



LCOGS

Guidance for Headteachers on the content and presentation of the Headteacher's Report to Governors

February 2012

1. Legal Context and purpose of reports

The current Headteachers' Professional Standards confirm that headteachers are *"legally and contractually accountable to the governing body for the school, its environment and all its work"*. The Terms of Reference Regulations 2000 require headteachers to *"report at least once every school year to the governing body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set."*

Clearly an annual report is insufficient to provide a governing body with the information it needs to fulfil its functions. The School Teachers' Pay and Conditions Document states (54.2) *that a headteacher's duties must be carried out in accordance with any rules, regulations or policies made by the governing body and for which they are responsible*. So it is for each governing body to agree with the head the frequency and format of headteachers' reports.

The headteacher's report serves two main purposes:

- i) it provides much of the information which a governing body needs to fulfil its functions, in particular its responsibility under the 2002 Education Act for promoting high standards of educational achievement;
- ii) it is one way in which the headteacher accounts to the governing body for providing vision, leadership and direction for the school and ensuring that it is managed and organised to meet its aims and targets.

Headteacher reports also give an opportunity to promote excellent practice, and ensure governors are able to recognise achievement and examine priorities.

The 2011 Ofsted report "School Governance, Learning from the Best" examined the characteristics of outstanding governing and concluded that among other things effective governing bodies:

- are given high-quality, accurate information, focused on pupil achievement
- systematically monitor their school's progress towards meeting development targets
- consistently ask for more information, explanation or clarification
- take and support hard decisions in the interest of pupils
- back proposals for staff changes when they are necessary
- promote honest self-evaluation
- have governors who come to meetings well prepared and with pertinent questions, ready to provide constructive challenge

Headteacher reports are the key vehicles for accountability, so that governors are engaged in a supportive, critical and dynamic relationship. This framework seeks to help shared school leadership and management. It is not intended to be prescriptive, and has been produced in consultation with headteachers, governors and Governor Development Advisers. Account has been taken of current statutory requirements.

2. Basic principles

A number of principles can be applied in constructing Headteacher reports.

- The key focus needs to be upon monitoring and evaluating information to assess school effectiveness, particularly in relation to those strategic elements that governors need to reflect upon;
- Reporting arrangements and content should be the result of negotiation and agreement. Clear objectives should be established, and reporting and content should be related to the governing body's working structures. It is for Governors to determine such information they wish to receive regularly to enable the governing body to fulfill its responsibilities;
- There needs to be a robust evaluation of everything which has taken place. This means asking questions such as “Have actions made a difference? Are we clear what that difference is and how it supports improved performance of the school? What is the evidence of improvements in pupils' learning?”
- The report should contain evidence of impact wherever possible;
- Performance data about the school should show some context in terms of how it compares with similar schools. Governors should be able to judge the progress the school is or is not making; to examine trends over time; and to compare the school's performance with similar schools;
- The report should have a forward focus. Currently many reports are a reflective process reporting on what has already happened. As a consequence, whilst it might be an interesting record, governors are unable to influence / contribute to what has passed. With a forward looking report governors can both plan their work and better support the activities within the school. This in turn will enable them to monitor and evaluate more effectively and be better placed to make sound decisions;
- Having considered the progress that has been made, the report should indicate what has to happen next in order to maximise the attainment and progress of pupils;

- The Report should complement, not duplicate, feedback from committees;
- The report should help the governing body to keep up to date with local and national legislation and policy developments;
- The report should be well structured, set out with clearly numbered and /or headed paragraphs for ease of use and reference;
- Jargon and acronyms should be avoided, or at least explained on first use.

3. Additional Advice for Headteachers

- Some governing bodies may find it effective to share more detailed information at committee level;
- The use of appendices in order to thin down the body of the report is helpful. Many of these appendices can have a standardised format, which just needs detail/data to update. This will assist in the monitoring process, offering easily accessible stand alone information;
- Some information could be shown as charts or appendices. It is often easier to read a graph than a set of figures;
- The tone should be business-like, friendly yet formal;
- Make use of other opportunities to share information e.g. newsletters;
- Delegate wherever possible;
- Circulate the report at least seven days in advance of the meeting so that governors can pre-read;
- At the meeting, do not read the report – just highlight the salient points previously selected;
- Encourage someone else to take part of the report, e.g. a member of the Senior Leadership Team;
- Encourage governors to respond to the points raised and ensure the discussion is minuted. This will ensure an auditable trail.

