collective worship, lunchtime and other breaks. If registration is not specifically timetabled and takes place at the beginning of a lesson or session, make an estimate of how long it takes and deduct this from the lesson or session time. If the school's normal timetable extends over more than one week, enter the average time spent in a single week.

There is no need to spend time going into great detail to reach completely accurate figures. A reasonable estimate is sufficient where the times used, for example, for registration and/or assemblies may be slightly different in different year groups.

D2 The National Curriculum and RE

The table assumes that in EN, MA, IT, RE, PE and PS in each of Y5–Y11 and in AR, GG, HI and MU in Y5–Y9 all pupils are taught for the same length of time as each other. Enter the most typical value where this is not the case. The percentage of time spent on *all* other subjects not specifically listed should be entered in the *Other* column.

Insert 'I' in the IT column where IT is not taught as a discrete subject but is integrated within other areas of the curriculum.

The PS (personal, social and health education) column should *exclude* any RE component, which should be entered in the RE column.

In the columns for SC, DT, ML, and *Other,* use the Min and Max columns as follows.

> In the *Min* column, enter the minimum time spent on the subject (for example, single rather than double science or a single foreign language rather than two).

> In the *Max* column, enter the maximum time spent on the subject (for example, double rather than single science or two modern languages rather than one).

> If all pupils spend the same amount of time on a subject, give the same number in both *Min* and *Max* columns.

In Key Stage 4, the *Other* column will include AR, GG, HI and MU chosen within option systems.

This is not meant to be a major piece of research. You only need to provide the best estimate you can for the intended percentage of teaching time spent on each curriculum area, making sure the totals are 100 per cent.

D3 Curriculum description

There is no prescribed format for this information. Some school administration software provides useful printouts, but many schools prefer to use their own coding systems. Whatever your chosen format, make sure the registered inspector has a key so that he or she can decode the information.

D4 Modern foreign languages

This section is designed to show the extent of language learning, not which languages are studied. For the purposes of this table, combine all modern foreign languages listed in sections G3 and G4 of Form S1.

D5 Science in Key Stage 4

This is simply to indicate the extent of use of double and single science courses in Y10–Y11.

D6 Sixth-form programmes

Make sure that students are entered once only according to the main part of their programmes. For example enter an A-level student taking one GCSE under *A-level and AS-level* . Make sure that the totals in this table match those in section B1 from Form S1. Include any students in the third year of sixth-form education in Y13 and ensure the registered inspector is aware of their programmes.

Use a common-sense approach to deciding in which programme to place students. An A-level student taking retaking one or two GCSE courses is best placed in the A-level line. Use the combination vocational with non-vocational lines primarily to indicate that the school is offering this kind of joint opportunity.

Under *Advanced* vocational programmes *include* Advanced GNVQ, BTEC National or equivalent, and NVQ3 courses.

Under *Intermediate* vocational programmes include Intermediate GNVQ, BTEC First or equivalent, and NVQ2 courses.

Under *Foundation* vocational courses include Foundation GNVQ and NVQ1 courses.

D7 Pupils for whom the National Curriculum is disapplied

This section refers only to formal disapplications, both from the National Curriculum itself and from its assessments.

D8 Withdrawals from RE and collective worship

This section refers only to formal withdrawal following a parental request.

Section E: Organisation and staffing

E1–E3 Teaching staff

In sections E1–E3 include all full-time, part-time and peripatetic teachers who regularly work at the school in either section E1 or E3. *Peripatetic* means any teacher who teaches pupils at your school but is not included among your full-time or part-time teachers, irrespective of how their salary is funded. Do not include any adults who work in the role of support assistant, even if they happen to be a qualified or unqualified teacher (*for definitions, see sections E1 and E3 below*).

Include, no matter how their salaries are met:

- the headteacher;
- teachers on short-term paid absence of less than a term;
- agency, supply or relief teachers who are filling nominal vacancies;
- agency, supply or relief teachers covering long-term absences of a term or more if they are expected to be working at the school during the inspection;
- teachers in SEN units and similar provision;
- teachers who support pupils with special educational needs;
- teachers who support English as an additional language;
- any other teachers who support minority ethnic pupils;
- contributions to teaching from other sources (*see the guidance to Table E1 and E2 for details*)

Exclude, no matter how their salaries are met:

- teachers on long-term absences of a term or more if they are expected to be absent during the inspection (*but include any replacement*);
- agency, supply or relief teachers covering short-term absences of less than a term;
- unfilled vacancies;
- students on teaching practice or on school centred initial teacher training (SCITT) courses.

For the purposes of this form, a full-time teacher is considered to work 32.5 directed hours per week on average. Calculate the FTE of part-time teachers from their directed hours with reference to a full-time week of 32.5 hours, rounded to one decimal place.

The guidance for completing Table E1 follows section E13.

E1 Qualified teachers

See also E1–E3 above.

Qualified teachers are those who have been awarded qualified teacher status (QTS)

If a teacher works for part of the week in an SEN unit and the rest in mainstream classes, give the predominant area of deployment. (If the time is exactly half in each make an arbitrary decision here. Table E1 in Form S2 allows for an explanation of the detail.)

Please check that the data you enter give consistent totals across and down the table.

E2 Support teachers for minority ethnic pupils

See also E1–E3 above.

Any teacher included here should already have been included in E1. If a full-time teacher works for part of the week supporting ethnic minority pupils and/or Travellers, only include that part here, giving the FTE rounded to one decimal place.

E3 Unqualified teachers

See also E1–E3 above.

For the purposes of this form *unqualified* teachers are: instructors; student teachers who have completed their course but have not yet been awarded QTS (not to be confused with students on

teaching practice); foreign language assistants; licensed teachers; overseas trained or registered teachers who have not been awarded QTS. *Exclude* teaching practice students or unpaid volunteers.

E4 Deployment of staff

The guidance for completing Table E2 follows section E13 and Table E1.

E5 Teaching staff turnover

This section refers to the last two complete school years before the school year in which the inspection takes place. Treat a teacher who left and rejoined the staff in that period as counting in each box.

E6 Temporary teachers

Temporary teachers may be employed to cover short-term or long-term absence, to cover vacancies or for other reasons. As far as is possible, try to estimate the situation as it will be during the week of the inspection. *Include* teachers covering maternity or an absence of a term or more, and teachers on short-term contracts of less than a full school year, but *exclude* cover for short-term absence of less than a term.

E7 Teachers in training

This section includes student teachers from the Graduate and Registered Training Programme (GRP), from a Higher Education Institute (HEI) or through School-centred Initial Teacher Training (SCITT). Only the total number is required here, with no other details. However, if the school is part of a SCITT, please give its name in E8.

E8 School-centred ITT

A list of SCITTs can be found in Annex B at the end of this document. It is the name of the actual SCITT that is needed here, not the awarding body.

E9 Education support staff

This section relates to staff employed to support children's learning. Include only those staff who help pupils gain access to the curriculum and support their learning. Exclude all administrative and clerical staff, premises staff such as caretakers, staff employed to prepare or serve meals, lunchtime supervisors, and any voluntary helpers.

Qualified nursery assistant means those who have a qualification in an appropriate field of study in early-years education from the NNEB or BTEC or through attaining NVQ Level 3, but are currently working in the secondary phase.

Trained classroom assistant means someone who has successfully undergone a substantial course of training leading to some form of accreditation (except those specifically trained to support pupils with special educational needs, who are included in the next line).

Trained special needs assistant means someone who has successfully undergone a substantial course of training, related to special educational needs, leading to some form of accreditation. Include a support assistant in this line by virtue of their training, and not by the pupils he or she supports.

Other classroom support assistants means anyone employed to work directly supporting pupils who is not included in either of the categories in the first two lines of the table.

Other education support staff, on the fourth line, includes medical staff, librarians, technicians of all types (including laboratory, workshop, reprographic and computer technicians).

Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E10 Support staff for minority ethnic pupils

Any support assistant included here should already have been included in E9. Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E11 Administrative, clerical and premises staff

Include in the first line only staff that look after the administration of the school. These include bursars, administrators, secretaries, clerical staff and site managers whose main function is administrative. Take care not to double-count staff who provide reprographic support to teachers for learning resources and the school's administration; include them in either E9 (line 4) or E11 (line 1), depending on their main role.

Include in the second line caretakers and site managers whose main function is the practical maintenance and smooth running of the site and buildings. *Include* cleaners in charge where they

have overall site responsibility, for the security of the building, for example. *Exclude* cleaners who have no other responsibilities.

E12 Visiting specialist staff

Include here staff such as teachers from other schools or outreach services, speech therapists and physiotherapists, swimming instructors, school pianists and any other professionals who support the education or welfare of pupils. If in doubt, include the contribution. For each person included, give an indication of role and visiting pattern (for example, weekly for 1 hour, monthly for 0.5 day).

E13 Key ratios

You are advised to fill this section in after you have completed the staffing and deployment tables E1 and E2 and updated sections B1, E1, E2 and E3 in Form S1, if necessary.

In calculating the PTR, *include* any pupils in a sixth form or an SEN unit. (You may wish, additionally, to provide the registered inspector with a PTR calculated without the SEN unit.)

In the first box, the PTR is defined as the number of pupils divided by the full-time equivalent number of *qualified* teachers. To calculate it, divide the total number of pupils in Y5–Y13 (from section B1 in Form S1) by the total number of FTE *qualified* teachers (from section E1 on Form S1). Round the result to the nearest 0.1 (one decimal place).

In the second box, give the number of periods in the timetabled week (for example, 25, 40) or, if the timetable cycle lasts for more than a week, the number of periods in the timetable cycle.

In the table:
n = the number of pupils in the relevant year group or key stage;
w = the number of periods in the timetable week (or cycle), entered in the second box of E13;
p = the total number of teacher periods (from qualified and unqualified teachers) actually used in the week (or timetable cycle) for the relevant year group or key stage (the figures for this come from the totals in columns 11–16 in Table E2).

The average group size for a year group or key stage is found by multiplying the number of pupils in the year group or key stage (n) by the number of periods in the timetable week or cycle (w) and dividing the result by the actual number of teacher periods used for that year group or key stage (p).

In the last box, divide the *actual number of teacher periods used* (from the total of column 17 in table E2) by the *total number of teacher periods available* (from the total of column 19 in table E2). Give the result as a percentage to one decimal place.

In calculating the contact ratio, *include* any pupils in a sixth form or an SEN unit.

Table E1 (Secondary)

Teaching staff list and teacher details

You are advised to copy the table before completing it in case you need further copies.

You may find it helpful to have a copy of Form S1 to hand when completing this table.

Include all teachers counted in Tables E1 and E3 in Form S1. The total number of FTE teachers on Table E1 should match the totals from E1 and E3 taken together. Guidance on sections E1–E3 covers which teachers to include in the table.

Columns 1 and 2

Teachers should be allocated consecutive numbers in column 1. In column 2 list their titles, initials and surnames in the order defined in the guidance for column 4 below. Use a separate line for each teacher, *except* in the cases described in the next four paragraphs, where the registered inspector will also need details of the arrangements made. *Use the same order and numbering on Tables E1 and E2.*

Peripatetic music teaching: Show all peripatetic music teachers collectively on one line under the title *Music tuition*, enter how many teachers are involved in column 10 and enter the details of their contribution in the same place on Table E2.

Further education (FE) contributions to teaching: Show all contributions, for example through link course provision, of teaching from FE institutions collectively on one line under the title *FE contribution*, enter how many teachers are involved in column 10 and enter the details of their contribution in the same place on Table E2.

Consortium arrangements with other schools: Show all contributions, for example through joint staffing of sixth-form courses, of teaching through consortium arrangements collectively on one line under the title *Consortium arrangements*, enter how many teachers are involved in column 10 and enter the details of their contribution in the same place on Table E2.

Other contributions to teaching: Show the contribution made by all other peripatetic teaching staff collectively on one line under the title *Other contributions to teaching*, enter how many people are involved in column 10 and enter the details of their contribution in the same place on Table E2.

Column 3

Enter the gender (using M or F) of each teacher in column 3.

Column 4

Teachers should be listed in the order of the codes below according to their level of responsibility in the school. Enter each teacher alphabetically in each code category.

H   Headteacher (or teacher in charge).

D   Deputy headteacher and others with similar titles paid on the deputy headteacher's pay scale.

A   Advanced skills teachers.

F   Other full time *qualified* teachers, grouped using codes F5–F0 according to their responsibility allowances, indicated as follows.

F5	5 responsibility points
F4	4 responsibility points
F3	3 responsibility points
F2	2 responsibility points
F1	1 responsibility point
F0	0 responsibility points

P   Part-time *qualified* teachers, in order of the proportion of the week for which they are employed, starting with the largest proportion. Use codes P0 for part-time teachers without any additional responsibility allowance and P1, P2, etc, to indicate part-time teachers with responsibility allowances. Place job-share teachers together on consecutive lines in the order in which the first of the pair appears in the list and bracket them together in the margin.

U   List all unqualified teachers who have a regular commitment to teaching (those from section E3 of Form S1) under this code.

List the other contributions to teaching described in the guidance to columns 1 and 2 at the end.

Column 5

In column 5 show the phase or phases for which teachers are trained, using the following codes or combination of codes as required. For example, a teacher trained for junior and middle age groups would be coded J/M.

N   Nursery, under-fives
I   Infant/KS1
J   Junior/KS2
P   Primary/KS1 and KS2
M   Middle
S   Secondary
O   Other

Column 6

The columns in 6 should give, for each teacher, a code for his or her initial qualification (*Qual code 1*) and a code for any subsequent qualification *(Qual code 2)*. This is intended to give a broad picture of staff qualifications to the inspection team and is not a full audit. Where there is a choice of subsequent qualification, enter the details most relevant to the teacher's current work. You do not need to enter all subsequent qualifications, just the most relevant.

Subsequent qualification means subsequent to the qualification which gave QTS, so a graduate with a PGCE would include the PGCE as part of his or her initial training.

Codes for *Qual code 1*

BQ   BEd obtained as a first degree *before* teacher service or a first degree combined with teaching qualification.

CE   Certificate in Education (Cert Ed).

GT   Graduate then trained: any first degree plus postgraduate ITT qualification (usually PGCE).

UG   Untrained graduate: first degree or equivalent qualification which gave QTS without teacher training.

OX   Any other accepted qualification for QTS.

Codes for *Qual code 2*

BE   BEd obtained during teaching service or a break in teaching service.

BX   Other first degree obtained after achieving QTS.

ME   MEd or MA(Ed).

HX   Any other higher degree, obtained by examination, research or other postgraduate achievement (eg MA, MSc, M Phil, PhD).

SN   DfEE recognised SEN qualification.

DC   Recognised Diploma or Certificate gained after a minimum of one term's full-time or one year's part-time study.

The columns marked *Subject 1–Subject 4* should be used as in the table below. You do not need to provide an exhaustive list of teachers' subject background, only those listed.

Subject 1   Main subject studied as part of a degree or other higher education course before achieving QTS.

Subject 2   Subsidiary subject studied as part of a degree or other higher education course before achieving QTS.

Subject 3   Use *only* with code GT to indicate the main subject covered in a (secondary) PGCE qualification or equivalent.

Subject 4   Use this column to indicate the main subject of study in a subsequent qualification. If the subsequent qualification did not involve a subject, indicate this with *n/a.*

A full list of subject codes is given in Annex A.

For unqualified teachers, enter as much information as you can, using the codes above.

Column 7

Record in column 7 the codes for up to three subjects taught, in decreasing order of frequency. Use the subject codes in Annex A. This is not designed as an audit of what teachers are able to teach, but as an indication to the inspection team of what subjects each teacher *might be teaching during the inspection*.

For a *class teacher in a middle school* who teaches all or most subjects, leave this column blank and note that the teacher is a class teacher in column 10. If he or she has a specialism or specialisms taught across several classes, indicate the subject(s) in column 7, as above.

Column 8

In column 8, record total teaching experience in completed years. For those with breaks in service and/or part-time experience, give an estimate of the accumulated experience in FTE years. For teachers who began teaching in the spring or summer terms, start their years from the point of entry. Enter 0 for all newly qualified teachers.

Column 9

In column 9, record each teacher's current service as the number of completed years in this school. For those with breaks in service in this school, record the length of their current continuous service. If this is a new or reorganised school, include service in any school that was incorporated into the newly formed school. Enter 0 for all newly qualified teachers (*for NQTs, see also column 10*).

Column 10

Use column 10 to record, in abbreviated form, the nature of special responsibilities held by individual teachers (for example, head of the mathematics department, KS3 co-ordinator, SENCO). For subjects, use the subject codes listed in Annex A.

