



# Headteacher Report to Governors

This document is based on the Wigan LA Headteacher's Report

Updated November 2017

## Inspection of Governance (School Inspection Handbook August 2016)

1. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board<sup>1</sup> at school level, as well as the trustees.
  2. Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.
  3. Inspectors will consider whether governors:
    - work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
    - provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
    - provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
    - understand how the school makes decisions about teachers' salary progression and performance
    - performance manage the headteacher rigorously
    - understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
    - ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
    - ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding
    - are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.
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4. Inspectors will report on the achievement of pupils who have special educational needs and/or disabilities. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.
5. Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:

'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'
6. The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: [www.gov.uk/reviews-of-school-governance](http://www.gov.uk/reviews-of-school-governance).

### **Safeguarding**

In judging the effectiveness of leadership and management, inspectors **must** also judge whether the school's arrangements for safeguarding pupils are effective, and whether those responsible for governance ensure that these arrangements are effective. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in early years, education, skills settings'.

**\*NB.** Much of the content of this template is based on the format adopted by Wigan Local Authority. Many thanks.

**RE Section - How well leaders and governors promote, monitor and evaluate the provision for the Catholic life Religious Education and Collective Worship of the school, and plan and implement improvements to outcomes for pupils?**

<b>INFORMATION TO FGB</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Self Evaluation</b>	Review of SED	Any updates to SED	
<b>Leadership &amp; Management</b>	Key Issues & Actions by Co-ordinator		Co-ordinator report to FGB
<b>Curriculum Development</b>	Key issues relating to curriculum development to demonstrate breadth and balance	Report on progress with curriculum development Budget issues?	Impact of curriculum development on learning– next steps
<b>Quality of Teaching and Learning</b>	Summary of class observations and monitoring including work sampling and book scrutinies  Quality of teaching overall  Key issues from learning walks and actions to address them Support provided for SEND and pupils with a range of aptitudes	Summary of class observations and monitoring including work sampling and book scrutinies  Quality of teaching overall  Report on any focused support or interventions being provided  CPD opportunities	Results / Evaluations of quality of lessons / impact on learning  Quality of teaching overall  Impact of staff CPD on improving quality of teaching
<b>Assessment/Tracking</b>	Overview of Assessment, moderation and tracking procedures		
<b>Standards of Attainment/Attainment of Groups</b>	Autumn term baseline for all classes/vulnerable group	Summary of progress by class/subject/group Outcomes of pupil progress meetings	Summary of progress by class/school
<b>Collective Worship</b>	Planned Acts of CW		Summary of observations
<b>INFORMATION TO COMMITTEES</b>			

## Ofsted Section – Effectiveness of Leadership and Management

INFORMATION TO FGB	Autumn Term	Spring Term	Summer Term
<b>Self Evaluation</b>	Review of self-evaluation update – summary of strengths and weaknesses of School (link to SDP) Evidence to support judgements	Any updates to self evaluation	Link School self evaluation to Governing Body self evaluation, vision and strategy
<b>School Improvement / Development</b>	Key issues and actions from previous plan  SIP Reports  Key priorities for improvement and budget implications  How will progress be monitored  Identified actions for Governing Body development	Report on progress against success criteria  SIP Reports    Monitor progress towards identified actions	Evidence of impact. Have actions had an impact on raising standards addressing key priorities SIP Reports  Key issues that have arisen and how will they be addressed  Evaluation of Governing Body Action Plan
<b>Pupil Premium</b>	Details on how Pupil Premium will be spent	Update on Pupil Premium spend	Analysis of Pupil Premium spend and its impact. Information to be displayed on school web-site
<b>School Improvement Strategy/ Consortia</b>	School categorisation  Support being received from / being given to School Consortia  Information on engagement with Teaching Schools	Highlight how Consortia support is managed and its impact	Review and assess impact of support
<b>Safeguarding</b>	Highlight any issues in relation to safeguarding  Ensure Governors have seen Single Central Record	Highlight any issues in relation to safeguarding	Annual report on safeguarding including effectiveness of policies and procedures

## Ofsted Section – Effectiveness of Leadership and Management

<b>INFORMATION TO COMMITTEES</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Curriculum Development</b>	Key issues relating to curriculum development to demonstrate breadth and balance	Report on progress with curriculum development	Impact of curriculum development on learning– next steps
<b>Curriculum Enrichment</b>	Report on enrichment activities planned for the year	Update on enrichment activities	Impact of curriculum enrichment
<b>Primary PE and Sport Premium</b>	Report on spending plans for PE Sports Premium for the year		Impact of sports funding
<b>Staff Well-being including that of HT</b>  <b>Staffing / Staff CPD and Development</b>	Staff absences and their Impact on quality of teaching and learning  Review of and report on performance management policy  Overview of staff salary progression (No. of Teachers on UPS grades) and correlation with standards	CPD to support staff well-being  Report on succession planning and update on staff CPD including staff taking leadership courses	Staffing structure and class allocations especially key changes  Review of Support staff deployment and its impact on raising standards
<b>Engagement with Parents / Pupils / Staff</b>	Seek views of / engage with parents, pupils and staff  Updates to School website	Seek views of / engage with parents, pupils and staff  Highlight any issues arising from Parent View website	Review feedback from parents / pupils and staff and highlight any concerns and what actions will be taken to address them

## Ofsted Section – Quality Of Teaching Learning and Assessment

<b>INFORMATION TO FGB</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Quality of Teaching and Learning</b>	<p>Summary of class observations and monitoring including work sampling and book scrutinies</p> <p>Quality of teaching overall</p> <p>Key issues from learning walks and actions to address them</p> <p>Support provided for SEND and pupils with a range of aptitudes</p>	<p>Summary of class observations and monitoring including work sampling and book scrutinies</p> <p>Quality of teaching overall</p> <p>Report on any focused support or interventions being provided</p>	<p>Results / Evaluations of quality of lessons / impact on learning</p> <p>Quality of teaching overall</p> <p>Impact of staff CPD on improving quality of teaching</p>
<b>Assessment</b>	<p>Overview of Assessment procedures</p>		
<b>Teaching Assistants</b>	<p>Information on deployment of TA's to raise standards</p>		<p>Impact of TA's on raising standards</p>
<b>INFORMATION TO COMMITTEES</b>			
<b>Effectiveness of Literacy and Maths</b>		<p>Report from literacy lead</p>	<p>Report from mathematics lead</p>
<b>Assessment Methods</b>	<p>Overview of Assessment methods</p>	<p>Feedback about current assessment methods</p>	<p>Validation of assessment including moderation meetings</p>

## Ofsted Section – Personal Development Behaviour and Welfare

INFORMATION TO FGB	Autumn Term	Spring Term	Summer Term
<b>Attendance and Punctuality</b>	<p>Overall absence/ persistent absence rates compared to national</p> <p>Absence patterns for different groups compared to national</p> <p>School attendance target</p> <p>Strategy to improve punctuality and attendance where necessary</p>	Report on any issues relating to punctuality and attendance	Review impact of school's strategies to improve punctuality and attendance
<b>Behaviour</b>	<p>Exclusion rates compared to national</p> <p>Report on any incidents of bullying by type e.g. racist, homophobic etc</p>	<p>Pupil exclusions/serious incidents</p> <p>Report on any incidents of bullying by type e.g. racist, homophobic etc</p>	<p>Pupil exclusions/serious incidents</p> <p>Report on any incidents of bullying by type e.g. racist, homophobic etc</p>
INFORMATION TO COMMITTEES			
<b>Preparing pupils for life in Modern Britain</b>		<p>Report on the promotion of British values in school</p> <p>Report on implementation of the PREVENT duties in school</p>	Report on the promotion of equality in school
<b>Spiritual, Moral, Cultural Development of Pupils</b>	Details / examples on how School is addressing and meeting pupils needs	<p>Report from SMSC lead</p> <p>Details / examples on how School is addressing and meeting pupils needs</p>	Details / examples on how School is addressing and meeting pupils needs
<b>Behaviour</b>		Review effectiveness of school's actions to prevent and tackle bullying	Review impact of school's strategies to improve behaviour Including rewards and sanctions

