BARNET
LONDON BOROUGH

THE REPORT OF THE HEADTEACHER TO GOVERNORS

November 2012

Schools and Learning

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. Confidentiality

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.

Please bear in mind that your headteacher's report is also a public document and can be asked for. Do not include confidential items in part I.

In order to comply with the School Government Regulation 24(2) concerning confidentiality, the report should be divided in order that Part II (confidential items) is separate.

5. The Governor's role

The role of the governing body, as defined in the 1998 School Standards and Framework Act, has three strands:

- taking a Strategic View
- acting as a Critical Friend and
- ensuring Accountability.

The report should be one of the most effective sources of monitoring evidence that governors receive. The information provided should give governors relevant and timely updates on key school issues and encourage them to ask challenging questions.

An effective report will lead governors on a predominantly strategic pathway, assisting them in fulfilling a vital strand of their statutory responsibilities.

School improvement should drive the agenda for the report. With self evaluation at the heart of school improvement and not just being central to the Ofsted framework, ensuring governors are updated on issues will serve them well in providing an understanding of the school's strengths and weaknesses. The report is not a substitute for full governor involvement in the school's strategic leadership, which comes from robust debate at full governing body meetings and rigorous questioning through appropriate committee structures

Headteachers' Reports to Governors - suggestions for inclusion

The following are suggestions for inclusion in the headteacher's report. Please note that many of the items might already be covered elsewhere eg in the SDP / support plan update or in reports from committees. The report could cross reference sections in the SEF or SDP

Termly

School Development Plan / Support Plan priorities update
with commentary on progress in achieving objectives / significance / impact / actions and proposals to address any issues / emerging issues for inclusion next year

Standards and progress report
with commentary eg on vulnerable groups / groups disproportionately represented with evidence / reasons / significance / impact / actions and proposals to address any issues

- pupil progress monitoring – with a focus on 2 level progress and pupils performing below expectation.
- quality of teaching
- achievements of pupils and other members of the school community
- outcomes of reviews of curricular areas

Financial account with commentary on significance / impact on teaching and learning / actions and proposals to address any issues

Staff update – appointments, resignations, vacancies, changes in allocation of responsibility with commentary on significance / impact on teaching and learning / actions and proposals to address any issues

Premises and resources report eg maintenance and improvement with commentary on significance / impact on teaching and learning / actions and proposals to address any issues.

Health and safety report eg emergency evacuation arrangements, approval of school visits with commentary on significance / impact / actions and proposals to address any issues.

Policy monitoring and review - according to arrangements specified in policy and an overall plan which allows governors to monitor all policies over a 3 / 4 year cycle

School specific items eg Children's Centre report / specialist unit report

Local Authority / Diocesan issues

Other Times of Year

Some items need greater analysis at particular times of the year. The precise timing will depend on the timing of governing body meetings, availability of data and the school's own planning cycle. These suggestions are for guidance only.

Autumn term

Standards and progress update to include commentary eg on vulnerable groups / groups disproportionately represented with evidence / reasons / significance / impact / actions and proposals to address any issues to include:

- SAT scores with area / LA / national comparative data / comparison with targets and trends over say three years

- and trends over say three years
- in secondary schools, public examination results with area / LA / national comparative data / comparison with targets and trends over three / five years
- value added analysis of results where possible (from baseline to end of KS1, KS1 to end KS2 etc)

Performance management report
on the operation of the performance management 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.

Spring term

Target setting

Local Authority school report with details of school categorisation (if applicable)

Summer term

Review with commentary on any trends, significance and implications actions and proposals to address any issues eg

Achievement and progress of identified groups eg Looked after children, SEN, gifted and talented, any underachieving groups within the school

Pupil attendance data with local and national comparisons and trends over 3 years

Pupil exclusion data, by type, gender and ethnic group and with comparative data / trends (may be termly in secondary schools)

Complaints monitoring - a summary

Leavers' destinations

Term dates

School roll

Any time

New government / DSF updates - particularly statutory which impact on the school and governing body responsibilities - e.g new Ofsted requirements /changes, Overseas Trained Teacher regulations and how the school is introducing and managing these.

CPD (Continuing Professional Development) report with a focus on the impact of CPD (could be linked to performance management report)

SEF update (if not covered elsewhere) with commentary on any changes / new information / significance / impact / proposals to address any issues / emerging issues eg

- o stakeholder views - parental consultation outcomes, community links
- o achievement and standards
- o personal development and well-being – eg report on safeguarding
- o quality of provision
- o leadership and management
- o statutory responsibilities

BEING CURIOUS AS GOVERNORS

Why?

- Why do you think the results came out like that?
- Why are boys not performing as well as the girls?
- Why do you think we have had so many playground accidents lately?

What?

- What was it, do you think, that made such a difference for those pupils this year?
- What can we do as a GB to support you further over that?
- What are you doing about the one-to-one tuition funding for next year?

Who?

- Who do you think would be the best person to help with that?
- Who are our most vulnerable pupils at present?
- Who is going to take responsibility for improving our profile on community cohesion?

When?

- When do you think you will know whether that has worked?
- When do you think we should be planning for the next stage of our drive on writing?
- When would it be convenient to come and talk to the maths coordinator
- When could the H&S governor come and walk the premises with the Head and the caretaker?

Where?

- Where does the provision seem least effective?
- Where are your priorities for development in the next three years?
- Where do you see the greatest pressure on the budget this year?

How?

- How are you going to tackle the dip in maths?
- How do you know how good the pupils' performance was last year?
- How are we going to update the ICT?

Which?

- Which of these outcomes from last year should we be most concerned about?
- Which of the things we agreed as priorities last year showed the most progress?
- Parents do we need to focus attention on to increase their involvement in the school?

Questions that Governors might ask

What evidence is available to us to evaluate the school's performance?*

Do we feel confident to interpret the data available?

How well is our school doing?

How do we compare with national averages and with other schools of the same type?

Do we add value to our children's education?

Is the trend of the school's performance up or down?

Do particular subject areas or year groups perform better than others?

Is any group of children (e.g. boys, ethnic minorities) performing less well than its peers?

How does the school cater for children with special needs and those who are gifted and talented?

Can good practice in successful areas be replicated elsewhere in the school?

Does the School Improvement/Development Plan identify areas of under-performance?

What measures have been put in place to address these?

How do we know how effective these measures are?

Does the Headteacher's termly report to Governors focus on progress towards achieving development plan priorities?

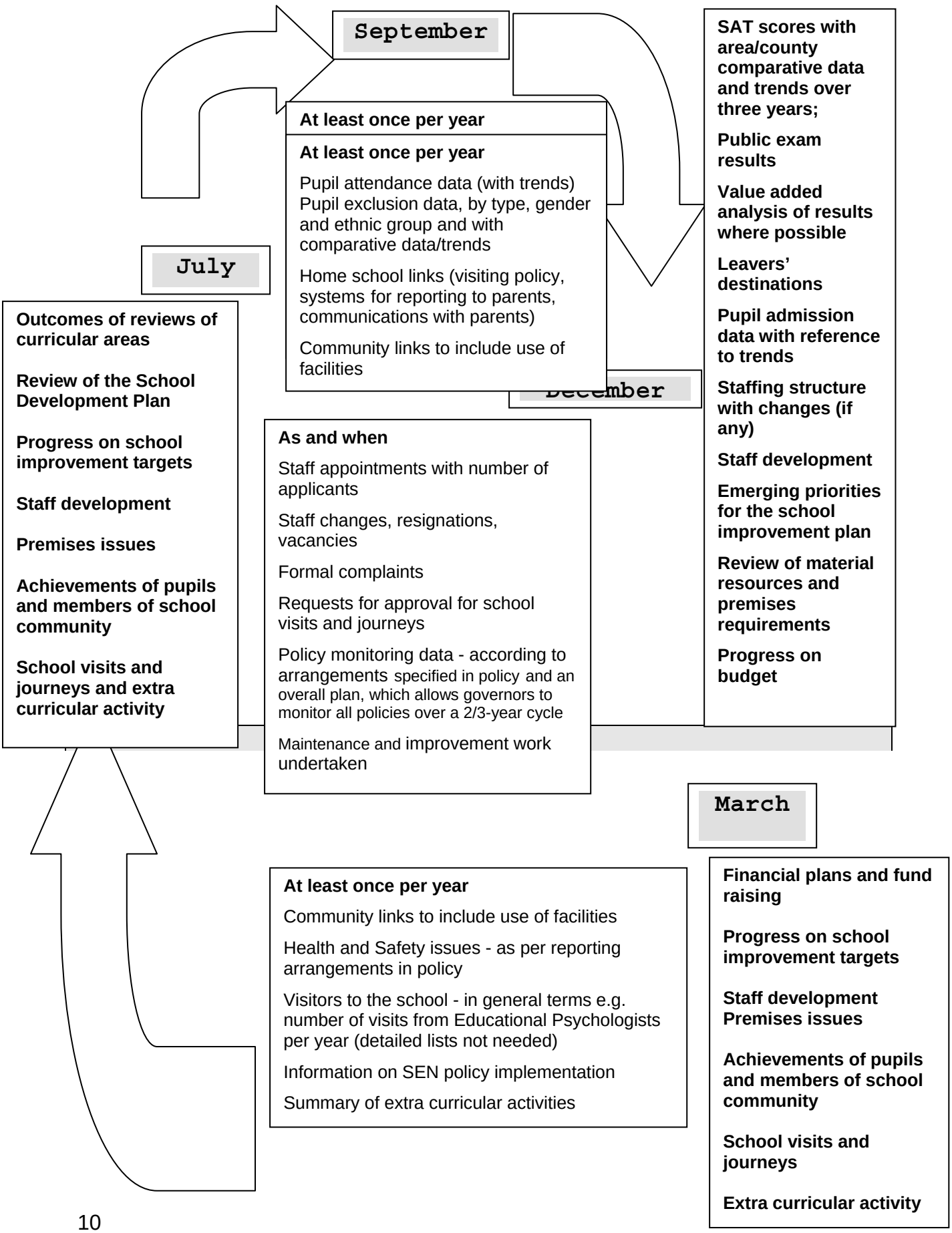
Do we receive an annual report from the Headteacher on Performance Management?