If a teacher contributes to a consortium across a number of schools, enter brief details in this column.

For newly qualified teachers (NQTs), enter the higher education institution or SCITT consortium responsible for their training. This is the training institution, not the awarding body, and you are advised to consult with each NQT to ensure accuracy. The list of training institutions is given in Annex B.

Table E2 (Secondary)

Teaching staff deployment

You are advised to copy the table before completing it in case you need further copies.

Columns 1 and 2

Please ensure that the entries in columns 1 and 2 match exactly, line for line, those in Table E1 to assist interpretation by inspectors when the forms are placed side by side.

Columns 11 to 16

Columns 11 to 16 should indicate the teacher's contact periods during the timetabled week (or cycle) with each year group specified. Use columns 11–15 for Y5–Y9 in middle schools and for Y7–Y11 in secondary schools. Contact periods means contact with pupils. We recognise that teachers have many additional responsibilities that are regularly timetabled. This column records only that part of a teacher's work which is directly with pupils.

Include all timetabled classes, regularly timetabled sessions operated wholly or partly on a withdrawal basis for small groups of pupils (for example, for gifted or talented pupils and pupils with special educational needs, regular guidance/review sessions, instrumental tuition, supervised private study, supervision of pupils excluded from usual lessons for reasons of behaviour), and for in-class support work.

Where teachers contribute to consortium arrangements, indicate their full teaching commitment here, including that to the consortium, and make any necessary balancing adjustments in the line towards the end of the table labelled *Consortium Arrangements.*

Where teachers teach a class or classes with mixed age groups, apportion the number of periods among the year groups concerned according to the number of pupils in each year. For example, if you teach four periods a week to a mixed age group consisting of 8 pupils in Y7 and 22 in Y8, you would enter 1 period ($4_\times 8/30$) in Y7 and 3 periods ($4_\times 22/30$) in Y8. Approximations are acceptable where obtaining detailed answers would require additional research.

Music tuition: aggregate all contributions on one line. Enter the actual number of periods taught, where this is clear. For hourly-paid staff where the periods do not coincide with the hours, convert the aggregate time contributed by all such staff to notional periods (for example, 5 hours per week using 40 minute periods would give 8 periods, to the nearest period. For staff on part-time FTE contracts (for example, 0.2) work out the notional periods contributed by the aggregate FTE of all such staff. You may need to use a combination of these methods. Distribute periods proportionally among year groups as appropriate, approximating if necessary.

Further education contributions: aggregate all contributions on one line. Where the detailed staffing, for example of a link course in an FE college, is unknown, enter the number of periods for which pupils are taught multiplied by a notional figure for the number of teachers. Obtain this by assuming (arbitrarily) one teacher for each 15 pupils or fraction of 15. So, for example, if 50 pupils from Y10 have 3 school periods at an FE college on a link course, this represents 4 teachers for 3 periods each, and 12 periods should be entered in the column for Y10. The FTE figure in column 20 is converted from the total number of contact periods in column 17.

Consortium arrangements: any *net* contributions to this school's staffing from consortium arrangements should be included here. This figure might be negative if the school makes a *net* contribution *to* the consortium. Aggregate all contributions on one line. Distribute the number of periods among the relevant year groups. The FTE figure in column 20 is converted from the total number of contact periods in column 17.

Other contributions to teaching: aggregate all contributions on one line and follow the guidance given for *Music tuition* above.

Column 17

This column should be the total of all periods recorded in columns 11 to 16.

Column 18

Column 18 should record a teacher's non-contact periods. For staff on part-time contracts, this may need to be used to record the difference between the actual number of periods taught and the nominal contracted periods. For example, a 0.5 teacher teaches in a school with a 30-period week,

which gives a nominal 15 period allocation. If the teacher teaches only 14 in the inspection year, one period would be shown in column 18, whether or not the period was spent in school as a non-contact period.

Column 19

Column 19 should be the total of columns 17 and 18. It should also match the FTE figure in column 20.

Column 20

Column 20 should record the teacher's employment as a full-time equivalent figure rounded to one decimal place (the nearest 0.1) for the proportion of the week for which the teacher is paid.

Complete the *carry forward* and *brought forward* boxes if you use more than one sheet and give the total FTE in the last box on the last page used. The total FTE in Table E2 must be the same as the total FTE obtained by adding the totals in sections E1 and E3 in Form S1. If necessary, amend E1 and/or E3.

Section F: Finances

F1–F4 Finances

Income and expenditure refer to *revenue funding only* and should not include income or expenditure related to capital projects which are funded outside the school's budget. However, the registered inspector will need to know about any such projects, their cost and their impact on the school.

Enter all amounts as pounds (£) only; there is no need to include pence.

F1 Financial year

The latest financial year is the year for which you have a budget out-turn statement. This is often a difficulty for schools inspected in the early part of the summer term as budgets have not always been finalised. If this is the case, but the school has reasonably accurate estimates of what the budget out-turn will be (for example, from period 12 or period 13 budget printouts), it is acceptable to use data from the last financial year. In all other cases, use the last completed financial year.

Schools inspected in the later part of the spring term may wish additionally to provide the registered inspector with the planned budget for the following financial year.

The number on-roll figure should be from the Form 7 completed in the January of the year in which the financial year ends.

F2 Income

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes made during the year. For schools inspected during the early part of the summer term, the figures will often be based on indicative allocations only.

F2: Line 1 Basic budget

This is your school's budget share, plus any additional funding from the LEA which is not formally included in the school's delegated budget but is under control of the school. If your school does not have a delegated budget, you will need to ask the appropriate authority for the school to provide equivalent figures. If you have an SEN unit you will need to enter income for the unit in line 2, not here.

In foundation or voluntary schools *exclude* any funding from the foundation, diocese or trust here but *include* it in line 7.

F2: Line 2 Additional SEN funding

This is funding *additional to the school's basic budget. Include* here funding for any SEN unit, funding associated with individual pupils with special educational needs (with or without statements) and any other funds in the control of the school which are earmarked for the support of pupils with SEN. *Include* here also Standards Fund grants specifically related to the support of pupils with SEN.

F2: Line 3 Additional funding for minority ethnic pupils

Include here funds through the ethnic minority achievement grant (EMAG), section 488 grants, single regeneration budget (SRB) funds and any other publicly funded source intended to promote access and opportunity for minority ethnic pupils, in support of English as an additional language or as part of focus on raising attainment.

F2: Line 4 Standards fund

This is the total of all Standards Fund income *except* that in line 3 (EMAG) or line 2 (SEN).

F2: Line 5 Other grants

This is the total of all development and other grants from publicly funded sources, other than those already included in lines 1–4 above. It includes funding related to SRB not already included in line 3, Education Action Zones (EAZ), and the European Community (EC). Section F8 asks for details of grant sources and amounts.

F2: Line 6 Income from facilities and services

Include in this section all other income the school receives from publicly funded sources not included in lines 1–5. *Include* funding for community education. *Include* income which is available for the school to use *within its budget* from sources such as the hire of premises, equipment or other facilities, consultancy and training, or sales of training materials. *Include* here any interest payments received. *Include* any payments received from absence insurance schemes here.

F2: Line 7 Donations and/or private funds

Include here any other funds not included in lines 1–6 above which are available for the school to use. *Include* business sponsorship, income from fund-raising activities, and income from foundation, diocese or trust funds. *Include* also what is usually described as *School Fund. Exclude* PTA funds themselves (or their equivalent) but *include* any donations to the school from such funds. If they are in the form of, for example, a computer system, include the monetary value in both this line and in a relevant expenditure line.

F2: Line A Total income

Add the figures in lines 1–7.

F2: Income per pupil

Divide the figure in line A for the last financial year by the number of pupils on roll at the top of the page.

F3 Expenditure

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes in allocations made

during the year. For schools inspected during the summer term, the figures will often be based on indicative allocations only.

The expenditure entered here should be related to the total income covered in F2, including that related to the donations and/or private funds entered in line 6.

The percentage column should be completed once you are happy that you have included all expenditure and the end year balances are correct.

For each section calculate the percentage of the total expenditure in line B. For example, the percentage of the school's resources allocated to teaching staff is the figure in line 8 divided by the figure in line B, multiplied by 100. Round all percentages to one decimal place and check at the end that the total is between 99 and 101 (it may not be exactly 100 because the figures are rounded).

The main purpose of the table is to give the registered inspector and OFSTED information about how schools use their resources. *It is not an accounting document.* When completing the table enter expenditure under the most appropriate category. This is not always easy to decide, and we appreciate that the headings used here do not always coincide precisely with the accounting software used by schools. Where the form means a school budget figure needs to be broken down so that it can be included in more than one column *it is acceptable to make a reasonable estimate*, especially where the amount is small.

F3: Line 8 Teachers

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all full-time and part-time qualified and unqualified teachers counted in sections E1 and E3 in Form S1. *Exclude* teachers who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff. *Include* in this section salaries of teachers on short-term contracts unless they are covering absence.

F3: Line 9 Supply/relief teachers

Include the full salary costs (including on-costs) *borne by the school's budget* of all agency, supply or relief teachers covering absences of any duration.

F3: Line 10 Education support staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all education support staff counted in section E9. *Exclude* support staff who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff.

F3: Line 11 Administrative and clerical staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all administrative and clerical staff counted in section E11 and the cost of employing a clerk to the governing body, or the cost of a clerking service. *Exclude* administrative and clerical staff funded outside the school's budget, but make a note for the registered inspector of all such staff.

F3: Line 12 Other staffing costs

Include the full salary costs, including employer's on-costs, of midday supervisors and other staff supervising pupils before and after school sessions and during breaks.

Include the full salary costs, including employer's on-costs, of catering, caretaking, cleaning and premises staff *borne by the school's budget*. If these are supplied through a contract rather than by direct employment, the cost of the contract should be included in line 19, and make a note of this to the registered inspector.

Include in line 12 all other costs related to staffing such as:
- the cost of staff absence schemes;
- advertising and other recruitment costs;
- staff travel and subsistence;
- duty meals;
- payroll costs;
- costs of *ex-gratia* payments and of premature retirement and redundancy falling on the school's budget.

Exclude staff development costs (which belong in line 14).

F3: Line 13 Learning resources

Include the cost of all learning resources *borne by the school* such as:
- books, materials, stationary, equipment, educational software;
- reprographic resources and equipment used specifically for teaching purposes;

- travel and access to sports and other educational facilities;
- expenditure on educational visits;
- costs of test and examination entry fees, and any accreditation costs related to pupils;
- purchase or hire of ICT and audio-visual equipment used for teaching purposes;
- any maintenance contracts for ICT or other equipment used for teaching and site or other licences for software used for teaching purposes.

F3: Line 14 Staff development

Include all staff development and in-service training costs *borne by the school* such as:
- staff development costs for teaching staff, support staff and governors;
- the cost of all in-service training courses and other development opportunities (excluding the costs of employing agency, supply or relief teachers to cover staff absence for these purposes, which are included in line 9);
- costs of equipment and resources to provide in-service training;

F3: Line 15 Catering

If the school provides a school meals service from its budget, enter catering costs in this line. If school meals are provided without the financial involvement of the school, other than the collection and transmission of dinner money, then catering costs should not be entered.

If the school has a catering contract, enter details here. If the school employs its own staff, record salary costs in line 12 and all other costs here.

F3: Line 16 Other supplies and services

Include all other expenditure on supplies and services *borne by the school* such as:
- furniture, non-educational equipment and reprographic equipment not specifically used of teaching purposes;
- administrative stationary, printing, postage and advertising;
- insurance premiums (except that for staff absence which is included in line 9);
- telephone charges;
- medical and domestic supplies;
- purchase or hire of ICT and other equipment not used for teaching purposes and not counted in line 13;
- maintenance contracts for any ICT or other

equipment not counted in line 13;
- services, advice and consultancy to staff and governors on management, financial, legal, personnel and premises matters.

F3: Line 17 Building and grounds improvement

Include the costs of building and grounds improvements *borne by the school* (*excluding* those funded by any capital grant outside the school's budget) such as:
- internal and external improvements to buildings, grounds and gardens;
- related professional and technical services;
- repayments, including interest, on any loans for purposes included within line 17.

F3: Line 18 Building and grounds maintenance

Include the costs of building and grounds maintenance *borne by the school* such as:
- internal and external repair and maintenance of buildings, grounds and gardens;
- related professional and technical services;

F3: Line 19 Cleaning and caretaking

Include the costs cleaning and caretaking *borne by the school* such as:
- all cleaning costs (including contracts but excluding the cost of staff directly employed by school, which are entered in line 12);
- all caretaking costs (including contracts but excluding the cost of staff directly employed by school, which are entered in line 12).

F3: Line 20 Other premises costs

Include all other costs related to the occupancy of premises *borne by the school* such as:
- water rates, sewerage and environmental services;
- fuel costs;
- rates;
- rent, lease or hire charges for premises;
- security equipment.

F3: Line 21 Special facilities

Include all costs related to the school's special facilities *borne by the school* such as:
- community education
- joint-use swimming pools and sports centres;
- boarding provision;
- rural studies and farm units.

F3: Line B Total expenditure

This is the total of lines 8–21 and should cover all the school's expenditure from the income sources in lines 1–7.

F3: Expenditure per FTE pupil

Divide the figure in line B for the last financial year by the number on roll at the top of the page.

F4 Balances

The balances in line E should match balances on out-turn statements (or estimates of these in inspections which take place in the early part of the summer term).

Show negative balances in parentheses ( ) or with a minus sign according to your accounting preference.

The *balance carried forward to the next year* in line E in the first column (actual spending) is transferred to *the balance brought forward from the previous year* in line D of the second main column (forecast). These two figures must be the same.

The percentages in line E are calculated by expressing the *balance carried forward to the next year* as a percentage of the school's income for the year. Give the results to one decimal place.

F5 Income and expenditure in support of pupils with SEN

The purpose of this section is to allow the inspection team to link income and expenditure in support of pupils with special educational needs with the school's provision.

In *line A* enter the school's notional SEN budget, which comes from LEA's section 52 budget statement (this applies only to maintained schools). In *line B* transfer the figure from line 2 of section F2 in finance page. In *line C* enter any funding in support of pupils with special educational needs other than that in lines A and B. Use *line D* to total lines A–C.

In lines E–F enter an estimate of expenditure in lines 8–21 in section F3 in relation to pupils with SEN. *Line E* covers expenditure through an SEN unit, *line F* covers expenditure on statemented pupils not in an SEN unit and *line G* covers any other expenditure not already accounted for in lines E and F. *Line G* can be used to record the

proportion of the SENCO's salary costs covering the non-contact time in which he or she carries out the duties of the SENCO, for example. Use *line H* to total lines E–G.

F6 Resourcing of the IT curriculum

Include here the cost of all ICT equipment and software, including site and other licences, used for teaching and learning purposes, such as computers, monitors, printers, scanners, fax machines, modems, digital cameras, multi-media drives and resources, control and CAD resources, and networking and installation costs. *Exclude* any equipment used for administration.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on ICT.

In calculating the pupil:computer ratio, *exclude* any machines purchased more than five years before the beginning of the financial year in which the inspection takes place.

F7 Books

You are not expected to undertake an extensive audit to complete this section. Reasonable estimates are sufficient.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on books.

F8 Grant funding

The information needed by the registered inspector is best split into three sections:
- categories from within the current DfEE Standards Fund circular for which the school is receiving funding in the year of the inspection;
- funding from publicly funded sources such as the National Grid for Learning (NGfL), single regeneration budgets (SRB) or the European Community (EC);
- funding and sponsorship from private individuals, institutions, companies and trust funds and any other non-publicly funded sources.

For each source of funding, give the source, amount and timescale over which the school receives it.

This section does not cover capital funding, although the registered inspector will need to know of any recent or current capital projects.

F9 Funding of post-16 provision

The purpose of this section is to provide the inspection team with the information needed to calculate a measure of the school's deployment of resources to the sixth form.   For autumn and spring term inspections, use AWPU figures from the current financial year. For summer term inspections, use AWPU figures from the financial year just ended. This is to align AWPU figures with the curriculum information given in section D and the staff deployment data given in Table E2.

Section G: Further information

G1 Inspection of collective worship and RE

In this section of the form you need to provide the inspection contractor and registered inspector with information about your school's provision of collective worship and religious education. The decision about whether the content of a school's collective worship is inspected in the section 10 inspection or in a separate section 23 inspection depends on whether the school has been designated by the Secretary of State for Education as having a religious character.   The decision about how religious education is inspected depends on this designation and whether or not the school provides denominational religious education.

All schools that are not designated as having a religious character will have the content of their collective worship and religious education inspected within their section 10 inspection.