4. Additional Advice for Governors

- Consider when in the meeting the report should be presented. Some Governing Bodies prefer it to be near the beginning of the agenda, whilst others prefer it to follow Committee Reports;
- Governors should not make unreasonable demands in terms of report content;
- Governors should give advance notice of questions they wish to ask, if a detailed answer is required;
- Governors with monitoring responsibility should report as part of the discussion arising from the report.

5. Suggested format for the report

There are different elements that need to be included within a Headteacher's report. Every Headteacher will have a different style and there are different ways of writing. This guidance is not intended to have all reports cloned in the same way. The following format takes the OfSTED key judgments in the OfSTED Framework 2012 as its main structure. It is suggested that there should be additional introductory section to set the school's context.

HEADTEACHER'S REPORT

OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
<p>Achievement and progress</p>	<p>Achievement against targets</p> <ul style="list-style-type: none"> • Baseline entry of pupils • Extent and impact of targeted interventions • Percentage of pupils on track • Target setting as appropriate • Key issues from RaiseOnline • Outcomes from pupil progress reviews - trends <p>Inclusion</p> <p>SEN – numbers split into stages (statemented, school action, school action plus),</p>	<p>Analysis of SAT scores / public examination results with authority / national comparative data and trends over say three years. Include value added analysis of results where possible across key stages.</p> <p>Impact of any changes in school roll – admissions, leavers, class organisations, projected numbers, mobility trends, leavers</p>		<p>Pupil attendance data with local and national comparisons and trends over 3 years</p> <p>Pupil exclusion data, by type, gender and ethnic group and with comparative data / trends (may be termly in secondary schools)</p> <p>Complaints monitoring - a summary</p> <p>Term dates</p>	<p>External feedback</p> <ul style="list-style-type: none"> • OfSTED feedback • progress since last OFSTED inspection and state of readiness for next inspection. <p>Outcomes from non-statutory tests?</p>

	<p>% , external help required, changes in profile, implications for school</p> <p>Progress on any underachieving groups within the school</p> <p>Report on progress of pupils with learning difficulties and disabilities.</p> <p>Pupil outcomes</p> <p>KS Results/progress targets</p> <p>Attendance</p> <p>FSM, EAL, SEN, LAC, G&T, Gender and ethnicity</p> <p>Attainment in other areas</p> <p>Monitoring / Predicted</p>	<p>destinations.</p> <p>Attendance – disaggregate where possible by class, gender, year, authorised, unauthorised absence, any significant trends, reasons for changes? Impact on learning.</p> <p>Numbers of children in each class showing split between boys and girls</p> <p>Ethnicity profile</p> <p>Percentage of children taking FSM, number entitled to FSM</p> <p>Any targets that need to be set?</p>		<p>School roll</p>	
--	--	---	--	--------------------	--

	performance against targets				
OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Quality of teaching	<p>Quality of teaching – who does monitoring and what support is offered to ensure teaching is outstanding. Percentage / number of lessons outstanding, good, satisfactory or inadequate. Provide some indication of movement over time, as well as arrangements put in place to improve quality of teaching.</p> <p>% satisfactory and good teaching</p> <p>Review of support staff allocations</p>				Report on any changes in teaching and learning policy and practice:

	<p>and focus</p> <p>Review of assessment systems</p> <p>Report on initiatives and events held to inform parents and carers about their child's progress and attainment, attitudes and behaviour and home learning needs.</p>				
OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Leadership and management	<p>Extent to which School Improvement Plan has been implemented</p> <p>(a) SEF changes with commentary on any</p>	<p>Performance Management:</p> <ul style="list-style-type: none"> • Summary of targets and progress • report on the operation of the performance management 			<p>Government / DCFS updates - particularly statutory which impact on the school and governing body responsibilities - e.g new Ofsted requirements /changes, Overseas</p>

	<p>changes / new information / significance / impact / proposals to address any issues / emerging issues</p> <p>(b) Progress on School Development Plan with commentary on progress in achieving objectives / significance / impact / actions and proposals to address any issues / emerging issues for inclusion next year</p> <p>Monitoring and Evaluation</p>	<p>policy, the effectiveness of the policy, teachers' training and development needs with commentary on any significance / impact on teaching and learning / budget / actions and proposals to address any issues.</p>			<p>Trained Teacher regulations and how the school is introducing and managing these.</p> <p>Staff capacity - changes to leadership and management, succession planning, staffing changes, evidence of impact of CPD on staff and learners, staff absence</p> <p>Views of and outcomes from any surveys of learners, parents/carers, staff and other stakeholders and examples of action taken based on their views</p> <p>Consideration of change of school</p>
--	--	--	--	--	--