Do we understand how performance management operates throughout the school and how it is driving school improvement?

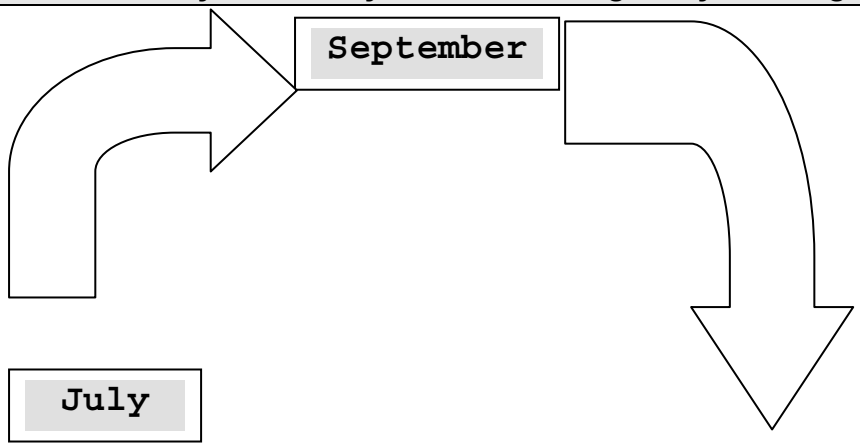
Can we take the initiative in developing surveys of staff, pupils and parents?
How effective are we in monitoring and evaluating the school's performance?
What training do we need to improve our effectiveness?

* *Sources of information include RAISE Online, OFSTED report/Action Plan, School Improvement Plan, Headteacher's report, Curriculum committee reports, Pupil assessments, SATs results, surveys reports from curriculum leaders, reports from LA Link Officers and other commissioned reports.*

Cycle of the year - the Headteacher's Report to Governors



Cycle of the year – Governing Body meetings



September

Autumn Term

Head's report

Election of Chair/Vice-Chairperson

Review standing orders / code of conduct

Review of committee structure

Annual review of business interests

Presentation of School Development Plan

Parent surveys

Attainment progress Overview (prev. Academic year)

Annual Report of the School Improvement Partner (SIP)