In any voluntary controlled, voluntary aided or foundation school which has been designated under section 69(3) of the School Standards and Framework Act 1998 by the Secretary of State as having a religious character, the content of the school's collective worship will be inspected under section 23 of the 1996 Act, and not in the section 10 inspection.

If a school designated as having a religious character provides denominational religious education to any pupils, that denominational religious education will be inspected in a section 23 inspection. If a school designated as having a

religious character teaches non-denominational religious education to any pupils according to the locally agreed syllabus, that religious education will be inspected under section 10.

In a small number of schools designated as having a religious character, denominational religious education is taught to some pupils and non-denominational religious education is taught to others. In this case, the denominational religious education will need inspecting under section 23 and the non-denominational religious education in the section 10 inspection. If this applies to your school please ignore the *Tick one* instruction and tick both boxes. Additionally, please give details of the arrangements you make for RE, including numbers of pupils involved in each areas of provision, in section G12.

It is the responsibility of the governing body of such a school to arrange the section 23 inspection of the content of collective worship and, if appropriate, denominational religious education.

If you are unsure about whether a section 23 inspection is needed, or how to go about arranging one, you are advised to approach the relevant diocesan Director of Education or similar denominational religious adviser for more information.

If the school is subject to a determination under section 394 of the Education Act 1996, note the details in section G12.

G2 The nature of the school site

This section applies to schools with more than one site, often but not always separated by a public road. The buildings on one site do not automatically count as a split site, but if recognition has been given as a split-site school in these circumstances, please note the number of sites here and describe the situation in section G12.

G3–G6 The National Curriculum, RE and other subjects and courses taught

Section G3 refers to the school's arrangements for teaching the statutory subjects of the curriculum, and sections G4, G5 and G6 refer to other areas of the curriculum that are discretionary. The purpose of these tables is to inform the inspection contractor about the subjects and courses taught so that the best match of team to school can be made. This is particularly important in the case of modern foreign languages and vocational courses.

The number of classes or teaching groups is needed in all four tables. These set out what timetabled teaching and learning opportunities exist for inspection. Use the predominant grouping arrangement which will be in place at the time of the inspection.

All subjects listed in section G3 will automatically be included in the contract for *all inspections*.

For schools having a *short inspection,* although no individual subjects will be reported on, it is still important to list all that the school provides in sections G4, G5 and G6 so that the full range of the curriculum can be sampled.

For schools having a *full inspection*, the subjects in section G3 will be reported on within the standard format given in *Inspecting Schools*. All subjects taught in Key Stage 3 will be included for inspection in Key Stage 4 and the sixth form (for example, PSHE, Drama). However, those outside the list in section G3 will not normally receive a separate subject report (for example, drama would usually be reported within English).

The appropriate authority for a school having a *full inspection* may wish HMCI to consider including subjects from section G4 and courses from G5 and G6 in the inspection. Any subject or course included in the inspection specification in this way will be reported separately, following on immediately after the subjects and courses listed in section G3 (for example, if a school's business education courses are specified for inspection, the report would contain a subject section on *Business education*). Use section G10 of this form to suggest subjects or courses for inspection.

Science: single and double science refers to the differentiation between those groups of pupils who will eventually take GCSE in single or double science. The number of science groups in a year group is the sum of the number of single and double science groups. If no differentiation is made, use one line only to avoid double counting.

Modern foreign languages: the five languages listed were the five most popular GCSE languages in 1998. Add any other languages in the spaces provided. For *each* foreign language, indicate with a '1' in the margin if it is the school's first modern foreign language, and with a '2' if it is a second or subsequent foreign language. If the school has more than one first language, indicate each with a '1'.

Vocational courses: Enter the course title and the vocational area. In section G6, enter also the level at which the course is accredited.

Use the column marked O/S to indicate courses which are wholly or largely taught off-site in other institutions. Where there are differences between year groups, indicate this by using a year designation. So, for example, if a school's art GCSE course (section G3) is taught in-house except in Y11, where pupils are taught in a neighbouring school, place a tick and Y11 in the column marked *O/S*. Include the off-site group in the number of groups in the Y11 column. If the whole of a GNVQ course (section G5) for both Y12 and Y13 is taught at the local college of FE, a single tick will suffice in the *O/S* column.

G7 Provision of further education under the School Standards and Framework Act 1998

Governing bodies of maintained schools have power, under section 80 of the above Act, to provide:

- part-time education for persons aged 16 or over; and
- full-time education for persons aged 19 or over.

If your school offers education under this Act, please give details here, including a very brief outline of the courses provided. (Guidance on this can be found in the relevant DfEE circular).

G8 Joint sixth-form provision

The purpose of this section is to alert the inspection contractor and registered inspector to the possible need to make arrangements to inspect one or more classes which take place in another institution. It would be helpful if you could give brief details in section G12.

G9 School reorganisation

This section only applies where reorganisation proposals have been agreed and will affect the school at the time of the inspection. Proposals which have not yet been consulted on or agreed should not be noted here. Please give any details in section G13.

G10 Special features of the school's provision

This section is for the appropriate authority to identify any particular features of the school which are additional to the usual provision made in secondary schools, for example particular subjects

or courses, and which it would like to have inspected. Please give details of the number of pupils or others involved, the nature and purpose of the course, activity or activities, the frequency of occurrence, and what evidence of the feature would be available during the term of the inspection.

Inclusion of a feature of the school here does not guarantee its inspection within the section 10 inspection. It will, however, be considered by HMCI for inclusion.

G11 The school's involvement in initiatives

List in this section any national and local initiatives in which the school is involved. For example, include the school's involvement:

- in an Education Action Zone (EAZ);
- as a centre of excellence;
- as a Beacon school;
- in a local urban regeneration scheme;
- in a local scheme for raising achievement.

It is better to include something briefly than to leave it out.

G12 Factors to be taken into account

Use this section to record any factual information which will help the inspection team to obtain a full picture of the school. *Include* unusual gender balances between boys and girls in mixed schools, and particular features of the intake. *Include* the country of origin of refugee pupils. *Include* split-site arrangements and the distance(s) and commuting time between the sites. *Include* a comment if the inspection team might need the services of an interpreter to communicate with pupils, for example, in an SEN unit. Also *include* a comment if there is a lack of suitable accommodation in the school for the inspection team. *Include* a brief note about the existence of specialist staff (to support pupils with special educational needs, for example).

It is better to include something briefly than to leave it out.

G13 Significant changes

Record here any significant changes in the school's circumstances planned for the term of the inspection, for example an increase or decrease in the number of pupils.

G14 Relevant dates

The inspection will take place during the term indicated in the covering letter. The dates indicated in the form are for the complete term to indicate when contact can be made with the school before the inspection. Schools will not be inspected during the first and last weeks of the term (or part weeks if the term begins part-way through the week). Indicate other dates during the term which are not suitable for inspection (for example, if pupils will be away on a residential event, or national assessment tests). The information provided in this section will be taken into account by the registered inspector when an inspection start date is decided.

Declaration

Because Form S1 is a statutory consultation about the specification for the inspection, a declaration by a representative of the appropriate authority is required, even if the form is completed on disk. Please use the declaration form attached to the letter accompanying the notification of the school's inspection when you return Form S1.

It is not acceptable for the headteacher to sign the declaration. It must be signed by a representative of the appropriate authority. In the definitions given on page 2 of this guidance, an LEA officer should sign for a school defined in (a), the proprietor for a school defined in (b) or (c) and in all other cases the chair of the governing body. If chair of governors is not available, it is acceptable for another governor, preferably the vice-chair or chair of a committee, to sign the declaration.

Annex A: Subject codes for qualifications and subjects taught

Use this list of codes to when completing Table E1 (Secondary). Where a subject qualification, course or subject taught is similar, although not identical, to one in the list, please use that code. If the disparity is felt to be too great, use one of the codes for subjects not listed and add an explanatory note for the registered inspector.

Subject	Code
Accountancy	AC
Arabic	AB
Art	AR
Art and design	AD
Bengali	BL
Biochemistry	BC
Biology / Botany / Zoology	BI
Building	BG
Business edn/studies/management	BE
Careers education	CA
Chemistry	CH
Child development	CD
Chinese	CN
Classics / Classical studies	CL
Community studies	CS
Computer studies/science	CP
Construction and built environment	CB
Craft, design and technology	CT
Dance	DA
Danish	DN
Design / Design and technology	DT
Distribution	DI
Divinity / Theology	RE
Drama	DR
Dutch	DU
Ecology	EY
Economics	EC
Education	ED
Electronics	EL
Engineering/Eng science	EG
English	EN
Environmental science/studies	ES
European studies	EU
Food science	FS
French	FR
Games	GA
Geography	GG
General studies	GS
German	GM
Geology	GE
Graphics	GR
Greek (classical)	GC
Greek (modern)	GK
Gujarati	GU
Health and social care	HS
Hebrew (modern)	HW
Hindi	HN
History	HI
Home economics	HE
Hospitality and catering	HC
Humanities	HU
Industrial studies	ID
Information science/studies	IS
Information technology	IT
Italian	IL

Subject	Code
Japanese	JA
Latin	LA
Land-based industries	LB
Law	LW
Leisure and tourism	LE
Life skills	LS
Management / Mgt science/studies	MM
Manufacturing	MN
Mathematics	MA
Media: communication and production	MP
Media studies	MS
Metalwork	MK
Music	MU
Performing arts	PA
Personal / social / health education	PS
Philosophy	PL
Physical education	PE
Physics	PH
Politics	PO
Portuguese	PG
Psychology	PY
Punjabi	PJ
Religious education/studies	RE
Russian	RU
Science	SC
Social studies/science	SS
Sociology	SO
Spanish	SP
Special educational needs	SN
Sports science/studies	SR
Statistics	ST
Technical drawing	TD
Technology	TE
Textiles / Fabrics / Needlework	TL
Turkish	TU
Under-5 activities	UF
Urban studies	US
Urdu	UR
Welsh	WE
Women's studies	WS
Woodwork	WK

Symbols for subjects not listed
Any other:

Subject	Code
Aesthetic / practical subject	XA
Business / commercial subject	XB
Humanities / social subject	XH
Language subject	XL
Mathematical subject	XM
Physical subject	XP
Science subject	XS
Technological subject	XT
Vocational subject	XV
Any other subject not listed	XO

Use this table to identify the training institution for newly qualified teachers when completing Table E1.

Graduate and Registered Training Programme (GRP) and Higher Education Institutes (HEI)

H0001	Open University
H0007	Bishop Grosseteste College
H0008	Bretton Hall
H0010	Central School of Speech and Drama
H0011	Chester College of HE
H0012	Canterbury Christ Church College
H0013	College of Ripon & York St John
H0014	College of St Mark and ST John
H0016	Edge Hill College of HE
H0019	Homerton College, Cambridge
H0021	King Alfred's College, Winchester
H0023	Liverpool Hope College
H0027	Nene College
H0028	Newman College
H0029	North Riding College
H0031	Roehampton Institute
H0038	S. Martin's College
H0039	St Mary's College
H0040	Trinity & All Saints College
H0042	Westminster College, Oxford
H0046	Worcester College of HE
H0047	Anglia Polytechnic University
H0048	Bath College of HE
H0051	University of Brighton
H0052	University of Central England
H0054	Cheltenham and Gloucester CHE
H0057	University of Derby
H0058	University of East London
H0059	University of Greenwich
H0060	University of Hertfordshire
H0061	University of Huddersfield
H0063	Kingston University
H0064	Leeds Metropolitan University
H0065	Liverpool John Moores University
H0066	Manchester Metropolitan University
H0067	Middlesex University
H0068	De Montfort University
H0069	University of Northumbria at Newcastle
H0070	University of North London
H0071	Nottingham Trent University
H0072	Oxford Brookes University
H0073	University of Plymouth
H0074	University of Portsmouth
H0075	Sheffield Hallam University
H0076	South Bank University
H0077	Staffordshire University
H0078	University of Sunderland
H0081	University of West of England
H0082	Chichester Institute of HE
H0085	University of Wolverhampton
H0109	University of Bath
H0110	University of Birmingham
H0112	University of Bristol
H0113	Brunel University
H0114	University of Cambridge
H0116	University of Durham
H0117	University of East Anglia

H0119	University of Exeter
H0120	University of Hull
H0121	Keele University
H0124	University of Leeds
H0125	University of Leicester
H0126	University of Liverpool
H0131	Goldsmiths College
H0133	Institute of Education
H0134	King's College London
H0152	Loughborough University
H0153	University of Manchester
H0154	University of Newcastle upon Tyne
H0155	University of Nottingham
H0156	University of Oxford
H0157	University of Reading
H0159	University of Sheffield
H0160	University of Southampton
H0162	University of Sussex
H0163	University of Warwick
H0164	University of York
H0187	Westhill College
HBRILK	Bradford and Ilkley Community College

School-centred Initial Teacher Training (SCITT)

HXBEC1	Billericay Education Consortium
HXBSC1	Bromley Schools Collegiate
HXCBT1	Centre for British Teachers
HXCTG1	Chiltern Training Group
HXECC1	Essex County Council as LEA
HXEST1	South West Teacher Training
HXGEP1	Gloucestershire ITE Partnership
HXGUP1	Grand Union Partnership
HXKTG1	Kent Training Group
HXLIN1	Lindesfarne SCITT
HXMAR1	Maryvale Institute
HXMEC1	Mid-Essex Consortium
HXMHS1	The North London Consortium
HXNBC1	North Bedfordshire Consortium
HXNCP1	Newman Catholic Partnership
HXNEC1	Coastal Confederation
HXNWK1	North West Kent Teacher Trainers
HXOSS1	Outstanding Schools SCITT
HXOXC1	The Oxfordshire Consortium
HXPOO1	Borough of Poole
HXSEE1	South East Essex
HXSHF1	The Shire Foundation
HXSOL1	Solihull Metropolitan Borough Council
HXSSC1	Somerset SCITT Consortium
HXTIT1	Titan Partnership
HXTMC1	Marches Consortium
HXTTS1	West Midland Consortium
HXULF1	Urban Learning Foundation
HXWAN1	Wandsworth Primary Schools' Consortium
HXWCC1	Cumbria Primary Teacher Training
HXWFS1	Woodrow First School

FORMS S1 and S2 (SPECIAL)

Special schools

NOTES OF GUIDANCE

Introduction

OFSTED sends four forms to each school before its inspection takes place. The completed Forms S1–S4, as they are called, are part of the evidence base for the inspection. They are used in confidence before and during the inspection, firstly by the inspection contractor and then by the registered inspector and other members of the inspection team.

The information given in completed Forms S1, S2 and S3 is stored electronically in OFSTED's database and is used for nationwide analysis and to create benchmarks for future inspections. The information contained in the completed Form S4 is used by the inspection team but is not stored in OFSTED's database.

Form S1 is sent, via the headteacher, to the appropriate authority for the school to consult about the inspection. It also asks for a range of information about the school. *It is returned to OFSTED*. OFSTED sends the completed Form S1 to the inspection contractor in confidence so that the contractor can construct an inspection team that matches the circumstances and curriculum of the school. The information in Form S1 is given to the registered inspector by the contractor.

Form S2 is used to collect further factual information about the school before the inspection. *Form S2 is returned to the registered inspector.*

Form S3 asks the headteacher to state the extent to which the school fulfils its statutory requirements. It also asks the school to indicate the extent to which a range of monitoring and evaluation processes are in place. *Form S3 is returned to the registered inspector.*

Form S4 provides an opportunity for the headteacher of the school to contribute a structured personal statement to the inspection team. *Form S4 is returned to the registered inspector*.

These notes of guidance are provided to assist completion of Forms S1–S2. The forms sent to each school before it is inspected may be completed by hand or electronically on the computer disks provided by OFSTED at that time.

Consultation with the appropriate authority

The statutory basis for inspection

Section 10 of the School Inspections Act 1996 requires Her Majesty's Chief Inspector of Schools in England (HMCI) to secure the inspection of certain schools by registered inspectors. Section 10(5) of the School Inspections Act 1996 (referred to as the 1996 Act in the rest of this document) states:

"It shall be the duty of any registered inspector conducting an inspection under this section to report on –

(a)	*the quality of the education provided by the school;*
(b)	*the educational standards achieved in the school;*
(c)	*whether the financial resources made available to the school are managed efficiently; and*
(d)	*the spiritual, moral, social and cultural development of pupils at the school."*

Schedule 3 of the 1996 Act provides further details about inspection conducted under the requirements of section 10 of the 1996 Act.

HMCI is required by schedule 3 of the 1996 Act to consult with the appropriate authority (*see definitions below*), for each school selected for inspection, about the inspection before it takes place. *Form S1* represents that consultation. The completed *Form S1* will enable HMCI to decide the final form of the inspection for the school.