	outcomes Governance - development needs, SLT roles, GB effectiveness				status
OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Behaviour and safety	<p>General</p> <ul style="list-style-type: none"> • Child protection • Safeguarding issues • Child Protection training – Bichard • Changes in arrangements, designated staff. <p>Physical Health and safety</p> <ul style="list-style-type: none"> • Reportable accidents - trends and reviews of risk assessments • evaluating the impact of new equipment <p>Report on</p>	<p>Report on initiatives to provide guidance to and support for pupils:</p> <ul style="list-style-type: none"> • Pastoral • Safeguarding • Child protection • Health and Safety 	<p>Report on initiatives to promote pupils' enjoyment of school:</p> <ul style="list-style-type: none"> • Curriculum developments • Attendance • SMSC 	<p>Report on initiatives to promote healthy lifestyles</p>	<ul style="list-style-type: none"> • Safeguarding annual report (see appendix A) <p>Personal development and wellbeing</p> <ul style="list-style-type: none"> • No of children with behaviour support plan • Summary of exclusions and key reasons • Racist incidents, incidences of bullying – what forms of action taken?

	<p>initiatives to promote pupil safety and report on:</p> <ul style="list-style-type: none"> • Bullying • Racist incidents <p>Report on opportunities for pupils to contribute to school and community</p> <p>Report on Children in Public Care</p> <p>Safeguarding status</p>				<ul style="list-style-type: none"> • Use of specific support programmes – number of children involved, impact / success criteria. • Behaviour management issues <p>Approval of school visits with commentary on significance / impact / actions and proposals to address any issues.</p>
	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Resources	<p>Current financial position with commentary as appropriate – variations, virements required. Detailed budget statement and</p>	<p>Staffing structure for the year</p> <p>Review of risk assessments – ensuring the process for risk assessments is</p>	<p>Final budget spending, explain variations, priorities for new budget and links to</p>		<p>H&S audit</p> <p>Fire safety reports, Accessibility survey, Building projects</p> <p>Site management</p>

	<p>expenditure analysis sheets may be useful.</p> <p>To what extent are resources aligned to curricular objectives?</p> <p>How has the school applied best value?</p> <p>Progress towards any bidding for funds, major expenditures planned or needed.</p> <p>Any issues over the adequacy and effectiveness of financial controls?</p> <p>Premises - maintenance and development issues. Security / health and safety issues?</p> <p>Significance / impact on teaching</p>	<p>in place and being completed</p>	<p>plans</p> <p>Agreement of budget for forthcoming year.</p> <p>Long term trend in numbers , implications for future budgets and staffing</p>		<p>Maintenance</p> <p>H&S policy compliance</p> <p>Major works progress</p> <p>Impact of any cluster or collaborative projects with other schools</p>
--	---	-------------------------------------	--	--	---

	<p>and learning / actions and proposals to address any issues.</p> <p>Personnel - How staff are managed, organised and developed, including teaching and non-teaching. Any issues around staff training & development.</p> <p>Recruitment and retention – appointments, leavers. Changes in allocation of responsibility with commentary on significance / impact on teaching and learning / actions and proposals to address any issues.</p>				
--	---	--	--	--	--

	Progress of the Performance Management cycle. Staff development undertaken – concentrate on how individual development has resulted in practical changes for the life of the school, how does staff development relate to priorities?				
	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Curriculum	Report on any policy developments or new initiatives <ul style="list-style-type: none"> • Outcomes of curriculum audits or reviews • Extra-curricular opportunities 		Delivery of SEN and code of practice, link to inclusion, arrangements for pupils with disabilities.		Subject and whole school policies (as per policy review schedule). Relevant curriculum assessments and tests and/or secondary exam results; Curriculum innovations / special

					<p>events – describe impact on learning</p> <p>Curriculum development plans</p> <p>Outcomes of reviews of curricular areas</p>
	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
School Life	<p><i>Parental engagement</i></p> <p>Any issues raised by parents? How have these been dealt with? Implications for the school?</p> <p>Report on parental complaints and outcomes of actions</p> <p>Extent of parental</p>	<p>General</p> <p>Leavers destinations</p> <p>School visits and journeys - numbers of visits, purpose, numbers of pupils involved (not detail of each visit) plus something on key organisational lessons learnt.</p>	<p><i>Pupil Health</i></p> <p>Sex and relationships education</p> <p>Healthy Eating – school dinners, obesity level, actions undertaken</p> <p>Pupils welfare and guidance;</p> <p>Pastoral issues;</p>	<p><i>Contributing to the wider community</i></p> <p>Extended school provision</p> <p>School newsletters</p> <p>Voluntary and community engagement – community cohesion</p> <p>Friends/PTA</p>	