December

Standing Items for every agenda

Governing body membership

Apologies

Verbal Pecuniary interest

Approval of minutes/Matters Arising

Committee reports

Ratification of policies

Director of Children's Services reports

Link Governor's report

March

Spring Term

Head's Report

SEF update – used to approve section C

School Development Plan approval

Performance Management

RAISE overview

March

Ratification of the budget

July

Summer Term

Head's report

School Development Plan

AN AIDE MEMOIRE FOR THE MEETING

BEFORE THE MEETING

- Good practice is to have a meeting with the Chair of Governors and/or the Clerk to clarify any points on the agenda or to add items that are relevant to the school.
- Prepare the information.
- Invite contributions/reports from other senior leaders, curriculum coordinators, assessment coordinator, SENCO, Premises Manager, Attendance and Advisory Officer, School Council (this is not an exhaustive list, the Headteacher may wish to seek reports from other staff at the school).
- Append any other relevant documents, i.e. SIP report, statistical data from the Local Authority (attendance), curriculum map, term dates, calendar of Inset, SDP update/priorities, SEF update, examination results, target setting.
- Compile report.
- Circulate at least seven days in advance so that governors can pre-read
- Any important updates can be reported at the meeting.
- Revisit the report and pick out any points that need to be highlighted.

DURING THE MEETING

- Prepare to respond to all issues on the agenda.
- DO NOT READ the report – just highlight the salient points previously selected.
- The Chair should encourage the Governing Body to appropriately challenge or make comments on the report.
- Encourage someone else to take part of the report, i.e. staff governor.
- Ask if the report is meeting the needs of the Governing Body.
- Encourage governors to respond to the points raised and ask the governors to visit against those priorities. This will ensure an auditable trail.
- Governors with monitoring responsibility should report as part of the discussion arising from the report
- Observe meeting protocols e.g. signal to the Chair your wish to speak
- Listen carefully
- Don’t butt in
- Stick to the point – don’t raise irrelevant issues
- Don’t try to dominate
- Accept a share of responsibility for making the meeting work

AFTER THE MEETING

- Follow up on any action points.
- Hold a follow up meeting with the Chair to evaluate the effectiveness/impact of the meeting.
- Review the meeting. Did you play a useful part? If not, consider why and decide what you would want to do differently next time.

NB. Sending your report out prior to the meeting via the Clerk to the Governing Body ensures that:-

- governors have the opportunity to read, digest and note any issues they may wish to discuss further at the meeting
- governors have the opportunity to cross reference information contained in the report with items on the agenda and accompanying committee minutes and reports
- the Clerk has the opportunity to read your report and check that there is nothing included that would prejudice any action that may need to be taken by your governors

Headteachers sometimes distribute their reports as late as possible in order to ensure it is up-to-date. It is important to note, however, that once your report has been circulated there will still be the opportunity for you to report verbally at the meeting on any issues that have since arisen or since been resolved.

Style

Headteachers and Governors may wish to consider the following questions about style:

- Is the report as brief as possible whilst keeping governors properly informed?
- Is it well-structured – set out in clearly numbered and/or headed paragraphs for ease of reference and to assist minuting?
- Does it clearly indicate where items are for decision or action, where options are presented and where governors' views are sought?
- Is bulky information easily absorbed, perhaps presented in tables or chart form or in appendices?
- Does it avoid or explain all jargon and acronyms?
- Where monitoring data is presented, is it accompanied by a management commentary which seeks to explain trends/unusual patterns; does it suggest action needed where the data indicates performance could be improved?

HEADTEACHER'S REPORT - Content as suggested by the London Coordinators of Governor Services (LCOGS) Group 2012

OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Achievement and progress	**Achievement against targets** • Baseline entry of pupils • Extent and impact of targeted interventions • Percentage of pupils on track • Target setting as appropriate • Key issues from Raise Online • Outcomes from pupil progress reviews – trends ***Inclusion*** SEN – numbers split into stages (statemented, school action, school action plus), %, external help required, changes in profile, implications for	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. Impact of any changes in school roll – admissions, leavers, class organisations, projected numbers, mobility trends, leavers destinations. Attendance – disaggregate where possible by class,		**Pupil attendance data** with local and national comparisons and trends over 3 years **Pupil exclusion data,** by type, gender and ethnic group and with comparative data / trends (may be termly in secondary schools) **Complaints monitoring** - a summary Term dates	**External feedback** • OfSTED feedback • progress since last OFSTED inspection and state of readiness for next inspection. Outcomes from non-statutory tests?