The inspection will take place during the period identified in the covering letter and will be conducted according to *Inspecting Schools*, the *Framework for the Inspection of Schools* issued by HMCI. A copy of the current *Framework* is supplied with this form.

Definitions

Appropriate authority means:

(a)	in the case of a maintained school whose governing body does not have a delegated budget, the local education authority for the school;
(b)	in the case of a city technology college or a city college for the technology of the arts, the proprietor of the college;
(c)	in the case of an independent school approved by the Secretary of State as suitable for admitting children with statements, the proprietor of the school;
(d)	in any other case, the governing body.

Inspection means an inspection of a school under section 10 of the 1996 Act by a registered inspector or by a member of the Inspectorate.

Guidance on completion of Forms S1 and S2

If you are completing Forms S1 and S2 by hand, please use black ink, as the forms will be photocopied. If you are completing the forms on disk, you will not need to do any calculations as they will all be carried out automatically. The electronic version also calculates percentages automatically, where relevant.

To achieve consistency in the information collected, many of the sections in Forms S1 (Special) and S2 (Special) are common to the forms for primary and secondary schools. We recognise some sections apply to few pupils in special schools or will be worded in ways that are not immediately transferable to the contexts of special schools. Please be flexible in your interpretation of any section where the wording does not match your school's usual terminology.

Forms S1 and S2, taken together, are a single sequence of sections lettered A–G, and the guidance follows this order.

Section A: Basic information about the school

A1 Name of school

Enter the agreed name of the school as included in the school's instrument of government and recorded by the DfEE. The word 'school' or equivalent *should* be included in the name.

A2 School unique reference number (URN)

This number uniquely identifies the school throughout the inspection and is increasingly used for other purposes. It is different from the DfEE number. You will find your school's URN on the letter informing you of the inspection.

A3 Type of school

The type of school will normally be entered as *Special*. The distinction between maintained, non-maintained and independent schools is made in section A4.

A4 School category

Please enter a category form the list below. The categories indicated for maintained schools come from those defined in the School Standards and Framework Act 1998. If it has not been printed correctly, please amend it. The full list is:

- Community
- Foundation
- Voluntary aided
- Voluntary controlled
- Community special
- Foundation special
- Non-maintained special
- Independent

Non-maintained special schools are those approved under section 342 of the Education Act 1996 to make special educational provision for pupils with special educational needs.

Independent schools includes those approved under section 347 of the Education Act 1996 as suitable for admitting children with statements of special educational needs.

A5 Age range of pupils

Give the age range of the school in whole years only (eg 3–19). This is the age range of pupils that the school is currently funded to cater for. Schools with provision for under fives or post-16 provision should check that the full age range is included. This may be different from the age range stated in the approved arrangements (*see section G1*) and/or the actual age range of pupils present during the inspection.

A6 Gender of pupils

Please enter one of the following:

- Boys
- Girls
- Mixed

A7 Name of headteacher

This should be the name and title of the headteacher as he or she wishes it to appear on the front cover of the inspection report. The title may be omitted if preferred.

A8 School address

The address should be for the main site of a school with more than one site. Make sure the main post town and correct post code are included. It will appear in this form in the inspection report.

A9 Telephone number

This should be the telephone number by which OFSTED, the inspection contractor and the registered inspector can reach the headteacher at school in school hours. It should include the full national dialling code.

A10 Fax number

If the school has a fax machine, enter the fax number here, including the full national dialling code.

A11 E-mail address

If the school uses an e-mail address for communication about school administration, enter it here. Do not include an e-mail address to which pupils have unrestricted access.

A12 Name of the appropriate authority

This will be the governing body unless the school is one of those indicated in definitions (a), (b) or (c) on page 2 of this guidance.

A13 Name of chair of governors

This should be the name and title of the chair of governors (or the proprietor in an independent school) as he or she wishes it to appear in the inspection report. The title may be omitted if preferred.

A14 Local education authority

In the case of a maintained school, this should be the local education authority maintaining the school. In the case of a non-maintained or independent special school, it should be the local education authority area in which the school is situated.

A15 Start date of the last section 10 inspection

This refers to the most recent section 10 inspection. Give the day on which the inspection team began collecting first-hand evidence in the school. For schools which have been inspected under section 3 of the School Inspections Act 1996 the dates should refer to the most recent of any section 3 or section 10 inspection for which an action plan was produced by the appropriate authority.

> **Section B: Information about pupils**

B1 Numbers of pupils

The number on roll here refers to the current number on roll at the time of completion of this form.

When entering numbers of under-fives, take care in entering numbers in the line for *Nursery* only if the school has designated nursery provision. Other pupils under five should be entered in the line for *Reception*. Dual registered pupils in maintained and non-maintained schools are as defined in Form 7M.

Calculate the full-time equivalent (FTE) roll for part-time and dual registered pupils by counting each pupil as 0.5 FTE. If you find the total in the right hand column ends in .5, round it up to the next highest whole number.

Include any students in the third year of post-16 education in Y13 and, if a significant number, use section G11 to note this fact.

The totals vertically and horizontally should be checked to ensure the data give a consistent grand total in the bottom right-hand box.

B2 Ethnic background of pupils

To save unnecessary work, the data you enter here should come from the information you submitted in Form 7M. The categories follow the definitions and guidance given in the completion notes for Form 7M. It is only necessary to provide updated numbers if they were incorrect on Form 7M or if changes since the completion of Form 7M mean that the current ethnic balance of the school is significantly different from that given in Form 7M.

If the breakdown for the subdivision of the 'White' category was not provided by the school in Form 7M, there is no need to provide it here, as long as the number for 'White – total' is included.

Schools with pupils under five or post-16 pupils might wish, at a later stage, to provide the registered inspector with information about the ethnic backgrounds of these pupils if they are significantly different from those found in the rest of the school. Do not include pupils under five in addition to those of compulsory school age and above in section B2.

B3 Refugees

Include asylum seekers as refugees. Refugee pupils will already have been included in the data presented in B2, possibly in 'White European' or 'Any other minority ethnic groups'. However, because refugee pupils have additional needs, it is important to indicate the total number here. Make use of section G11 to give any additional comments about the school's refugee pupils.

B4 Travellers

Include in this section Gypsy Travellers, Fairground families (or Show People), Circus families, New Travellers, Bargees and other Traveller families living on boats. Make use of section G11 to indicate any issues of mobility of Traveller pupils

B5 Support for minority ethnic pupils

Include numbers of EAL pupils receiving additional language support and other minority ethnic pupils receiving support as part of a focus on raising attainment.

Include all pupils for whom specific funding is provided. Distinguish between that from the Standards Fund through the Ethnic Minorities Achievement Grant (EMAG), all other funding to support minority ethnic pupils, and section 488 grants in support of Traveller pupils.

B6 English as an additional language

In the first box, *include* all those pupils for whom English is an additional language, including those who are proficient or reasonably proficient in English.

In the second box, *include* those EAL pupils whose English is at an early stage of English language acquisition and who find it difficult to gain access to the curriculum without additional language support.

B7 Free school meals

This section refers to the number of **full-time** pupils who are **known to be eligible** to receive a free school meal. Known eligibility is the only criterion for inclusion. Full-time pupils includes full-time pupils of nursery age. Schools may find it helpful to note that pupils are eligible for free school meals if they are from families receiving either Income Support or Income Based Jobseeker's Allowance.

It is important that the school is satisfied that the free school meal percentage accurately represents the current situation at the school. Any concerns should be discussed with the registered inspector.

B8 Type of attendance

This section is designed to gain information about the school's actual provision at the time of the inspection. The school's approved arrangements set by the local school organisation committee or the DfEE are covered in section G1 below.

B9 Residential provision

This section refers to the actual number of pupils using the school's residential provision, not the number of residential places it offers.

B10 Pupils with special educational needs

The table in this section is a shortened version of the same table that is in the primary and secondary versions of Form S1. In the context of a special school it is assumed that all pupils either have a statement or are at Stage 4 of the Code of Practice.

B11 The nature of pupils' special needs

The table in this section is identical to those in the primary and secondary versions of Form S1. In the context of a special school it will include the complete roll. Pupils should be entered once only, according to their major disability, so that the totals taken together match the totals at Stages 4–5 from section B10. Any specific learning difficulty other than dyslexia should be entered and specified in the line marked *Other*.

We recognise that for some pupils with several disabilities this will be difficult. The main purpose of this table is to give the inspection contractor a clear picture of the range of special needs provided for by the school. If in doubt, choose the major disability to broaden the range, rather than narrow it.

B12 Exclusions

Section B12 refers to *the number of instances of exclusion*, not the number of pupils, and so one pupil excluded on three occasions counts as three exclusions. The year to be used is the last complete school year before the inspection. Count a fixed period exclusion made permanent as a permanent exclusion only. For the purposes of this section count a permanent exclusion for which a reinstatement was directed as a fixed period exclusion. If any appeals were in progress at the end of the school year, count the situation as it stood before the appeal.

The registered inspector may wish to gain access to exclusion information from the school year of the inspection, particularly if there has been a significant increase or decrease in the level of exclusions.

B13 Excluded pupils

This section refers to *the number of pupils excluded* during the previous complete school year, irrespective of the type of exclusion.

B14 Pupil mobility

This section refers to the last complete school year before the inspection. In the first box, give the number of pupils who were admitted other than at their time of their first admission to a special school.

In the second box, give the number of pupils who left or transferred other than at the usual time of leaving. For example, in a special school with primary age pupils only, this *would* include all pupils who left during the school year, and those in all years except Y6 who left at the end of the summer term. Those pupils in Y6 who transfer to secondary education at the end of the summer term *would not* be included. *Include* in this box pupils who have been permanently excluded.

The total number on the roll for the last school year is needed to give a base for calculations. Give the January Form 7M number for number of pupils on the roll for the relevant school year.

B15 Attendance

The minimum requirement here is the attendance data published in the school's prospectus for the last reporting year before the school year in which the inspection takes place. Data for previous years are likely to be helpful to the registered inspector, particularly in showing any improvement (or decline) in attendance.

If you have any in-school analysis of attendance, for instance by year, class, gender, ethnicity, or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

B16–B18 Routes taken by pupils over 16

The information needed here is information that schools publish in their prospectuses and governors' annual reports to parents, as defined in the current DfEE circular. The four percentages entered on each line should add up to 100 per cent. We recognise that for schools with very small year groups each pupil will represent several

percentage points, but this will be clear to the registered inspector as the number of pupils is given in second box of the table.

If you have any in-school analysis of the routes taken by pupils after they leave the school, for instance by gender, ethnicity or other factor, this would also be helpful to the registered inspector. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

Section C: Standards of attainment

C1 NC assessments of 7-year-olds

The minimum requirement here is the results of National Curriculum assessment, as published in your school prospectus. The registered inspector will need this information for the last three years to consider any trends.

You should also provide any in-school analysis of assessment results, for instance by class, gender, ethnicity, or other factor. You are not expected to generate such analyses especially for the inspection, but to make them available if they exist.

C2 Statutory targets for attainment (KS2)

This section applies only to those schools whose pupils take NC tests at the end of KS2. In the *first column* give targets, where appropriate, for the latest year for which you have both targets and results. In the *second column* give targets for the subsequent year where you have targets but no results. In each case, enter the year at the top of the column.

C3 NC assessments of 11-year-olds

The guidance for section C1 applies equally here.

C4 NC assessments of 14-year-olds

The guidance for section C1 applies equally here.

C5 Statutory targets for attainment (KS4)

Please see the guidance for section C2.

C6 KS4 examination results

The guidance for section C1 applies equally here, applied to GCSE and other external examination and assessment results at age 16.

C7 Post-16 examination results

The guidance for section C1 applies equally here, applied to all post-16 examination and assessment results.

Section D: The curriculum

D1 Teaching time

Teaching time relates to lesson time in which pupils are being taught. *Exclude* registration time, assembly/collective worship, lunchtime and other breaks. If registration is not specifically timetabled and takes place at the beginning of a session, make an estimate of how long it takes and deduct this from the session time. If the school's normal timetable extends over more than one week, enter the average time spent in a single week.

There is no need to spend time going into great detail to reach completely accurate figures. A reasonable estimate is sufficient where the times used. For example, registration, may be slightly different from class to class.

D2 The primary National Curriculum, RE and personal, social and health education

We appreciate that in many schools, precise allocations of time are not made to each subject. What is needed is a broad estimate of how the planned curriculum is distributed, particularly in respect of the core subjects of English (including literacy), mathematics (including numeracy), science, IT and RE. This is not meant to be a major piece of research. You only need to provide the best estimate you can for the intended percentage of teaching time spent on each area, making sure the total is 100 per cent.

D3 The secondary National Curriculum, RE and personal, social and health education

The table assumes that in EN, MA, IT, RE, PE and PS in each of Y5–11 and in AR, GG, HI and MU in Y5–9 all pupils are taught for the same length of time as each other. Enter the most typical value where this is not the case. The percentage of time spent on *all* other subjects not specifically listed should be entered in the *Other* column.

Insert 'I' in the IT column where IT is not taught as a discrete subject but is integrated within other areas of the curriculum.

The PS (personal, social and health education) column should *exclude* any RE component, which should be entered in the RE column.

In the columns for SC, DT, ML, and *Other,* use the Min and Max columns as follows.

In the *Min* column, enter the minimum time spent on the subject (for example, single rather than double science).

In the *Max* column, enter the maximum time spent on the subject (for example, double rather than single science).

If all pupils spend the same amount of time on a subject, give the same number in both *Min* and *Max* columns.

In Key Stage 4, the *Other* column will include AR, GG, HI and MU chosen within option systems.

This is not meant to be a major piece of research. You only need to provide the best estimate you can for the intended percentage of teaching time spent on each curriculum area, making sure the totals are 100 per cent.

D4 Post-16 programmes

There is no table to complete here because of the individual nature of many post-16 programmes. In the information to the registered inspector include: subjects or course titles and the name of any accreditation; teaching time; whether the programme is entirely based at your school or wholly or partly at other institutions; and the number of pupils following the programme (or names if you prefer).

D5 Pupils for whom the National Curriculum is disapplied

This section refers only to formal disapplications, both from the National Curriculum itself and from its assessments.

D6 Withdrawals from RE and collective worship

This section refers only to formal withdrawal following a parental request.

Section E: Organisation and staffing

E1–E3 Teaching staff

In sections E1–E3 include all full-time, part-time and peripatetic teachers who regularly work at the school in either section E1 or E3. *Peripatetic* means any teacher who teaches pupils at your school but is not included among your full-time or part-time teachers, irrespective of how their salary is funded. Do not include any adults who work in

the role of support assistant, even if they happen to be a qualified or unqualified teacher (*for definitions, see sections E1 and E3 below*).

Use FTE figures throughout.

Include, no matter how their salaries are met:

- the headteacher;
- teachers on short-term paid absence of less than a term;
- agency, supply or relief teachers who are filling nominal vacancies;
- agency, supply or relief teachers covering long-term absences of a term or more if they are expected to be working at the school during the inspection;
- teachers of the under-fives;
- teachers who support English as an additional language;
- any other teachers who support minority ethnic pupils.

Exclude, no matter how their salaries are paid:

- teachers on long-term absences of a term or more if they are expected to be absent during the inspection (but include any replacement);
- agency, supply or relief teachers covering short-term absences of less than a term;
- unfilled vacancies;
- students on teaching practice or on school centred initial teacher training (SCITT) courses.

For the purposes of this form, a full-time teacher is considered to work 32.5 directed hours per week on average. Calculate the FTE of part-time teachers from their directed hours with reference to a full-time week of 32.5 hours, rounded to one decimal place.

The guidance for completing Table E1 follows section E13.

E1 Qualified teachers

See also E1–E3 above.

Qualified teachers are those who have been awarded qualified teacher status (QTS)

E2 Support teachers for minority ethnic pupils

See also E1–E3 above.

Any teacher included here should already have been included in E1. If a full-time teacher works for part of the week supporting ethnic minority

pupils and/or Travellers, only include that part here, giving the FTE rounded to one decimal place.

E3 Unqualified teachers

See also E1–E3 above.

For the purposes of this form unqualified teachers are: instructors; student teachers who have completed their course but have not yet been awarded QTS (not to be confused with students on teaching practice); foreign language assistants; licensed teachers; overseas trained or registered teachers who have not been awarded QTS. *Exclude* teaching practice students or unpaid volunteers.

E4 Organisation of the school into classes

The guidance for completing Table E2 follows section E13 and Table E1.