	<p>involvement – how have parents been involved this term? Special events? What lessons learnt</p> <p>Home school links (visiting policy, systems for reporting to parents, communications with parents)</p>		<p>Access to appropriate external agencies, i.e. CAMHS</p>	<p>links/functions</p> <p>Community links and use of facilities</p> <p>Summary of key visitors to the school over previous year (but beware of falling into the trap of long listings!)</p>	
--	--	--	--	---	--

PART II – CONFIDENTIAL (as and when)

Part II allows you to report on sensitive and confidential issues, and should be used only in exceptional circumstances to provide information which needs to be withheld from wider circulation or public availability in a Freedom of Information request. Any item which refers to individual employees, prospective employees, pupils, contracts or major finance issues should be included in this section. To avoid prejudicing any potential capability / disciplinary appeal, the report should not identify individuals, nor give details of any current or potential capability / disciplinary pupil exclusion or SEN issues.

6. Questions that Governors may ask with regard to the report

In order for the Governing Body to fulfil its function, Governors should be encouraged to ask questions. This is a list of suggested general questions:

- How do you know that?
- How / why did you come to that decision?
- What other possibilities did you consider?
- Why did you decide on this course of action?
- What can we do to change/ improve the situation?
- What evidence do you have for that?
- What do you expect the outcomes to be?
- What can we do to support this initiative?
- How do we compare to similar schools nationally / in the borough?
- What measures do you plan to put in place to make a difference?
- How do these results compare to last year?
- How long before you expect these initiative / measures to make a difference?
- How have parents / staff responded to these new arrangements?
- When will you be reviewing this initiative?
- How will this affect our contingency?
- Have actions made a difference?
- Are we clear what that difference is and how it supports improved performance of the school?
- What is the evidence of improvements in pupils' learning?"

Some Headteachers include prompt questions in their reports to encourage debate.

©2012 London Co-ordinators of Governor Services (LCOGS)

With special thanks to Sarah Beaumont (London Borough of Barnet), Steve Cleary (London Borough of Southwark), Ann Foster (London Borough of Westminster) and Lineth Allen (London Borough of Lewisham).

Name of School:

Annual Report to Governing Body on Safeguarding Children - Date:

This document provides a report to the Governing Body on safeguarding practice that enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

This report is for the period to

N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Author:

Name of Designated Senior Person:

Deputy Designated Officer:

Name of Nominated Governor (if applicable):

Summary of Safeguarding Training

- *Designated senior persons must undertake training consistent with local Area Child Protection Committee guidelines*. Training must be updated every two years.*
- *Teaching and other staff should have training updated every 3 years.*

Staff	Number	Initial Y/N	Provider	Refresher Y/N	Provider
Designated officer(s)					
Headteacher					
Nominated governor					
Governing body					
Teaching staff					
Teaching assistants					
Mid day supervisors					
Administrative staff					

Care taking and cleaning					
Technicians					
Volunteers					

Names of those who have undertaken training in safe recruitment:

Additional training undertaken by Designated Senior Person (e.g. Local ACPC* courses):

Report on induction of new staff in safeguarding policy and procedures

(c) Staff	Numbers	Safeguarding induction given Y/N	Initial training Y/N
Teachers			
Governors			
Support			

*Local Children's Safeguarding Boards will replace ACPCs from April 2006

Policies and other documents relating to safeguarding

Policies and/or procedures for Safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour management		
Child Protection		
Departmental statements on safeguarding (Secondary Schools)		
Drugs and Substance Misuse		
Equal Opportunities		
Extended school/before and after school activities		
First Aid (<i>including management of medical conditions, intimate care</i>)		
Health and Safety (<i>including school security</i>)		
Management of allegations against staff		
PSHE curriculum		
Racial Equality		
Recruitment and selection		
Safeguarding statement in school prospectus		
Sex Education		
Staff Handbook - guidance on conduct		
Use of Force and Restraint (<i>Physical Intervention</i>)		
Use of photographs/video		
Whistle blowing		

Work placement		

Number of referrals made:

Categories:

	Number	No. Case conferences	No. attended	No. reports submitted
Physical				
Sexual				
Emotional				
Neglect				

Number of pupils on Child Protection Register:

Number of Looked After Children:

Number of allegations made against staff:

Other Comments on safeguarding issues and actions to be taken: