

ACCOUNTING TO THE GOVERNING BODY THROUGH THE HEADTEACHER'S REPORT

The role of the governing body in ensuring school improvement relies to a great extent on receiving accurate information about the performance of the school at appropriate times during the year.

Headteachers play an extremely important role in providing this information by reporting on and giving an account of the performance of the school.

Below is a suggested framework of purpose, principles and content for the headteacher to report to the full governing body and committees. This should be agreed as part of the annual plan of work for the governing body over the year.

Nothing is intended to be prescriptive; it is offered simply as a sound basis for headteachers reporting to governing bodies. Account has been taken of statutory requirements and what has been found to be good practice.

Purpose

Headteachers' reports to governors are the key vehicles by which they account to governors for the quality of education provided in the school.

They are likely to include information about:

- the development of pupils
- standards attained
- school self evaluation
- the efficiency of the management of the school's resources, and crucially, progress in implementing the school improvement/development plan against previously agreed outcomes and targets.

The key role of governors is to monitor and evaluate the quality of education provided by the school. Much of the reporting will, therefore, include monitoring and evaluating information.

By this we mean:

- a) Monitoring information. That is telling the governing body about whether the School Improvement/Development Plan is happening in the way and to the timescale and cost agreed
- b) Evaluation of everything that has taken place. This means asking questions about the achievements of pupils and of the school as a whole. For example: Have all these actions made a difference and are we clear what that difference is and how it supports improved performance of the school? Is there evidence of improvement in pupils' learning? The SEF is a key document to assist governors in monitoring and evaluation

Key Principles

1. Reporting arrangements and contents of reports should be the result of negotiation and agreement with clear objectives established and reporting and content related to the governing body's working structures.
2. Reports including information on performance that ensures governors are in a position to discuss the progress the school is or is not making in line with targets set.
3. Information should include performance data about the school and how it compares with similar schools.

ACCOUNTING TO THE GOVERNING BODY THROUGH THE HEADTEACHER'S REPORT

4. The headteacher provides summarised reports on local and national legislation and policy developments. This should include information about specific identified target groups.

5. Reports should include progress against the five outcomes of the **Every Child Matters (ECM)** agenda.

Content of Headteachers' Reports to Governors

Items that could be included in a report to full governing body or committees (the full governing body to agree where this should be reported and when)

- monitoring of the self evaluation process and key messages
- progress on school improvement/development plan targets including curriculum developments, staff development and staff management issues such as use of staff time, performance management process and outcomes
- a simple digest of the key messages from 'RAISE on-line'
- SAT scores with area/LA/national comparative data and trends over say three years
- financial plans/progress of budget
- premises issues (related to School Improvement/Development Plan)
- achievements of pupils and other members of the school community
- school visits and journeys - numbers of visits, purpose, numbers of pupils involved (not detail of each visit)
- extra curricular activities
- baseline assessment results
- in secondary schools, public examination results with area/LA/national comparative data and trends over three/five years
- leavers' destinations
- year on year trends for admissions/applications
- projections for PLASC numbers
- staffing structure with changes in allocation of responsibility (if any)
- identification of emerging priorities for school improvement/development plan for discussion in Spring term
- review of material resources, premises requirements
- policy monitoring information according to agreed arrangements
- outcomes of reviews of curricular areas
- pupil attendance data with trends and commentary if significant
- reporting of racial incidents

ACCOUNTING TO THE GOVERNING BODY THROUGH THE HEADTEACHER'S REPORT

- pupil exclusion data, by type, gender and ethnic group and with comparative data/trends
- home school links (visiting policy, systems for reporting to parents, communications with parents)
- community links to include use of facilities
- Health and Safety issues - in line with reporting arrangements in policy
- information on SEN policy implementation
- summary of extra curricular activities
- key information relating to the delivery of extended services
- staff appointments with number of applicants
- staff changes, resignations, vacancies
- requests for approval for school visits and journeys
- policy monitoring information - according to arrangements specified in policy and an overall plan which allows governors to monitor all policies over a 3/4 year cycle
- maintenance and improvement work undertaken.

Additional Guidance

- The report should be in writing and sent to governors with the agenda seven days prior to the meeting
- Highlight key points at the meeting - do not read it out or go through every point
- Ask for questions/comments as you go through and at the end of the report
- Highlight the issues that need:
 - a decision
 - referral to a committee
- The main focus of the report should be teaching and learning, progress and standards of achievement
- Include items that enable governors to think and plan ahead
- Give a progress report on the implementation of the School Improvement /Development Plan
- Use the SEF or a similar tool to assist governors to participate in monitoring and evaluation
- Report briefly on the key activities that have taken place in the school – governors do not need all the management details

ACCOUNTING TO THE GOVERNING BODY THROUGH THE HEADTEACHER'S REPORT

- Highlight successes
- It is not necessary to report on the same topics every term – plan your report across the year and report at an appropriate time
- Do not repeat information that is included in committee minutes, newsletters or reports etc.
- Do not include detailed information about issues relating to individual pupils or staff that may need further action by members of the governing body