E5 Teaching staff turnover

This section refers to the last two complete school years before the school year in which the inspection takes place. Treat a teacher who left and rejoined the staff in that period as counting in each box.

E6 Temporary teachers

Temporary teachers may be employed to cover short-term or long-term absence, to cover vacancies or for other reasons. As far as is possible, try to estimate the situation as it will be during the week of the inspection. *Include* teachers covering maternity or an absence of a term or more, and teachers on short-term contracts of less than a full school year, but *exclude* cover for short-term absence of less than a term.

E7 Teachers in training

This section includes student teachers from the Graduate and Registered Training Programme (GRP), from a Higher Education Institute (HEI) or through School-centred Initial Teacher Training (SCITT). Only the total number is required here, with no other details. However, if the school is part of a SCITT, please give its name in E8.

E8 School-centred ITT

A list of SCITTs can be found Annex B at the end of this document. It is the name of the actual SCITT that is needed here, not the awarding body.

E9 Education support staff

This section relates to staff employed to support children's learning and personal care. *Include* only those staff who help pupils gain access to the curriculum and support their learning and personal care. *Exclude* all administrative and clerical staff, premises staff such as caretakers, staff employed to prepare or serve meals, lunchtime supervisors, and any voluntary helpers.

For consistency, the categories used in the table are those used in the primary and secondary forms

Qualified nursery assistant means those who have a qualification in an appropriate field of study in early-years education from the NNEB or BTEC or through attaining NVQ Level 3, whether or not they are currently working with nursery-age pupils.

Trained classroom assistant means someone who has successfully undergone a substantial course of training leading to some form of accreditation (except those specifically trained to support pupils with special educational needs, who are included in the next line).

Trained special needs assistant means someone who has successfully undergone a substantial course of training, related to special educational needs, leading to some form of accreditation. Include a support assistant in this line by virtue of their training, and not by the pupils he or she supports.

Other support assistants means anyone employed to work directly supporting pupils who is not included in either of the categories in the first two lines of the table.

Other education support staff, on the fourth line, includes medical staff, librarians, technicians of all types (including laboratory, workshop, reprographic and computer technicians).

Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E10 Support staff for minority ethnic pupils

Any support assistant included here should already have been included in E9. Round the total number of hours per week to the nearest whole hour, rounding 0.5 up.

E11 Administrative, clerical and premises staff

Include in the first line only staff that look after the administration of the school. These include bursars, administrators, secretaries, clerical staff and site managers whose main function is administrative. Take care not to double-count staff

who provide reprographic support to teachers for learning resources and the school's administration; include them in either E9 (line 4) or E11 (line 1), depending on their main role.

Include in the second line caretakers and site managers whose main function is the practical maintenance and smooth running of the site and buildings. *Include* cleaners in charge where they have overall site responsibility, for the security of the building, for example. *Exclude* cleaners who have no other responsibilities.

E12 Visiting specialist staff

Include here staff such as teachers from other schools or outreach services, speech therapists, occupational therapists, physiotherapists, medical staff, swimming instructors, school pianists and any other professionals who support the education or welfare of pupils. If in doubt, include the contribution. For each person included, give an indication of role and visiting pattern (for example, weekly for 1 hr, monthly for 0.5 day).

E13 Key ratios

You are advised to fill this section in after you have completed the staffing and deployment tables E1 and E2 and updated sections E1, E2 and E3 in Form S1, if necessary.

An example is given at the end of this section.

The PTR is defined as the number of pupils divided by the full-time equivalent number of *qualified* teachers. To calculate it, divide the total number of FTE pupils (from Table E2) by the total number of FTE *qualified* teachers (from section E1 on Form S1). Round the result to the nearest 0.1 (one decimal place).

The pupil:adult ratio is the number of FTE pupils (from Table E2) divided by the total number of FTE teachers and FTE support assistants (totalled from sections E1 and E3 on Form S1 and E9 on Form S2).

The average class size is calculated from the total number of pupils (from Table E2), divided by the number of classes listed in Table E2.

Example: A school has 109 FTE pupils in 12 classes. The school is staffed by 15.2 FTE qualified teachers, including the headteacher and a part-time support teacher, and 16 full-time support assistants.

The PTR is 7.2 : 1 (109/15.2)

The pupil:adult ratio is 3.5 : 1 (109/31.2)

The average class size is 9.1 (109/12)

Teaching staff list and teacher details

You are advised to copy the table before completing it in case you need further copies.

You may find it helpful to have a copy of Form S1 to hand when completing this table.

Include all teachers counted in Tables E1 and E3 in Form S1. The total number of FTE teachers on Table E1 should match the totals from E1 and E3 taken together. Guidance on sections E1–E3 covers which teachers to include in the table.

Columns 1 and 2

Teachers should be allocated consecutive numbers in column 1. In column 2 list their titles, initials and surnames in the order defined in the guidance for column 4 below. Use a separate line for each teacher, *except* in the cases described in the next two paragraphs.

Peripatetic music teaching: Show all peripatetic music teachers collectively on one line under the title *Music tuition*. You then need only complete column 11 on this line.

Other contributions to teaching: Show the contribution made by all other peripatetic *teaching* staff collectively on one line under the title *Other contributions to teaching*, and then complete column 11 only. You will need to ensure that the registered inspector has the names and deployment of all staff included in these two lines.

Column 3

Enter the gender (using M or F) of each teacher in column 3.

Column 4

Teachers should be listed in the order of the codes below according to their level of responsibility in the school. Enter each teacher alphabetically in each code category.

H   Headteacher (or teacher in charge)

D   Deputy headteacher and others with similar titles paid on the deputy headteacher's pay scale.

A   Advanced skills teachers

F   Other full time *qualified* teachers, grouped using codes F5–F0 according to their responsibility allowances, indicated as follows.

F5   5 responsibility points
F4   4 responsibility points
F3   3 responsibility points
F2   2 responsibility points
F1   1 responsibility point
F0   0 responsibility points

P   Part-time *qualified* teachers, in order of the proportion of the week for which they are employed, starting with the largest proportion. Use codes P0 for part-time teachers without any additional responsibility allowance and P1, P2, etc to indicate part-time teachers with responsibility allowances. Place job-share teachers together on consecutive lines in the order in which the first of the pair appears in the list and bracket them together in the margin.

U   List all unqualified teachers who have a regular commitment to teaching (those from section E3 of Form S1) under this code.

Column 5

In column 5 show the phase or phases for which teachers are trained, using the following codes or combination of codes as required. For example, a teacher trained for nursery and infant ages would be coded N/I.

N   Nursery, under-fives
I   Infant/KS1
J   Junior/KS2
P   Primary/KS1 and KS2
M   Middle
S   Secondary
O   Other

Column 6

The columns in 6 should give, for each teacher, a code for his or her initial qualification (*Qual code 1*) and a code for any subsequent qualification *(Qual code 2)*. This is intended to give a broad picture of staff qualifications to the inspection team and is not a full audit. Where there is a choice of subsequent qualification, enter the details most relevant to the teacher's current work. You do not need to enter all subsequent qualifications, just the most relevant.

Subsequent qualification means subsequent to the qualification which gave QTS, so a graduate with a PGCE would include the PGCE as part of his or her initial training.

Codes for *Qual code 1*:

BQ BEd obtained as a first degree *before* teacher service or a first degree combined with teaching qualification.

CE Certificate in Education (Cert Ed).

GT Graduate then trained: any first degree plus postgraduate ITT qualification (usually PGCE).

UG Untrained graduate: first degree or equivalent qualification which gave QTS without teacher training.

OX Any other accepted qualification for QTS.

Codes for *Qual code 2*:

BE BEd obtained during teaching service or a break in teaching service.

BX Other first degree obtained after achieving QTS.

ME MEd or MA(Ed).

HX Any other higher degree, obtained by examination, research or other postgraduate achievement (eg MA, MSc, M Phil, PhD).

SN DfEE recognised SEN qualification.

DC Recognised Diploma or Certificate gained after a minimum of one term's full-time or one year's part-time study.

The columns marked *Subject 1–Subject 4* should be used as in the table below. You do not need to provide an exhaustive list of teachers' subject background, only those listed.

Subject 1 Main subject studied as part of a degree or other higher education course before achieving QTS.

Subject 2 Subsidiary subject studied as part of a degree or other higher education course before achieving QTS.

Subject 3 Use *only* with code GT to indicate the main subject covered in a (secondary) PGCE qualification or equivalent.

Subject 4 Use this column to indicate the main subject of study in a subsequent qualification. If the subsequent qualification did not involve a subject, indicate this with *n/a.*

A full list of subject codes is given in Annex A.

For unqualified teachers, enter as much information as you can, using the codes printed left.

Column 7

Record in column 7 the subject codes for the main subject taught, where this is relevant. Use the subject codes in Annex A. This is not designed as an audit of what teachers are able to teach, but as an indication to the inspection team of what subjects each teacher *might be teaching during the inspection*.

For a *class teacher* who teaches all or most subjects, leave this column blank and note that the teacher is a class teacher in column 10. If he or she has a specialism taught across several classes, indicate the subject in column 7, as above.

Column 8

In column 8, record total teaching experience in completed years. For those with breaks in service and/or part-time experience, give an estimate of the accumulated experience in FTE years. For teachers who began teaching in the spring or summer terms, start their years from the point of entry. Enter 0 for all newly qualified teachers.

Column 9

In column 9, record each teacher's current service as the number of completed years in this school. For those with breaks in service in this school, record the length of their current continuous service. If this is a new or reorganised school, include service in any school that was incorporated into the newly formed school. Enter 0 for all newly qualified teachers (*for NQTs, see also column 10*).

Column 10

Use column 10 to record, in abbreviated form, the nature of special responsibilities held by individual teachers (for example, mathematics co-ordinator, KS1 co-ordinator, SENCO). For subjects, use the subject codes listed in Annex A.

For newly qualified teachers (NQTs), enter the higher education institution or SCITT consortium responsible for their training. This is the training institution, not the awarding body, and you are advised to consult with each NQT to ensure accuracy. The list of training institutions is given in Annex B.

Column 11

Use column 11 to record each teacher's employment in the school as a full-time equivalent figure, representing the proportion of the week for

which the teacher is paid. Calculate the FTE with reference to a standard week of 32.5 hours, giving the results rounded to one decimal place.

Where a teacher involved in *Music tuition* or *Other contributions to teaching* is paid on a contract based on a specific FTE week (for example, 0.2), use this figure. Where such teachers are paid hourly, work out the total hours for all these teachers first and then calculate the overall FTE for the line, rounding the result to one decimal place. You may need to use a combination of these methods.

Complete the *carry forward* and *brought forward* boxes if you use more than one sheet and give the total FTE in the last box on the last page used. The total FTE in Table E1 must be the same as the total FTE obtained by adding the totals in sections E1 and E3 in Form S1. If necessary, amend E1 and/or E3.

Table E2 (Special)

Organisation of the school into classes

You are advised to copy the table before completing it in case you need further copies.

This table allows you to show the distribution of pupils into classes throughout the school. All classes need to be entered to ensure all pupils are accounted for, but teachers without a designated class do not.

You should use the FTE roll for part-time pupils by counting each as 0.5. If you end up with an FTE roll ending in .5 in a *total* box, round it up to the next highest whole number.

Use the total roll obtained from this table to update the numbers on roll you submitted in Form S1 and in calculating the key ratios in section E13 of this form.

Section F: Finances

F1–F4 Finances

The finance section refer to the whole school, and there is no need for you to break the figures down to account separately for nursery provision.

Income and expenditure refer to *revenue funding only* and should not include income or expenditure related to capital projects which are funded outside the school's budget. However, the registered inspector will need to know about any such

projects, their cost and their impact on the school.

Enter all amounts as pounds (£) only; there is no need to include pence.

F1 Financial year

The latest financial year is the year for which you have a budget out-turn statement. This is often a difficulty for schools inspected in the early part of the summer term as budgets have not always been finalised. If this is the case, but the school has reasonably accurate estimates of what the budget out-turn will be (for example, from period 12 or period 13 budget printouts), it is acceptable to use data from the last financial year. In all other cases, use the last completed financial year.

Schools inspected in the later part of the spring term may wish additionally to provide the registered inspector with the planned budget for the following financial year.

The number on-roll figure should be from the Form 7M completed in the January of the year in which the financial year ends. An FTE figure is used here, not the total number of pupils on the register, and part-time pupils are counted as 0.5, as elsewhere in this form.

F2 Income

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes made during the year. For schools inspected during the early part of the summer term, the figures will often be based on indicative allocations only.

F2: Line 1 Basic budget

For maintained schools, this is your school's budget share, plus any additional funding from the LEA which is not formally included in the school's delegated budget but is under control of the school. If your school does not have a delegated budget, you will need to ask the appropriate authority for the school to provide equivalent figures. For all other schools this is the school's annual budget.

If you have designated nursery provision, include the income for this here, whether or not it is devolved to the school to manage. You may need to consult your LEA about this.

In foundation or voluntary schools *exclude* any funding from the foundation, diocese or trust here but *include* it in line 7.

F2: Line 2 Additional SEN funding

This is funding *additional to the school's basic budget.* As this is a special school, all the school's basic budget is for pupils with SEN. For maintained schools this line is likely to involve *only* Standards Fund grants specifically related to the support of pupils with SEN. These grants are included here so that the data collected is consistent in all types of school.

F2: Line 3 Additional funding for minority ethnic pupils

Include here funds through the ethnic minority achievement grant (EMAG), section 488 grants, single regeneration budget (SRB) funds and any other publicly funded source intended to promote access and opportunity for minority ethnic pupils, in support of English as an additional language or as part of focus on raising attainment.

F2: Line 4 Standards fund

This is the total of all Standards Fund income *except* that in line 3 (EMAG) or line 2 (SEN).

F2: Line 5 Other grants

This is the total of all development and other grants from publicly funded sources, other than those already included in lines 1–4 above. It includes funding related to SRB not already included in line 3, Education Action Zones (EAZ), and the European Community (EC). Section F7 asks for details of grant sources and amounts.

F2: Line 6 Income from facilities and services

Include in this section all other income the school receives from publicly funded sources not included in lines 1–5. *Include* funding for community education. *Include* income which is available for the school to use *within its budget* from sources such as the hire of premises, equipment or other facilities, consultancy and training, or sales of training materials. *Include* here any interest payments received. *Include* any payments received from staff absence insurance schemes here.

F2: Line 7 Donations and/or private funds

Include here any other funds not included in lines 1–6 above which are available for the school to use. *Include* business sponsorship, income from fund-raising activities, and income from foundation, diocese or trust funds. *Include* also what is usually described as *School Fund. Exclude* PTA funds themselves (or their equivalent) but *include* any donations to the school from such funds. If they are in the form of, for example, a computer system, include the monetary value in both this line and in a relevant expenditure line.

F2: Line A Total income

Add the figures in lines 1–7.

F2: Income per pupil

Divide the figure in line A for the last financial year by the number of FTE pupils on roll at the top of the page.

F3 Expenditure

Figures for the current financial year will be estimates, and should be as up to date as possible and include any changes in allocations made during the year. For schools inspected during the summer term, the figures will often be based on indicative allocations only.

The expenditure entered here should be related to the total income covered in F2, including that related to the donations and/or private funds entered in line 6.

Where the school has residential provision, include the costs of all residential staffing under support staff (line 10) and any other residential costs in other appropriate lines.

The percentage column should be completed once you are happy that you have included all expenditure and the end year balances are correct.

For each section calculate the percentage of the total expenditure in line B. For example, the percentage of the school's resources allocated to teaching staff is the figure in line 8 divided by the figure in line B, multiplied by 100. Round all percentages to one decimal place and check at the end that the total is between 99 and 101 (it may not be exactly 100 because the figures are rounded).

The main purpose of the table is to give the registered inspector and OFSTED information about how schools use their resources. *It is not an accounting document.* When completing the table, enter expenditure under the most appropriate category. This is not always easy to decide, and we appreciate that the headings used here do not always coincide precisely with the accounting software used by schools. Where the form means a school budget figure needs to be broken down so that it can be included in more than one column *it is acceptable to make a reasonable estimate*, especially where the amount is small.

F3: Line 8 Teachers

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all full-time and part-time qualified and unqualified teachers counted in sections E1 and E3 in Form S1. *Exclude* teachers who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff. *Include* in this section salaries of teachers on short-term contracts unless they are covering absence.

F3: Line 9 Supply/relief teachers

Include the full salary costs (including on-costs) *borne by the school's budget* of all agency, supply or relief teachers covering absences of any duration.

F3: Line 10 Education support staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all education support staff counted in section E9. *Exclude* support staff who work in the school but are funded outside the school's budget, but make a note for the registered inspector of all such staff. *Include* residential staff here.