## Ofsted Section – Outcomes for Pupils

<b>INFORMATION TO FGB</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Standards of Attainment</b>  <b>(End of Key Stage data Phonics scores)</b>	Most recent results and 3 year trend compared to LA, National and DfE floor targets.  School attainment targets/predictions	Update on progress towards targets and possible variations  Details of actions to address any variations  Update on progress in Phonics	Early indication of results  Results of Year 1 Phonics Tests  % of pupils “Secondary ready”
<b>Pupil Progress / Pupil Tracking (End of Key Stage)</b>	Pupil progress over last 3 years (Example – Appendix 2)  September school assessment to identify any summer dips  Pupil progress targets/predictions	% of pupils on track to make required progress (Example Appendix 1)  Summary of interventions used for groups of pupils and impact on learning and progress	Review of overall progress for the academic year  Review of pupil tracking process and any changes / amendments required
<b>External validation of data</b>	FFT Aspire, ASP Governor Dashboard	ASP, Ofsted Data dashboard	
<b>Attainment of Specific Groups of Children e.g. FSM, SEN, CLA, EAL Most-able, Low attainers etc (End of Key Stage)</b>	Most recent results of attainment and progress for vulnerable groups and 3 year trends (See Example – Appendix 1)	Summary of progress of vulnerable groups – FSM, SEN, CLA, EAL	Report from SEN /Children Looked After Co-ordinator Review of overall progress for the academic year for vulnerable groups
<b>INFORMATION TO COMMITTEES</b>			
<b>Standards of Attainment</b>	% pupils at ARE by class/subject/group	% pupils at ARE by class/subject/group	% pupils at ARE by class/subject/group
<b>Pupil Progress / Pupil Tracking</b>	Autumn term baseline for all classes/vulnerable group	Summary of progress by class/subject/group Outcomes of pupil progress meetings	

## Ofsted Section - Early Years

INFORMATION TO FGB	Autumn Term	Spring Term	Summer Term
<b>Self Evaluation</b>	<p>Review of Early Years self-evaluation update – summary of strengths and areas of development linked to Early years development plan.</p> <p>Evidence to support judgements</p>	Any updates to Early Years self evaluation	Link Early years element of self-evaluation to Governing Body self-evaluation, vision and strategy
<b>Early Years Improvement / Development Plan</b>	<p>Key issues and actions from previous plan</p> <p>Key priorities for improvement and budget implications</p> <p>How will progress be monitored</p> <p>Identified actions for Governing Body development</p>	<p>Report on progress against success criteria</p> <p>Monitor progress towards identified actions</p>	<p>Evidence of impact - have the actions had an impact on raising standards and addressing the key priorities</p> <p>Key issues that have arisen and how will they be addressed</p> <p>Evaluation of Governing Body Action Plan</p>
<b>Pupil Premium/ Early Years Pupil Premium</b>	Details on how Pupil Premium / Early Years Pupil Premium will be spent for children in EYFS	Update on Pupil Premium / Early Years Pupil Premium spend	Analysis of Pupil Premium/ Early Years Pupil Premium spend and its impact. Information to be displayed on school web-site
<b>Safeguarding and Welfare Requirements</b>	<p>Highlight any issues in relation to safeguarding and welfare requirements</p> <p>Ensure Governors have seen Single Central Record.</p> <p>Policy updates and reviews</p>	<p>Highlight any issues in relation to safeguarding and welfare requirements</p> <p>Update in relation to staff ongoing suitability checks</p> <p>Policy updates and reviews</p>	<p>Annual report on safeguarding and welfare including effectiveness of policies and procedures as part of school</p> <p>Highlight any issues in relation to specific safeguarding requirements.</p>
<b>Assessment and Moderation</b>	Overview of assessment	Overview of moderation	Assessment and moderation