	school Progress on any underachieving groups within the school Report on progress of pupils with learning difficulties and disabilities. **Pupil outcomes** KS Results/progress targets Attendance FSM, EAL, SEN, LAC, G&T, Gender and ethnicity Attainment in other areas Monitoring / Predicted performance against targets	gender, year, authorised, unauthorised absence, any significant trends, reasons for changes? Impact on learning. Numbers of children in each class showing split between boys and girls Ethnicity profile Percentage of children taking FSM, number entitled to FSM Any targets that need to be set?		School roll	
OFSTED KEY JUDGMENTS	**ALL TERMS**	**AUTUMN**	**SPRING**	**SUMMER**	**OCCASIONAL**
Quality of	Quality of teaching – who does monitoring and what				Report on any changes

teaching	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. % satisfactory and good teaching Review of support staff allocations and focus Review of assessment systems 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.				in teaching and learning policy and practice:

OFSTED KEY JUDGMENTS	ALL TERMS	AUTUMN	SPRING	SUMMER	OCCASIONAL
Leadership and management	Extent to which School Improvement Plan has been implemented SEF changes with commentary on any changes / new information / significance / impact / proposals to address any issues / emerging issues 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 Monitoring and Evaluation outcomes **Governance -** development needs, SLT roles, GB effectiveness	Performance Management: • Summary of targets and progress • report on the operation of the performance management 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.			**Government / DCFS updates** - particularly statutory which impact on the school and governing body responsibilities - e.g new Ofsted requirements /changes, Overseas Trained Teacher regulations and how the school is introducing and managing these. **Staff capacity -** changes to leadership and management, succession planning, staffing changes, evidence of impact of CPD on staff and learners, staff absence Views of and outcomes from any

					surveys of learners, parents/carers, staff and other stakeholders and examples of action taken based on their views Consideration of change of school status
OFSTED KEY JUDGMENTS	**ALL TERMS**	**AUTUMN**	**SPRING**	**SUMMER**	**OCCASIONAL**
Behaviour and safety	***General*** • Child protection • Safeguarding issues • Child Protection training – Bichard • Changes in arrangements, designated staff. ***Physical Health and safety*** • Reportable accidents - trends and reviews of risk assessments • evaluating the impact of new equipment	Report on initiatives to provide guidance to and support for pupils: • Pastoral • Safeguarding • Child protection • Health and Safety	Report on initiatives to promote pupils' enjoyment of school: • Curriculum developments • Attendance • SMSC	Report on initiatives to promote healthy lifestyles	• Safeguarding annual report (see appendix A) ***Personal development and wellbeing*** • No of children with behaviour support plan • Summary of exclusions and key reasons • Racist incidents, incidences of

	Report on initiatives to promote pupil safety and report on: • Bullying • Racist incidents Report on opportunities for pupils to contribute to school and community Report on Children in Public Care Safeguarding status				bullying – what forms of action taken? • Use of specific support programmes – number of children involved, impact / success criteria. • Behaviour management issues Approval of school visits with commentary on significance / impact / actions and proposals to address any issues.
	ALL TERMS	**AUTUMN**	**SPRING**	**SUMMER**	**OCCASIONAL**
Resources	Current financial position with commentary as appropriate – variations, virements required. Detailed budget statement and expenditure analysis	Staffing structure for the year Review of risk assessments – ensuring the process for risk assessments is in place and being	Final budget spending, explain variations, priorities for new budget and links to plans		H&S audit Fire safety reports, Accessibility survey, Building projects Site management

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

	developed, including teaching and non-teaching. Any issues around staff training & development. 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. 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 • 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 events – describe impact on learning Curriculum development plans Outcomes of reviews of curricular areas
	ALL TERMS	**AUTUMN**	**SPRING**	**SUMMER**	**OCCASIONAL**
School Life	***Parental engagement*** Any issues raised by parents? How have these been dealt with? Implications for the	**General** Leavers destinations School visits and journeys - numbers of	***Pupil Health*** Sex and relationships education	***Contributing to the wider community*** Extended school	

	school? Report on parental complaints and outcomes of actions Extent of parental involvement – how have parents been involved this term? Special events? What lessons learnt Home school links (visiting policy, systems for reporting to parents, communications with parents)	visits, purpose, numbers of pupils involved (not detail of each visit) plus something on key organisational lessons learnt.	Healthy Eating – school dinners, obesity level, actions undertaken Pupils welfare and guidance; Pastoral issues; Access to appropriate external agencies, i.e. CAMHS	provision School newsletters Voluntary and community engagement – community cohesion Friends/PTA links/functions Community links and use of facilities Summary of key visitors to the school over previous year (but beware of falling into the trap of long listings!)	

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