F3: Line 11 Administrative and clerical staff

Include the full salary costs *borne by the school's budget*, including the employer's on-costs, of all administrative and clerical staff counted in section E11 and the cost of employing a clerk to the governing body, or the cost of a clerking service. *Exclude* administrative and clerical staff funded outside the school's budget, but make a note for the registered inspector of all such staff.

F3: Line 12 Other staffing costs

Include the full salary costs, including employer's on-costs, of midday supervisors and other staff supervising pupils before and after school sessions and during breaks.

Include the full salary costs, including employer's on-costs, of catering, caretaking, cleaning and premises staff *borne by the school's budget*. If these are supplied through a contract rather than by direct employment, the cost of the contract should be included in line 19, and make a note of this to the registered inspector.

Include in line 12 all other costs related to staffing such as:
*   the costs of staff absence insurance premiums;
*   advertising and other recruitment costs;

*   staff travel and subsistence;
*   duty meals;
*   payroll costs;
*   costs of *ex-gratia* payments and of premature retirement and redundancy falling on the school's budget.

Exclude staff development costs (which belong in line 14).

F3: Line 13 Learning resources

Include the cost of all learning resources *borne by the school* such as:
*   books, materials, stationary, equipment, educational software;
*   reprographic resources and equipment used specifically for teaching purposes;
*   travel and access to sports and other educational facilities;
*   expenditure on educational visits;
*   costs of test and examination entry fees, and any accreditation costs related to pupils;
*   purchase or hire of ICT and audio-visual equipment used for teaching purposes;
*   any maintenance contracts for ICT or other equipment used for teaching and site or other licences for software used for teaching purposes.

F3: Line 14 Staff development

Include all staff development and in-service training costs *borne by the school* such as:
*   staff development costs for teaching staff, support staff and governors;
*   the cost of all in-service training courses and other development opportunities (excluding the costs of employing agency, supply or relief teachers to cover staff absence for these purposes, which are included in line 9);
*   costs of equipment and resources to provide in-service training.

F3: Line 15 Catering

If the school provides a school meals service from its budget, enter catering costs in this line. If school meals are provided without the financial involvement of the school, other than the collection and transmission of dinner money, then catering costs should not be entered.

If the school has a catering contract, enter details here. If the school employs its own staff, record salary costs in line 12 and all other costs here.

F3: Line 16 Other supplies and services

Include all other expenditure on supplies and services *borne by the school* such as:

- furniture, non-educational equipment and reprographic equipment not specifically used of teaching purposes;
- administrative stationary, printing, postage and advertising;
- insurance premiums (except that for staff absence which is included in line 12);
- telephone charges;
- medical and domestic supplies;
- purchase or hire of ICT and other equipment not used for teaching purposes and not counted in line 13;
- maintenance contracts for any ICT or other equipment not counted in line 13;
- services, advice and consultancy to staff and governors on management, financial, legal, personnel and premises matters.

F3: Line 17 Building and grounds improvement

Include the costs of building and grounds improvements *borne by the school* (*excluding* those funded by any capital grant outside the school's budget) such as:
- internal and external improvements to buildings, grounds and gardens;
- related professional and technical services;
- repayments, including interest, on any loans for purposes included within line 17.

F3: Line 18 Building and grounds maintenance

Include the costs of building and grounds maintenance *borne by the school* such as:
- internal and external repair and maintenance of buildings, grounds and gardens;
- related professional and technical services.

F3: Line 19 Cleaning and caretaking

Include the costs cleaning and caretaking *borne by the school* such as:
- all cleaning costs (including contracts but excluding the cost of staff directly employed by the school, which are entered in line 12);
- all caretaking costs (including contracts but excluding the cost of staff directly employed by school, which are entered in line 12).

F3: Line 20 Other premises costs

Include all other costs related to the occupancy of premises *borne by the school* such as:
- water rates, sewerage and environmental services;
- fuel costs;
- rates;
- rent, lease or hire charges for premises;
- security equipment.

F3: Line 21 Special facilities

Include all costs related to the school's special facilities *borne by the school* such as:
- community education
- joint-use swimming pools and sports centres;
- boarding provision;
- rural studies and farm units.

F3: Line B Total expenditure

This is the total of lines 8–21 and should cover all the school's expenditure from the income sources in lines 1–7.

F3: Expenditure per FTE pupil

Divide the figure in line B for the last financial year by the number of FTE pupils on roll at the top of the page.

F4 Balances

The balances in line E should match balances on out-turn statements (or estimates of these in inspections which take place in the early part of the summer term).

Show negative balances in parentheses ( ) or with a minus sign according to your accounting preference.

The *balance carried forward to the next year* in line E in the first column (actual spending) is transferred to *the balance brought forward from the previous year* in line D of the second main column (forecast). These two figures must be the same.

The percentages in line E are calculated by expressing the *balance carried forward to the next year* as a percentage of the school's income for the year. Divide the figure in line E by the figure in line A in the same column, and multiply by 100. Give the results to one decimal place.

F5 Resourcing of the IT curriculum

Include here the cost of all ICT equipment and software, including site and other licences, used for teaching and learning purposes, such as computers, monitors, printers, scanners, fax machines, modems, digital cameras, multi-media drives and resources, control and CAD resources, and networking and installation costs. *Exclude* any equipment used for administration.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on ICT.

In calculating the pupil:computer ratio, *exclude* any machines purchased more than five years before the beginning of the financial year in which the inspection takes place.

F6 Books

You are not expected to undertake an extensive audit to complete this section. Reasonable estimates are sufficient.

If spending in the last financial year was not typical, make sure the registered inspector has a clear picture of the school's recent pattern of spending on books.

F7 Grant funding

The information needed by the registered inspector is best split into three sections:
- categories from within the current DfEE Standards Fund circular for which the school is receiving funding in the year of the inspection;
- funding from publicly funded sources such as the National Grid for Learning (NGfL), single regeneration budgets (SRB) or the European Community (EC);
- funding and sponsorship from private individuals, institutions, companies and trust funds and any other non-publicly funded sources.

For each source of funding from which the school benefits in the current financial year, give the source, amount and timescale over which the school receives it.

This section does not cover capital funding, although the registered inspector will need to know of any recent or current capital projects.

Section G: Further information

G1 Approved arrangements

This section is used to record the school's approved arrangements set by the local school organisation committee or by the DfEE, as appropriate. These differ from the situation at the time of the inspection. For example, the actual age range of pupils present during the inspection could be narrower than that stated within the approved arrangements.

G2 The nature of the school site

This section applies to schools with more than one site, often but not always separated by a public road. Two buildings on one site do not

automatically count as a split site, but if recognition has been given as a split-site school in these circumstances, please note the number of sites here and describe the situation in section G11.

G3 Number of primary classes

This is the usual number of primary teaching classes in the school. If pupils are reorganised for part of the day, for example to set pupils by prior attainment, this information will be needed by the registered inspector, but it does not need to be recorded here.

G4–G6 The National Curriculum, RE and other subjects and courses taught

Section G4 refers to the school's arrangements for teaching the statutory subjects of the curriculum, and sections G5 and G6 refer to other areas of the curriculum that are discretionary. The purpose of these tables is to inform the inspection contractor about the subjects and courses taught so that the best match of team to school can be made. This is particularly important in the case of modern foreign languages and vocational courses.

The number of classes or teaching groups is needed in all four tables. These set out what timetabled teaching and learning opportunities exist for inspection. Use the predominant grouping arrangement which will be in place at the time of the inspection.

Modern foreign languages: the five languages listed were the five most popular GCSE languages in 1998. There is space for an additional or different language if needed.

Vocational courses: Enter the course title, the vocational area and, where appropriate, the level at which the course is accredited.

Use the column marked O/S to indicate courses which are wholly or largely taught off-site in other institutions. Where there are differences between year groups, indicate this by using a year designation. So, for example, if a school's IT (section G4) is taught in-house except in Y10–11, where two pupils are taught GCSE IT in a neighbouring school, place a tick and Y10–11 in the column marked *O/S*. Include the off-site group in the number of groups in the Y11 column. If the whole of a GNVQ course (section G6) for both Y12 and Y13 is taught at the local college of FE, for example, a single tick will suffice in the *O/S* column.

G7 Joint post-16 provision

The purpose of this section is to alert the inspection contractor and registered inspector to

the possible need to make arrangements to inspect one or more classes which take place in another institution. It would be helpful if you could give brief details in section G11.

G8 School reorganisation

This section only applies where reorganisation proposals have been agreed and will affect the school at the time of the inspection. Proposals which have not yet been consulted on or agreed should not be noted here. Please give any details in section G12.

G9 Special features of the school's provision

This section is for the appropriate authority to identify any particular features of the school or subjects which are additional to the usual provision made in special schools and which it would like to have inspected. Please give details of the number of pupils or others involved, the nature and purpose of the activity or activities, the frequency of occurrence, and what evidence of the feature would be available during the term of the inspection.

Inclusion of a feature of the school or subject here does not guarantee its inspection within the section 10 inspection. It will, however, be considered by HMCI for inclusion and a decision reached about whether or not to include it.

G10 The school's involvement in initiatives

List in this section any national and local initiatives in which the school is involved. For example, include the school's involvement:

- in an Education Action Zone (EAZ);
- as a centre of excellence;
- as a Beacon school;
- in a local urban regeneration scheme;
- in a local scheme for raising achievement.

It is better to include something briefly than to leave it out.

G11 Factors to be taken into account

Use this section to record any factual information which will help the inspection team to obtain a full picture of the school. *Include* unusual gender balances between boys and girls in mixed schools, and particular features of the intake. *Include* the country of origin of refugee pupils. *Include* split-site arrangements and the distance(s) and commuting time between the sites. *Include* a comment if the inspection team might need the services of an interpreter to communicate with pupils. Also *include* a comment if there is a lack of

suitable accommodation in the school for the inspection team.

It is better to include something briefly than to leave it out.

G12 Significant changes

Record here any significant changes in the school's circumstances planned for the term of the inspection, for example an increase or decrease in the number of classes.

G13 Relevant dates

The inspection will take place during the term indicated in the covering letter. The dates indicated in the form are for the complete term to indicate when contact can be made with the school before the inspection. Schools will not be inspected during the first and last weeks of the term (or part weeks if the term begins part-way through the week). Indicate other dates during the term which are not suitable for inspection (for example, if pupils will be away on a residential event, or national assessment tests). The information provided in this section will be taken into account by the registered inspector when an inspection start date is decided.

Declaration

Because Form S1 is a statutory consultation about the specification for the inspection, a declaration by a representative of the appropriate authority is required, even if the form is completed on disk. Please use the declaration form attached to the letter accompanying the notification of the school's inspection when you return Form S1.

It is not acceptable for the headteacher to sign the declaration. It must be signed by a representative of the appropriate authority. In the definitions given on page 2 of this guidance, an LEA officer should sign for a school defined in (a), the proprietor for a school defined in (b) or (c) and in all other cases the chair of the governing body. If chair of governors is not available, it is acceptable for another governor, preferably the vice-chair or chair of a committee, to sign the declaration.

Use this list of codes to when completing Table E1 (Special). Where a subject qualification, course or subject taught is similar, although not identical, to one in the list, please use that code. If the disparity is felt to be too great, use one of the codes for subjects not listed and add an explanatory note for the registered inspector.

Accountancy	AC		
Arabic	AB	Latin	LA
Art	AR	Land-based industries	LB
Art and design	AD	Law	LW
		Leisure and tourism	LE
Bengali	BL	Life skills	LS
Biochemistry	BC		
Biology / Botany / Zoology	BI	Management / Mgt science/studies	MM
Building	BG	Manufacturing	MN
Business edn/studies/management	BE	Mathematics	MA
		Media: communication and production	MP
Careers education	CA	Media studies	MS
Chemistry	CH	Metalwork	MK
Child development	CD	Music	MU
Chinese	CN		
Classics / Classical studies	CL	Performing arts	PA
Community studies	CS	Personal / social / health education	PS
Computer studies/science	CP	Philosophy	PL
Construction and built environment	CB	Physical education	PE
Craft, design and technology	CT	Physics	PH
		Politics	PO
Dance	DA	Portuguese	PG
Danish	DN	Psychology	PY
Design / Design and technology	DT	Punjabi	PJ
Distribution	DI		
Divinity / Theology	RE	Religious education/studies	RE
Drama	DR	Russian	RU
Dutch	DU		
		Science	SC
Ecology	EY	Social studies/science	SS
Economics	EC	Sociology	SO
Education	ED	Spanish	SP
Electronics	EL	Special educational needs	SN
Engineering/Eng science	EG	Sports science/studies	SR
English	EN	Statistics	ST
Environmental science/studies	ES		
European studies	EU	Technical drawing	TD
		Technology	TE
Food science	FS	Textiles / Fabrics / Needlework	TL
French	FR	Turkish	TU
Games	GA	Under-5 activities	UF
Geography	GG	Urban studies	US
General studies	GS	Urdu	UR
German	GM		
Geology	GE	Welsh	WE
Graphics	GR	Women's studies	WS
Greek (classical)	GC	Woodwork	WK
Greek (modern)	GK		
Gujarati	GU	***Symbols for subjects not listed***	
Health and social care	HS	*Any other:*	
Hebrew (modern)	HW	Aesthetic / practical subject	XA
Hindi	HN	Business / commercial subject	XB
History	HI	Humanities / social subject	XH
Home economics	HE	Language subject	XL
Hospitality and catering	HC	Mathematical subject	XM
Humanities	HU	Physical subject	XP
		Science subject	XS
Industrial studies	ID	Technological subject	XT
Information science/studies	IS	Vocational subject	XV
Information technology	IT	Any other subject not listed	XO
Italian	IL		
Japanese	JA		

Use this table to identify the training institution for newly qualified teachers when completing Table E1

Graduate and Registered Training Programme (GRP) and Higher Education Institutes (HEI)

H0001	Open University
H0007	Bishop Grosseteste College
H0008	Bretton Hall
H0010	Central School of Speech and Drama
H0011	Chester College of HE
H0012	Canterbury Christ Church College
H0013	College of Ripon & York St John
H0014	College of St Mark and ST John
H0016	Edge Hill College of HE
H0019	Homerton College, Cambridge
H0021	King Alfred's College, Winchester
H0023	Liverpool Hope College
H0027	Nene College
H0028	Newman College
H0029	North Riding College
H0031	Roehampton Institute
H0038	S. Martin's College
H0039	St Mary's College
H0040	Trinity & All Saints College
H0042	Westminster College, Oxford
H0046	Worcester College of HE
H0047	Anglia Polytechnic University
H0048	Bath College of HE
H0051	University of Brighton
H0052	University of Central England
H0054	Cheltenham and Gloucester CHE
H0057	University of Derby
H0058	University of East London
H0059	University of Greenwich
H0060	University of Hertfordshire
H0061	University of Huddersfield
H0063	Kingston University
H0064	Leeds Metropolitan University
H0065	Liverpool John Moores University
H0066	Manchester Metropolitan University
H0067	Middlesex University
H0068	De Montfort University
H0069	University of Northumbria at Newcastle
H0070	University of North London
H0071	Nottingham Trent University
H0072	Oxford Brookes University
H0073	University of Plymouth
H0074	University of Portsmouth
H0075	Sheffield Hallam University
H0076	South Bank University
H0077	Staffordshire University
H0078	University of Sunderland
H0081	University of West of England
H0082	Chichester Institute of HE
H0085	University of Wolverhampton
H0109	University of Bath
H0110	University of Birmingham
H0112	University of Bristol
H0113	Brunel University
H0114	University of Cambridge
H0116	University of Durham
H0117	University of East Anglia
H0119	University of Exeter
H0120	University of Hull
H0121	Keele University
H0124	University of Leeds

H0125	University of Leicester
H0126	University of Liverpool
H0131	Goldsmiths College
H0133	Institute of Education
H0134	King's College London
H0152	Loughborough University
H0153	University of Manchester
H0154	University of Newcastle upon Tyne
H0155	University of Nottingham
H0156	University of Oxford
H0157	University of Reading
H0159	University of Sheffield
H0160	University of Southampton
H0162	University of Sussex
H0163	University of Warwick
H0164	University of York
H0187	Westhill College
HBRILK	Bradford and Ilkley Community College

School-centred Initial Teacher Training (SCITT)

HXBEC1	Billericay Education Consortium
HXBSC1	Bromley Schools Collegiate
HXCBT1	Centre for British Teachers
HXCTG1	Chiltern Training Group
HXECC1	Essex County Council as LEA
HXEST1	South West Teacher Training
HXGEP1	Gloucestershire ITE Partnership
HXGUP1	Grand Union Partnership
HXKTG1	Kent Training Group
HXLIN1	Lindesfarne SCITT
HXMAR1	Maryvale Institute
HXMEC1	Mid-Essex Consortium
HXMHS1	The North London Consortium
HXNBC1	North Bedfordshire Consortium
HXNCP1	Newman Catholic Partnership
HXNEC1	Coastal Confederation
HXNWK1	North West Kent Teacher Trainers
HXOSS1	Outstanding Schools SCITT
HXOXC1	The Oxfordshire Consortium
HXPOO1	Borough of Poole
HXSEE1	South East Essex
HXSHF1	The Shire Foundation
HXSOL1	Solihull Metropolitan Borough Council
HXSSC1	Somerset SCITT Consortium
HXTIT1	Titan Partnership
HXTMC1	Marches Consortium
HXTTS1	West Midland Consortium
HXULF1	Urban Learning Foundation
HXWAN1	Wandsworth Primary Schools' Consortium
HXWCC1	Cumbria Primary Teacher Training
HXWFS1	Woodrow First School

FORMS S3 and S4

All schools

OFFICE FOR STANDARDS IN EDUCATION

NOTES OF GUIDANCE

Introduction

OFSTED sends four forms to each school before its inspection takes place. The completed Forms S1–S4, as they are called, are part of the evidence base for the inspection. They are used in confidence, before and during the inspection firstly by the inspection contractor and then by the registered inspector and other members of the inspection team.