	procedures for : Baseline ½ termly/ termly summative assessments End of Year EYFSP	procedures for EYFS Profile Moderation outcomes update	outcomes update. Update on school moderation visit (if completed)
<b>Standards of attainment</b>	Most recent EYFS Profile scores along with last 3 years scores and trends compared to L.A. and national.  Baseline scores and predictions.	Update on attainment in EYFS % on track to achieve GLD. % Expected+, Below and Significantly below in all 17 aspects of learning  Actions to support children below to catch up quickly.	EYFSP scores GLD % % not achieving GLD detail of barriers.
<b>Pupil Progress</b>	EYFS Pupil progress summary for last 2 years from starting points. % made typical, more than typical progress.  Progress of vulnerable groups including disabled, SEN, FSM Disadvantaged and the most able.  Predicted progress for present cohort.	% of children on track to make required progress,  Summary of interventions used and impact on learning and development to close the gap.	Summary of progress for academic year.  Summary of interventions and impact on closing the gap.  Summary of why limited progress has been made and actions.
<b>Attainment of groups</b>	Comparative data % GLD for FSM, EAL, Pupil Premium, LAC, Boys girls, disadvantaged etc compared with Local and national for last 3 years to identify widening or closing of the gap.		Comparative data % GLD for FSM, EAL, Pupil Premium, LAC, Boys girls, disadvantaged etc compared with Local and national for last 3 years to identify widening or closing of the gap.
<b>INFORMATION TO COMMITTEES</b>			
<b>Effectiveness of Early Years</b>		Report from EYFS Lead	Report from EYFS Lead
<b>Parental Engagement</b>	Overview of parental	Update on parental engagement	Review of parental engagement

	engagement opportunities planned for each term including Inspire sessions, parent drop in sessions and parent workshops.	opportunities and impact on learning and development.	opportunities and impact on learning and development.
<b>Standards of attainment</b>	<p>% of pupil at ARE by aspect of learning and vulnerable groups.</p> <p>EYFS on entry cohort profile with key actions and development areas.</p>	<p>% of pupil at ARE by aspect of learning and vulnerable groups</p> <p>Update on attainment in EYFS % on track to achieve GLD. % Expected+, Below and Significantly below in all 17 aspects of learning</p> <p>Actions to support children below to catch up quickly.</p>	<p>% of pupil at ARE by aspect of learning and vulnerable groups</p> <p>Exit EYFS Cohort profile with summary and next steps for Year 1.</p>
<b>Progress</b>	<p>EYFS Pupil progress for last 2 years from starting points. % made typical, more than typical progress in each aspect of learning</p> <p>Progress of vulnerable groups including disabled, SEN, FSM Disadvantaged and the most able in each aspect of learning.</p>	<p>% of children on track to make required progress,</p> <p>Summary of interventions used and impact on learning and development to close the gap.</p> <p>Outcomes of pupil progress meetings</p>	<p>Summary of progress for academic year.</p> <p>Summary of interventions and impact on closing the gap.</p> <p>Summary of why limited progress has been made and actions.</p> <p>Outcomes of pupil progress meetings,</p>

## **STATISTICAL DATA**

### **Report on Termly**

- Pupils Numbers and Class Organisation (See Example / Appendix 1)
- Attendance and Absence (Overall attendance and absence rates for different groups of pupils)
- Behaviour (summary of any serious incidents / complaints / incidents of bullying by type and what actions have been taken by School)
- Exclusions
- Racist Incidents
- SEN
- Children Looked After
- Finance / Budget
- Health & Safety / Premises
- Visits & Journeys
- Extra- curricular activities
- Celebrations / Successes

**Appendix 1 - Contextual Information**

Pupil Numbers and Class Organisation

Class	Teacher	No in Class	Boys: Girls	No of SEN	No of FSM	No of CLA	No of Other eg EAL	No of Summer Born	Mobility
Foundation Stage									
Year 1				Number @ SA @SA+ EHC's					
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									

Key  
 FS Foundation stage  
 SA= School Action : Individual Education Plan-IEP-written for child to work on specific concerns  
 SA+= School Action Plus: IEP written and outside agencies involved, Eg: Educational Psychologist, Speech Therapy  
 ESA+=Enhanced school action plus: IEP written, outside agencies involved and funding provided for specific learning difficulty  
 EHC- Early Health Care Plan