The information given in completed Forms S1, S2 and S3 is stored electronically in OFSTED's database and is used for nationwide analysis and to create benchmarks for future inspections. The information contained in the completed Form S4 is used by the inspection team but is not stored in OFSTED's database.

Form S1 is sent, via the headteacher, to the appropriate authority for the school to consult about the inspection. It also asks for a range of information about the school. *It is returned to OFSTED*. OFSTED sends the completed Form S1 to the inspection contractor in confidence so that the contractor can construct an inspection team that matches the circumstances and curriculum of the school. The information in Form S1 is given to the registered inspector by the contractor.

Form S2 is used to collect further factual information about the school before the inspection. *Form S2 is returned to the registered inspector.*

Form S3 asks the headteacher to state the extent to which the school fulfils its statutory requirements. It also asks the school to indicate the extent to which a range of monitoring and evaluation processes are in place. *Form S3 is returned to the registered inspector.*

Form S4 provides an opportunity for the headteacher of the school to contribute a structured personal statement to the inspection team. *Form S4 is returned to the registered inspector*.

These notes of guidance are provided to assist completion of Forms S3–S4. Form S3 is sent to each school before it is inspected and may be completed by hand or electronically on the computer disks provided by OFSTED at that time. Form S4 is also sent to each school before it is inspected and is designed to be completed using a word processor or electronically on the disk provided at the time of the inspection.

Guidance on completion of Form S3

If you are completing Form S3 by hand, please use black ink, as the form will be photocopied.

The headings used for each section are taken from the inspection *Schedule.*

Destination of the school's self-audit

The school self-audit (Form S3) is primarily a communication between you (the headteacher) and the registered inspector. It will be copied, in confidence, to the inspection team so that each member has a clear view of your views before the inspection begins.

Your responses on this form will be stored electronically on OFSTED's database and may be used anonymously, along with responses from other schools, in the analysis of inspection evidence.

Self-audit

This form is an invitation to report what the school already knows about itself. You are not expected to undertake extensive audit activities in the short period between notification of an inspection and the inspection taking place. Efficient completion of the form relies on you and the school's other senior managers being well informed about what is required of schools and how your school meets those requirements.

Statutory requirements

This form does not provide a checklist of all statutory requirements. Instead, it gives a range of areas in which statutory requirements apply to all or some schools. The statutory requirements in each area will be known to you through your reading of DfEE circulars and other guidance on educational law. The purpose of this form is to give you the opportunity to indicate to the registered inspector the extent to which your school is meeting these statutory requirements.

In a *short inspection*, the small scale of the inspection means that only if a concern is raised during the inspection will the inspection team explore your school's compliance with the detail of statutory requirements. In a *full inspection*, however, you should expect one or more inspectors to follow up the school's compliance in a range of areas.

We recognise that not all of the statutory requirements in the areas covered in this form apply to all schools. This is especially the case with nursery schools and independent schools approved for admission of children with statements of special educational needs under section 347 of the Education Act 1996.

Where a statutory requirement does not apply, it still may be the case that your school has voluntarily adopted similar or different practices. If this so, you should tick the *Does not apply to this school* column, but you are also invited to make a brief comment about the school's approach in that area.

Using the headings

Fully in place

- This means that you are aware of the relevant statutory requirements, you know how they apply to your school (if that is the case) and you are satisfied that your school meets them.

  For example, you already know your school's prospectus meets statutory requirements because each year you check its contents against the list specified in the relevant DfEE circular.

Partly in place

- This means that you are aware of the relevant statutory requirements, you know how they apply to your school (if that is the case) and are aware that while they are met in spirit or in part, some elements or details are not in place. Please use the space for comments to indicate briefly what improvements are needed.

  For example, you are aware that, although your school provides an act of collective worship of high quality on four days a week, your practice of withdrawing groups of pupils for reading support means that the requirements for collective worship are not fully met for these pupils.

Not in place

- This means that you are aware that, for whatever reasons, relevant statutory requirements applying to your school are not in place. You should expect the registered inspector or another member of the inspection team to follow up these points during the inspection. Please indicate briefly what needs to done in the space for comments.

  For example, although the school's behaviour policies are in place and consistently applied, you are aware that the governing body has no mechanism for checking that they are being pursued.

Does not apply to this school

- This means that the statutory requirement does not apply because the type of school, school category or the age of pupils means that the school is not included in the relevant statute.

  For example, there is no requirement to assess pupils in National Curriculum subjects in a nursery school.

Other areas for school self-audit

The areas in the second part of Form S3 are areas of effective management practice, but they are not statutory requirements. You are not expected to undertake the activities mentioned especially for this inspection, nor are you expected to undertake an audit of whether they are in place. You will, however, know the extent to which the management practices mentioned in this part of the form are implemented. You will also know what use you make of the outcomes of these monitoring and evaluation activities.

The purpose of this part of the form is to highlight where evidence of the school's own monitoring and evaluation processes can be found. There is no space for additional comments in this part of the form. You are invited to include any issues that arise in your statement in Form S4.

Using the headings

Fully in place

- This means that you are satisfied that your school has effective practice in the relevant area, which is consistently applied, and that the school makes good use of the outcomes of this monitoring and evaluation in planning development.

Partly in place

- This means that although your school has gone some way to developing monitoring and evaluation in the relevant area, further work needs to be done before you are completely satisfied with the processes and/or the use you make of the outcomes.

Not in place

- This means that although you might have plans to introduce monitoring and evaluation practice in the relevant area, you do not feel able to state that procedures are in place.

Guidance on completion of Form S4

The layout of Form S4 has been compressed so that you can conveniently see the headings grouped together. It is not designed to be completed by hand. Please use a word processor or the disk version.

If you are completing Form S4 using a word processor, please include all the main headings. If you are using the disc version, the headings are included automatically.

Destination of the headteacher's statement

The headteacher's statement (Form S4) is a communication between you (the headteacher), and the registered inspector. It will be copied, in confidence, to the inspection team so that each member has a clear understanding of your views before the inspection begins.

Your statement will *not* be stored electronically on OFSTED's database, and so it will not be possible to use its contents for analysis at a later date. A copy will be retained for 12 months after the inspection by the inspection contractor, as part of the evidence base for the inspection. After this period, it will be destroyed.

Why the headteacher's statement is important

The headteacher's statement has a number of purposes. Its primary function is to provide the registered inspector and other members of the inspection team with information about the school. It supplements the data gathered in Forms S1 and S2 with the school's view of itself through the eyes of the headteacher.

Your statement allows you to:

- present a personal view of the school, its characteristics and its pupils;

- tell the registered inspector about the school's own monitoring and evaluation processes;

- highlight the areas which you know are strengths and celebrate successes;

- indicate the areas where you know further development is needed;

- identify the school's most significant challenges and current priorities;

- explain how you are meeting the challenges and tackling these priorities;

- give a flavour of your management style and how it influences others;

- set out your thoughts about the direction the school is taking;

- show how the governing body makes its contribution to school.

Your statement also allows the registered inspector and other members of the inspection team to:

- get a good understanding of the school before the inspection;

- gain accurate, first-hand information;

- combine your professional views with documentary, and often quantitative, information about the school;

- raise questions to follow up during the inspection.

Writing your statement

You will want to write the statement in your own individual style. All we ask is that it is concisely written, to maximise its use by the inspection team.

It would be helpful if you could:

- summarise and refer to other documents which you will subsequently provide for the inspection team, rather than try to bring out the whole evidence in your statement;

- give pointers to other documentary evidence in the school that will not be part of the inspection documentation but which inspectors could consult in school during the inspection if they wished;

- focus on where the school is and where it is going, rather than try to explain the past.

**OFFICE FOR STANDARDS
IN EDUCATION**

PRE-INSPECTION COMMENTARY

An evaluative commentary on the pre-inspection evidence available to the inspection team, to be completed by the registered inspector in short and full inspections of all schools and made available to all members of the team before the inspection.

School

School URN

Inspection number

Dates of inspection

Type of inspection

Inspection contractor

Registered inspector

Registered inspector's OIN

PRE-INSPECTION COMMENTARY

In all inspections

Use this document to record: *a commentary on the school's characteristics to enable all members of the inspection team to have a clear understanding of the school before the inspection begins;*

an evaluation of the evidence available about the school, again to ensure that members of the inspection team are fully conversant with the school's performance and other aspects of the work of the school before the inspection;

initial hypotheses about the school to be tested during the inspection.

The commentary should draw on: *the PICSI;*

the school's previous inspection report;

the pre-inspection visit to the school;

the completed Forms S1–S4;

pre-inspection documentation provided by the school;

the evidence from the parents' questionnaire and the pre-inspection meeting for parents.

Numbering follows the numbering of the inspection schedule. The order of the pages, however, broadly follows that in the Record of Corporate Judgements.

Text entries should be concise, and indicate clearly where the detailed evidence for each judgement can be found, for example a reference to a completed evidence form or another documentary source. The evidence itself should not be included here.

Pre-inspection commentary on the characteristics of the school

Description, interpretation and evaluation, drawing on PICSI and other information.

Initial hypotheses and areas for further exploration.

Pre-inspection analysis of attainment

Evaluation drawing on performance data, indicating key stages or groups of pupils where relevant.

Pre-inspection analysis of attainment

Evaluation drawing on performance data, indicating key stages or groups of pupils where relevant.

Initial hypotheses and areas for further exploration.

What is the quality of teaching and what is its impact?

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

Pre-inspection analysis of pupils' responses to the school

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

What are the quality and range of the learning opportunities provided for pupils and students?

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

How well does the school cultivate pupils' personal development?

Evaluation drawing on available information.

Spiritual

Moral

Social

Cultural

Other

Initial hypotheses and areas for further exploration.

5 How well does the school care for its pupils and students?

How well are pupils' academic performance and welfare monitored and supported?

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

6 How well does the school work in partnership with parents?

How satisfied are parents with the school? How effective are the school's links with parents?

Evaluative commentary drawing on questionnaire returns and the parents' meeting.

Initial hypotheses and areas for further exploration.

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Evaluation drawing on available information.

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

How far has the school improved since its last inspection?

Evaluation drawing on overall improvements in the school's performance and in the issues for action identified in the previous inspection report, making use of performance data and information from the school.

Initial hypotheses and areas for further exploration.

On the evidence so far, what can be said about the overall effectiveness of the school?

Initial hypotheses about the overall effectiveness of the school, making use of all the pre-inspection evidence, and the main areas for further exploration during the inspection.

How effective are the features of the school specified for inspection?

Evaluation drawing on available information.

Initial hypotheses and areas for further exploration.

OFFICE FOR STANDARDS

IN EDUCATION

INSPECTION NOTEBOOK

An individual record of strengths, weaknesses and other judgements, to be completed during all full inspections of schools by each inspector.

Includes subject judgement recording form (JRF)

School

School URN

Inspection number

Dates of inspection

Type of inspection

Registered inspector

Registered inspector's OIN

Inspection contractor

Inspector

Inspector's OIN

Subject(s) covered
(if subject JRF(s) used)

INSPECTION NOTEBOOK

The inspection note book must be completed by all inspectors taking part in the full inspections of all schools. Its use in short inspections is optional. When used for the inspection of subjects, all questions and criteria should be taken to refer to the subject being inspected.

In all full inspections

Use this document to record: the strengths and weaknesses identified by individual inspectors on the basis of their evidence, indicating the sources of that evidence, in the sections of the inspection schedule as they relate to the subject or aspect inspected;

the main points about the subject and/or aspect to be given in feedback and/or brought to team meetings as a contribution to discussion leading to the team's corporate judgements;

draft paragraphs for inclusion in the inspection report;

grades for the judgement recording statements in the subjects inspected;

the extent and nature of the evidence base contributed by individual inspectors.

Numbering follows the numbering of the inspection schedule. The order of the pages, however, follows that in the Record of Corporate Judgements.

With the exception of draft paragraphs for the report, text entries should be concise, in note form and indicate where the detailed evidence for the judgement can be found. The evidence itself should not be included here.

*Each inspector, including the registered inspector, should complete one inspection notebook. This might cover more than one subject or aspect, depending on the inspector's deployment. Where more than one subject is covered, **a separate judgement recording form is needed for each subject inspected**; these should be appended to the back of the notebook.*

Where used optionally in short inspections

Use this document to record: the strengths and weaknesses identified by individual inspectors on the basis of their evidence, indicating the sources of that evidence, in the sections of the inspection schedule;

the main points to be brought to team meetings as contributions to discussions leading to the team's corporate judgements.

Pre-inspection analysis of attainment

Evaluation drawing on PICSI and other data, indicating groups of pupils and key stages where relevant and sources of evidence.

Initial hypotheses and areas for further exploration.

Pre-inspection analysis of other aspects of the subject

Evaluation of pre-inspection documentation, indicating groups of pupils and key stages where relevant and sources of evidence.

Initial hypotheses and areas for further exploration.

Classroom observations

Summary of lesson observation grades

EF No	Teacher's name or code	Year	Subject	Teaching	Learning	Attainment	Attitudes

What is the quality of teaching and what is its impact?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

What is the quality of teaching and what is its impact?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

What standards do pupils and students achieve in the work seen and are they high enough?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

How do pupils and students respond to the school?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

What are the quality and range of the learning opportunities provided for pupils and students?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

How does the school cultivate pupils' personal development?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

Spiritual

Moral

Social

Cultural

Other

5 How well does the school care for its pupils and students?

How well are pupils' academic performance and welfare monitored and supported?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

How effective are the school's links with parents?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

How far has the school improved since the last inspection?

Strengths (S) and weaknesses (W) from the inspection, indicating groups of pupils and key stages where relevant, and an overall evaluation.

Sources of evidence

Other judgements or views

Sources of evidence

Main points for team meetings and feedback sessions

What are the school's main strengths and weaknesses?

Summary strengths from other pages, indicating groups of pupils and key stages where relevant.

What the school does well   *Reference*

Main points for team meetings and feedback sessions

What are the school's main strengths and weaknesses?

Summary weaknesses from other pages, indicating groups of pupils and key stages where relevant.

What could be improved   *Reference*

TO BE USED FOR SUBJECTS AND ASPECTS IN FULL INSPECTIONS ONLY

Draft paragraph(s) for the report

TO BE USED FOR SUBJECTS IN FULL INSPECTIONS ONLY

JUDGEMENT RECORDING FORM – SUBJECT:		1/4

For each subject judgement recording statement:

use grades: 1-7   *as indicated in the table below;*

                       0   *if there is insufficient evidence to form a judgement;*

                       8   *if the judgement recording statement does not apply to the school.*

Grade 1	Excellent			
Grade 2	Very good	Favourable	Well above average	Promotes very high standards and quality
Grade 3	Good			
Grade 4	Satisfactory	Broadly typical	Average	Promotes sound standards and quality
Grade 5	Unsatisfactory			
Grade 6	Poor	Unfavourable	Well below average	Promotes very low standards and quality
Grade 7	Very poor			

Where grades are required for each key stage, they should be entered only for the key stages in which the school has pupils (boxes for all other key stages should be left blank).

1   How much has the subject improved?

Grades 1–7 for	School

1D   Improvement since the last inspection

2   How high are standards?

Grades 1–7 for	U5s	KS1	KS2	KS3	KS4	Post-16	School
2A Standards of work seen							
2B How well pupils achieve							
2C Attitudes to the subject							
2D Behaviour							
2E Personal development and relationships							
2.4 Progress made by pupils with SEN							
2.5 Progress made by pupils with EAL							
2.6 Progress made by gifted and talented pupils							

TO BE USED FOR SUBJECTS IN FULL INSPECTIONS ONLY

JUDGEMENT RECORDING FORM – SUBJECT:		2/4

3   How well are pupils taught?

Grades 1 –7 for	U5s	KS1	KS2	KS3	KS4	Post-16	School
3A *Teaching*							
3.1 *Teachers' knowledge and understanding*							
3.2 *Teaching of basic skills*							
3.3 *Effectiveness of teachers' planning*							
3.4 *Teachers' expectations*							
3.5 *Effectiveness of teaching methods*							
3.6 *Management of pupils*							
3.7 *Use of time, support staff and resources*							
3.8 *Quality and use of ongoing assessment*							
3.9 *Use of homework*							
3B *Learning*							
3.10 *Acquisition of skills, knowledge and understanding*							
3.11 *Pupils' intellectual, physical or creative effort*							
3.12 *Productivity and pace of working*							
3.13 *Pupils' interest, concentration and independence*							
3.14 *Pupils' self-knowledge of their learning*							
3.15 *How well pupils with SEN learn*							
3.16 *How well pupils with EAL learn*							

4   How good are curricular and other opportunities?

Grades 1 –7 for	U5s	KS1	KS2	KS3	KS4	Post-16	School
4A *The quality and range of learning opportunities*							
4B *Appropriate statutory curriculum in place*							
4C *Contribution of the subject to pupils' personal, including SMSC, development*							
4.1 *Breadth, balance and relevance of the subject curriculum*							
4.2 *Provision for pupils with special educational needs*							
4.6 *Equality of access and opportunity*							

TO BE USED FOR SUBJECTS IN FULL INSPECTIONS ONLY

JUDGEMENT RECORDING FORM – SUBJECT:		3/4

5 How well does the school look after its pupils?

	Grades 1 –7 for	School
5B	*Monitoring of pupils' subject performance*	
5.4	*Procedures for assessing pupils' attainment and progress*	
5.5	*Use of assessment information to guide curricular planning*	

7 How well is the subject led and managed?

	Grades 1 –7 for	School
7A	*Leadership and management in the subject*	
7C	*Monitoring and evaluation of the subject's performance and taking effective action*	
7D	*The strategic use of resources for the subject*	
7F	*Adequacy of staffing, accommodation and learning resources*	
7.1	*Leadership ensures clear educational direction*	
7.2	*Reflection of the school's aims and values in the work of the subject*	
7.7	*The monitoring, evaluation and development of teaching in the subject*	
7.9	*The appropriateness of the school's priorities for development in the subject*	
7.10	*The action taken to meet the school's targets for the subject*	
7.11	*Shared commitment to improvement of the subject and capacity to succeed*	
7.14	*Effectiveness of the subject's use of new technology*	
7.16	*Match of teachers and support staff to the demands of the subject curriculum*	
7.17	*Adequacy of accommodation*	
7.18	*Adequacy of learning resources*	

TO BE USED FOR SUBJECTS IN FULL INSPECTIONS ONLY

JUDGEMENT RECORDING FORM – SUBJECT:		4/4

Does the report contain evidence of significant variation in any of the following?

Grades Y (yes), N (no) or 8 (not applicable)	School

P1	The attainment of girls and boys	
P2	The attainment or progress of pupils of different minority ethnic backgrounds, including Travellers and refugees	
P3	Learning by different groups of pupils	

Does the report contain evidence of non-compliance with any of the following statutory requirements?

Grades Y (yes), N (no) or 8 (not applicable)	School

P4	The National Curriculum (or the locally agreed syllabus in the case of RE)	
P8	Health or safety requirements	

TO BE USED IN FULL INSPECTIONS ONLY

Summary of the extent and range of inspection evidence gathered

Time in hours spent observing teaching and analysing pupils' work in each key stage

U5s	KS1	KS2	KS3	KS4	Post-16	Total

Overall time in hours spent gathering first-hand evidence	Total

Summary of the range and extent of discussion with pupils and staff, of written and other work seen, and of any other significant evidence:

**OFFICE FOR STANDARDS
IN EDUCATION**

RECORD OF CORPORATE JUDGEMENTS

A record of corporate judgements made by the inspection team during short and full inspections of all schools, to be completed by the registered inspector.

Includes school judgement recording form (JRF)

School	
School URN	
Inspection number	
Dates of inspection	
Type of inspection	
Inspection contractor	
Registered inspector	
Registered inspector's OIN	

RECORD OF CORPORATE JUDGEMENTS

Use this document to record: *the main strengths and weaknesses identified by the inspection team, indicating sources of evidence, in each section of the inspection schedule;*

the strengths and weaknesses identified by the inspection team, indicating sources of evidence, in its evaluation of the issues noted in the pre-inspection commentary;

grades for each section of the inspection schedule, referring to the schedule and guidance for a full interpretation of the abbreviated criteria given here;

the overall strengths and weaknesses of the school agreed by the inspection team, and the improvements the school needs to make;

the team's evaluation of the overall effectiveness of the school;

the team's decisions about whether the school requires special measures, has serious weaknesses or is underachieving;

the evidence base for the inspection.

Numbering follows the numbering of the inspection schedule. The order of the pages, however, is designed to help inspection teams by suggesting an order in which they might make corporate judgements.

Text entries should be concise, in note form and indicate where the detailed evidence for the judgement can be found. The evidence itself should not be included here.

References to pupils include students where applicable.

For each school judgement recording statement:

use grades: *1–7*   *as indicated in the table below;*

0   *if there is insufficient evidence to form a judgement; or*

8   *if the judgement recording statement does not apply to the school.*

Grade 1	Excellent			
Grade 2	Very good	Favourable	Well above average	Promotes very high standards and quality
Grade 3	Good			
Grade 4	Satisfactory	Broadly typical	Average	Promotes sound standards and quality
Grade 5	Unsatisfactory			
Grade 6	Poor	Unfavourable	Well below average	Promotes very low standards and quality
Grade 7	Very poor			

Where grades are required for each key stage, they should be entered only for the key stages in which the school has pupils (boxes for all other key stages should be left blank).

Grades for judgement recording statements printed in bold type (usually the upper group on each page) are to be completed in all inspections. *Those printed in italic type (usually the lower group on each page) must be completed in full inspections, but may also be used in short inspections, especially where particular strengths or weaknesses have been identified.*

What do assessment and other performance data tell us about standards in the school?

Main strengths and weaknesses from the pre-inspection commentary, indicating subjects, groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

What is the quality of teaching and what is its impact?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence.

Strengths   *Sources of evidence*

Weaknesses

3 How well are pupils and students taught?   Teaching and learning

What is the quality of teaching and what is its impact?

Overall evaluation of teaching and learning, indicating groups of pupils and key stages where relevant.

Overall evaluation

Grades 1–7 for	U5s	KS1	KS2	KS3	KS4	Post-16		School
3A Teaching								
3.1 Teachers' knowledge and understanding								
3.2 Teaching of basic skills								
3.3 Effectiveness of teachers' planning								
3.4 Teachers' expectations								
3.5 Effectiveness of teaching methods								
3.6 Management of pupils								
3.7 Use of time, support staff and resources								
3.8 Quality and use of ongoing assessment								
3.9 Use of homework								
3B Learning								
3.10 Acquisition of skills, knowledge and understanding								
3.11 Pupils' intellectual, physical or creative effort								
3.12 Productivity and pace of working								
3.13 Pupils' interest, concentration and independence								
3.14 Pupils' own knowledge of their learning								
3.15 How well pupils with SEN learn								
3.16 How well pupils with EAL learn								

What standards do pupils and students achieve in the work seen and are they high enough?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	U5s	KS1	KS2	KS3	KS4	Post-16		School
2A **Standards of work seen**								
2B **How well pupils achieve**								
2.1 *Attainment in English*								
2.2 *Attainment in mathematics*								
2.3 *Attainment in science*								
2.4 *Progress made by pupils with SEN*								
2.5 *Progress made by pupils with EAL*								
2.6 *Progress made by gifted and talented pupils*								

How do pupils and students respond to the school?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	School
2C **Attitudes to the school**	
2D **Behaviour, including the incidence of exclusions**	
2E **Personal development and relationships**	
2F **Attendance**	
2.7 *Enthusiasm for school*	
2.8 *Interest and involvement in activities*	
2.9 *Behaviour*	
2.10 *Absence of oppressive behaviour, including bullying, sexism and racism*	
2.11 *Pupils' understanding of the impact of their actions on others*	
2.12 *Respect for feelings, values and beliefs*	
2.13 *Initiative and personal responsibility*	
2.14 *Relationships*	

4 How good are curricular and other opportunities?   **Learning opportunities**

What are the quality and range of the learning opportunities provided for pupils and students?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	U5s	KS1	KS2	KS3	KS4	Post-16		School
4A	**The quality and range of learning opportunities**								
4B	**Appropriate statutory curriculum in place**								
4.1	*Breadth, balance and relevance of the whole curriculum*								
4.2	*Provision for pupils with special educational needs*								
4.3	*Effectiveness of strategies for teaching literacy skills*								
4.4	*Effectiveness of strategies for teaching numeracy skills*								
4.5	*Provision for extra-curricular activities*								
4.6	*Equality of access and opportunity*								
4.7	*Provision for personal, social and health education*								
4.8	*Careers and vocational education (SEC only)*								
4.9	*Contribution of the community to pupils' learning*								
4.10	*Constructiveness of relationships with partner institutions*								

How well does the school cultivate pupils' personal development?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	School
4C **Provision for personal, including SMSC, development**	
4.11 *Provision for pupils' spiritual development*	
4.12 *Provision for pupils' moral development*	
4.13 *Provision for pupils' social development*	
4.14 *Provision for pupils' cultural development*	

5 How well does the school care for its pupils and students?

How well are pupils' academic performance and welfare monitored and supported?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	School
5A **Procedures for child protection and for ensuring pupils' welfare**	
5B *Monitoring of pupils' academic performance and personal development*	
5C *Educational and personal support and guidance for pupils*	
5.1 *Procedures for monitoring and improving attendance*	
5.2 *Procedures for monitoring and promoting good behaviour*	
5.3 *Procedures for monitoring and eliminating oppressive behaviour*	
5.4 *Procedures for assessing pupils' attainment and progress*	
5.5 *Use of assessment information to guide curricular planning*	
5.6 *Procedures for monitoring and supporting pupils' academic progress*	
5.7 *Procedures for monitoring and supporting pupils' personal development*	
5.8 *Day / residential provision (where relevant or as outlined in statements of SEN)*	

6 How well does the school work in partnership with parents?

How effective are the school's links with parents?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	School
6A Parents' views of the school	
6B *The effectiveness of the school's links with parents*	
6C *The impact of parents' involvement on the work of the school*	
6.1 *The quality of information provided for parents, particularly about pupils' progress*	
6.2 *Contribution of parents to children's learning at school and at home*	

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

7 How well is the school led and managed?

How effectively do the leadership and management of the school contribute to pupils' achievements?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Overall evaluation

Grades 1–7 for		School
7A	**The leadership and management of the head teacher and key staff**	
7B	**The effectiveness of the governing body in fulfilling its responsibilities**	
7C	**Monitoring and evaluation of the school's performance and taking effective action**	
7D	**Strategic use of resources, including specific grant and other funding**	
7E	**The extent to which the principles of best value are applied**	
7F	*Adequacy of staffing, accommodation and learning resources*	
7.1	*Leadership ensures clear educational direction*	
7.2	*Reflection of the school's aims and values in its work*	
7.3	*Delegation and the contribution of staff with management responsibilities*	
7.4	*Effectiveness of governing body in fulfilling statutory duties*	
7.5	*Governors' role in shaping the direction of the school*	
7.6	*Governors' understanding of the strengths and weaknesses of the school*	
7.7	*The monitoring, evaluation and development of teaching*	
7.8	*The school's strategy for appraisal and performance management*	
7.9	*The appropriateness of the school's priorities for development*	
7.10	*The action taken to meet the school's targets*	
7.11	*Shared commitment to improvement and capacity to succeed*	
7.12	*Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers*	
7.13	*Educational priorities are supported through the school's financial planning*	
7.14	*Effectiveness of the school's use of new technology*	
7.15	*Specific grant is used effectively for its designated purpose(s)*	
7.16	*Match of teachers and support staff to the demands of the curriculum*	
7.17	*Adequacy of accommodation*	
7.18	*Adequacy of learning resources*	

What are the characteristics of the school?

Draft statements about the nature, context and intake of the school, agreed by the inspection team, for inclusion in the inspection report.

Characteristics of the school

Grades 1–7 for	School

1A   **The school's socio-economic circumstances**

1B   **Pupils' attainment on entry**

How far has the school improved since its last inspection?

Evaluation drawing on overall improvements in performance as well as improvements in areas identified in the previous inspection report, indicating sources of evidence, and an overall evaluation.

Evaluation of improvements in performance   *Sources of evidence*

Improvements in areas identified in the previous inspection report

Overall evaluation

Grades 1–7 for	School

1D   Improvement since the last inspection

What does the school do well? What could be improved?

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, for inclusion in the main findings and summary report.

What the school does well   *Sources of evidence*

What could be improved

1 What sort of school is it?

What is the overall effectiveness of the school?

Overall evaluation and draft statements about the school's overall effectiveness, agreed by the inspection team, for inclusion in the main findings and summary report.

Overall effectiveness

Grades 1–7 for	Post-16	School

1C   **Overall effectiveness of the school**

1E   **Value for money provided by the school**

1F   **Cost effectiveness of post-16 provision** *(schools with sixth forms only)*

What improvements does the school need to make?

The main development points, developed from the list of areas which could be improved.

Draft issues for action

Minor issues (full inspections only)

How effective are the features of the school specified for inspection

Main strengths and weaknesses, indicating groups of pupils and key stages where relevant and sources of evidence, and an overall evaluation.

Strengths   *Sources of evidence*

Weaknesses

Overall evaluation

Grades 1–7 for	School

9 **Overall effectiveness of this feature**

9.1

9.2

9.3

Other judgement recording statements

Does the report contain evidence of significant variation in any of the following?

Grades Y (yes), N (no) or 8 (not applicable) for	School

P1   **The attainment of girls and boys**

P2   **The attainment or progress of pupils of different minority ethnic backgrounds, including Travellers and refugees**

P3   **Learning by different groups of pupils**

Does the report contain evidence of non-compliance with any of the following statutory requirements?

Grades Y (yes), N (no),or 8 (not applicable) for	School

P4   **The National Curriculum**

P5   **Religious education for all pupils, other than those withdrawn by parents**

P6   **Sex education**

P7   **Daily collective worship for all pupils, other than those withdrawn by parents**

P8   **Health or safety requirements**

P9   **Any other statutory requirements**

Does the report contain evidence of concern about the following?

Grades Y (yes) or N (no) for	School

P10   **The safety, care and protection of pupils**

Similar school comparisons included in the inspection report

Indicate here the similar school comparison grades A*–E* included in the inspection report and, if they are different from those in the PICSI or omitted (enter X), give the main reasons for changing or omitting them.

Grades A*–E*, X or 8 (not applicable) for	KS1	KS2	KS3	KS4

P11   **Similar school comparisons**   Reading   English   KS3 tests   GCSE exams

Writing   Mathematics   (all core)   (point score)

Mathematics   Science

The reasons for changes of grade(s) are:

1

2

3

4

Special measures, serious weaknesses and underachieving schools

Special measures

I am of the opinion that special measures are required in relation to this school, since it is failing/likely to fail to give its pupils an acceptable standard of education.

Yes ☐   **No** ☐

The reasons for this opinion are:

1

2

3

4

Serious weaknesses

I am of the opinion that this is a school with serious weaknesses, although it provides an acceptable standard of education.

Yes ☐   **No** ☐

The reasons for this opinion are:

1

2

3

4

Underachieving schools

Taking into account pupils' attainment, I am of the opinion that this is an underachieving school, although it provides an acceptable standard of education.

Yes ☐   **No** ☐

The reasons for this opinion are:

1

2

3

4

Summary of the extent and range of inspection evidence

Time in hours spent observing teaching in each key stage

U5s	KS1	KS2	KS3	KS4	Post-16	Total

Overall time in hours spent gathering first-hand evidence

Total

Summary of the range and extent of discussion with pupils and staff, of written and other work seen, and of any other significant evidence: