The Headteacher’s Report to Governors

The governing board, not the Headteacher, should determine the scope and format of the Headteacher’s termly report to governors.

This means that governors receive the information they need in order to stay focussed on their core strategic functions and not be distracted or overwhelmed by information that is of lesser importance to them.

It is the Headteacher’s job to give governors the information needed for them to perform in their role. The Headteacher should also provide management information that governors require and in particular that relate to any priorities identified for improvement. This could be information and, or, data on:

- Overall effectiveness
- Pupil learning and progress
- Pupil applications, admissions (Academies and Foundation schools), pupil numbers, attendance and exclusions, pupil premium
- Deployment of staff, absence, recruitment, retention and performance, development of staff
- The quality of teaching, monitoring and Performance Management
- Safeguarding, child protection, welfare and behaviour
- The School Improvement Plan (SIP), the Self Evaluation From (SEF)
- Key issues identified in an Ofsted Inspection and in the SIP
- SEND provision and numbers, Free School Meals (FSM), Pupil Premium
- Resources
- Leadership and Management
- Effectiveness of Early Years
- Exams data (high schools) and Key Stage data (primary schools)
- Sixth form provision (high schools or academies)

The Headteacher may delegate some areas of the Headteacher’s report to members of the SLT to write, however this must follow the requirements of the governing body (GB). Key Stage Co-ordinators and Subject co-ordinators may also be asked to write excerpts of the report if relevant to information requested by the GB or if related to school improvement.

It is important that the Headteacher thinks carefully about when to report information to governors. Reporting too early may mean that information changes however, governors should not be confronted with any late-notice surprises.

Items that should be reported at the earliest opportunity could be:

- Resignation from a member of staff.
- Any issue that could be a problem later on.

Headteacher reports could follow the current Ofsted Framework format:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners
- The effectiveness of early years and sixth form provision

The headings can be adapted to suit special schools, VA schools, secondary schools (which would include additional exam data) and academies (the content may vary according to the role of the Headteacher or Executive Headteacher and finance matters may be reported separately).

Attached is an example of a comprehensive report to governors from a primary school in London.
Headteacher’s Report to Governors

This report is written by the Headteacher of xxxxxx Primary School to provide governors with the key information they need to fulfil their role at termly Full Governing Body Meetings. The report was jointly written by the Headteacher and deputy Headteacher.
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<table>
<thead>
<tr>
<th>Key Issue</th>
<th>Link to OFSTED report</th>
<th>Next Steps &amp; Evaluation 12/15</th>
<th>Next Steps 03/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Issue 1:</strong> To improve leadership so that it is outstanding</td>
<td>Leaders have not identified priorities for improvement in mathematics precisely enough to ensure pupils build up their numeracy skills swiftly.</td>
<td>• Act on the issues raised in the SSIP group / middle leader meeting; • Behaviour policy has been reviewed in consultation with staff and pupils; • Every year group has had a trip this term and last; • Middle leaders keeping a log of their leadership activities and impact; • All subject leaders have been involved in collectively organising shared resource areas; • Two successful PTA events that have raised funds and linked with school policies/ethos; • Playground zones &amp; green tokens working successfully. • Book next date for SSIP group- this was booked and is now being rearranged. • Conduct &amp; respond to 360 degree feedback on other leaders in the school- Head has met with all staff and acted on issues that were raised in the feedback. This will continue to be monitored. • Advertise new Headteacher post (Jan /Feb 16)- the new HT has been recruited.</td>
<td>• Maths INSET and CPD to continue- Maths leader has observed all teachers and is scheduled to support those teachers that require it. The school improvement calendar is aligned with Maths as a priority. • The strategic school improvement strategy group will continue to meet termly to evaluate and identify priorities. • A safeguarding steering committee has been set up to meet regularly to monitor vulnerable children. • The Achievement for All project is continuing and AHTs are involved in conducting structured conversations. All monitoring activities (work sampling, pupil views) focus on these pupils. PPMs will also highlight these children. • Staff will continue to have the opportunity to provide feedback in a variety of forms (SSIP, 1:1 meetings) • Advertise and recruit the new DHT posts internally. • To continue to focus on the new assessment and progress system and use this data to drive improvement.</td>
</tr>
<tr>
<td><strong>Key Issue 2:</strong> To improve the teaching of mathematics so that core pupils achieve at above national standards across the school.</td>
<td>Pupils’ progress in mathematics is not always as consistently brisk as in reading and writing, particularly in lower Key Stage 2. The most able pupils are not always set hard enough tasks to do in mathematics.</td>
<td>• Arithmetic work books have been implemented across Y5 and Y6 and are having an impact on standards in this area. Maths No Problem (Singapore style maths) text and work books have been implemented across year 2 and year 6 and are contributing to raising standards-standards are rising in Mathematics and these resources have supported teacher CPD. Staff now more aware of changes in the Maths curriculum. • Staff CPD related to Singapore Bar Model has continued. Differentiation is now more aligned with the new curriculum. • Staff CPD is focused around performance managements targets related to developing arithmetic,</td>
<td>• To continue with an arithmetic focus in Key Stage 2-staff in Y3 &amp; 4 also have teacher sets for these books. • Staff to improve their assessment skills for the new curriculum-staff INSET time is dedicated to this. • Maths testing schedule to be agreed in advance of each term, as a result of pupil outcomes of previous test. • Maths intervention related to arithmetic and key skills to be designed and implemented. • Focus work for vulnerable pupils to continue, identified in PPMs. • Maths leader to design an overview of mental/oral calculation skills to be covered by each year group.</td>
</tr>
</tbody>
</table>
### Key Issue 3: To raise achievement so that core children achieve at above national standards in reading, writing, maths and grammar across the school.

- All teachers have had the opportunity to observe model lessons. Model lessons continue to be focused on school priorities and evaluation.
- One of the teachers who attended the outstanding teacher programme has successfully completed support work in Viking Primary School which was positively received and improved pupil outcomes.
- The Visible Learning project continues to focus on learning dispositions for pupils and contribute to Y3/4 staff pedagogical knowledge—the impact on pupil progress will continue to be monitored.
- The Y3/4 AHT and the writing leader to be involved in support work for Viking Primary. This will continue to improve their leadership skills, positively impacting on standards at Stanhope.
- All new assessment procedures have been realigned to relate to Target Tracker. Staff will continue to assess, moderate and standardise pupil outcomes to ensure consistency across the school.
- Focus children will continue to be monitored closely through PPMs, school monitoring exercises and relevant steering groups (MDPSC, Safeguarding)
- New tests being trialled for grammar and maths.
- Structured conversations to continue for focus children.

### Key Issue 4: To improve behaviour and wellbeing of children so that it is outstanding Overall Lead: Deputy Head Inclusion and Standards

- The behaviour rewards and consequences booklet has been reviewed in consultation with staff and pupils. This has seen a reduction in behaviour incidents.
- The Headteacher has completed the DfE Mental Health Champion training sessions and is working on a document to summarise the school’s approach in this area.
- The Multidisciplinary Pastoral Support Committee (consisting of the Head, Clinical Psychologist, Pastoral Support Teaching Assistant, Senior Deputy, SENCO and Place2Be Project Leader) meets every half term to prioritise children attending Place2Be counselling services and discuss other children displaying issues with emotional wellbeing.
- The first family day was based around future careers and raising aspiration. 132 parents attended this event.
- Staff have attended the Place 2 Think sessions offered by Place 2 Be.
- A safeguarding steering committee has been set up to monitor vulnerable children and their families—this committee will meet regularly to ensure that all stakeholders are aware of changes.
- Another family day has been set for 13th May around Unicef Day for Change/Rights Respecting. This will also be linked to local community and the BASICs model (belonging).
- To communicate the behaviour policy to parents and to continue to analyse behaviour incidents.
- Mindfulness training to be offered to staff delivered by our clinical psychologist.
These have improved staff knowledge of the attachment theory.

**Key Issue 5: To market the school to fill the 80 vacancies over the coming academic year 2015/2016**

- The number on role has increased from 603 to 611 with 9 offers. The figure is gradually going up and there has been considerable mobility already this year. The budget for the year April 2016 to March 2017 is based on the PLASC figure. If numbers continue to rise the Governing Body will approach the Local Authority to discuss additional funding. However, currently Ealing does not have a facility to increase funding to school’s who experience a significant increase in number on role after the PLASC date.
- The banners continue to be at key locations highlighting that the school is good and an advert exists at Greenford Tube station which is currently under review.
- The school will hold an annual open day where the school will be promoted.
- Place 2 Be have selected our school to host their marketing day—this will take place in June.
- The school will continue to market the school through taking part in events such as the speech and drama festivals, sporting tournaments and music events.
- The offer of wider provision after school has increased e.g. Latin and gymnastics.

**School Context**

![Vacancies Over Time Graph](image)

<table>
<thead>
<tr>
<th>Pupils</th>
<th>January 16</th>
<th>January 15</th>
<th>January 14</th>
<th>January 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total on Roll</td>
<td>613</td>
<td>598</td>
<td>613</td>
<td>622</td>
</tr>
<tr>
<td>SEND</td>
<td>15.3%</td>
<td>16.6%</td>
<td>16.8%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Statement /EHC Plan</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FSM Ever 6</td>
<td>29.8%</td>
<td>31.9%</td>
<td>34.9%</td>
<td>32.6%</td>
</tr>
<tr>
<td>LAC</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>EAL</td>
<td>73.6%</td>
<td>75.3%</td>
<td>73.7%</td>
<td>74.8%</td>
</tr>
<tr>
<td>Deprivation indicator</td>
<td>0.37</td>
<td>0.37</td>
<td>0.37</td>
<td>0.37</td>
</tr>
</tbody>
</table>

The biggest contextual issue continues to be the number of vacancies. This figure was 69 at 25/02/16. Our school currently has 8 children with Statements or Education, Health and Care Plans. This is a reduction of 1 since the last FGB meeting as a child left us to attend The Primary Centre. We currently have 3 draft plans which will be soon finalised which will take us up to 11 children with Statements of Education, Health and Care Plans. There are also several more requests for statutory assessments ready to go to the local authority. Overall, the number of children with complex special needs in the school is very high.
### Staffing Changes

<table>
<thead>
<tr>
<th>Leavers</th>
<th>Mrs (Year 5) will leave us at the end of the Spring term to take up an AHT post in a Junior School in Hillingdon (to be covered by Mr ).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joiners /changes to hours</td>
<td>Mrs requested a change from 3 days per week to 4 days per week. The resources committee have agreed this and Mrs will start the 4 day per week role in June 2016. Mrs requested a change from 5 days per week to 4 days per week when she returns from maternity leave in September 2016. The resources committee have agreed this. Ms requested a change from 5 days per week to 3 days per week on return from her current maternity leave. This was agreed by the resources committee.</td>
</tr>
</tbody>
</table>
| Vacancies | There are currently three vacancies:-  
  - 1 class teacher (created by Mrs leaving)  
  - 5 day Deputy Headteacher Post (Curriculum and Standards)  
  - 2 day Deputy Headteacher Post (Inclusion) – Job share with 3 Day Deputy Headteacher Post (SENCO /PHSE)  
The class teacher post is due to be advertised on 4th March 2016. The DHT posts are currently advertised internally with interviews on 11th March 2016. Two governors will sit on the interview panel. |
| Maternity | The following teachers are due to return from Maternity leave:-  
  - Ms March 2016  
  - Ms June 2016  
The following teachers are due to go on maternity leave:-  
  - Mrs March 2016 (to be covered by Mrs )  
  - Mrs June 2016  
  - Ms June 2016  
  - Ms June 2016 |

### Staff Sickness

A member of support staff is currently off on long term sick with a newly diagnosed chronic medical condition. A medical capability meeting is scheduled. It is expected that this member of staff will return once the medical condition is under control.
Resource Update - Budget 2016/17

- The 2016/17 budget will be significantly lower than 2015/16. The indicative individual school budget for 2016/17 is lower by £51k. The final budget is scheduled to go out at the end of February.
- NOR at autumn census was lower than the previous year. Since the census NOR has increased by 14, however, there does not appear to be any mechanism for schools to receive funding for this.
- Pupil Premium and Looked-after children will be funded at £1320 and £1900 respectively. Pupil Premium funding is likely to be lower by approx. £25k. The lower eligibility criteria will reduce Pupil Premium funding further over time.
- A Pay rise of 1% is scheduled for public sector workers from April 2016.
- Employers’ National Insurance contributions will increase by 3.4% from April 2016.
- Performance related pay will apply as normal from September 2016.
- Superannuation increased for support staff by 2.8% in April 2015 and for teachers by 2.3% in September 2015.
- The budget in real terms has been cut again this year and coupled with the above cost pressures schools will be required to make some difficult decisions.
- The resource committee have already agreed where some cuts can be made. This will come to the FGB at the budget setting meeting.

Leadership and Management – Good

Effectiveness of Leadership and Management in Embedding Ambition and Driving Improvement

- The senior leadership team continues to be successful in driving improvement. Feedback on leadership and school improvement is actively sought and action taken as a result.
- Life without levels has been incorporated into the new assessment procedure to ensure that reading, writing and maths are now assessed against the new curriculum. Teachers and leaders are now more confident in moderating and standardising judgements to ensure greater consistency.
- Leaders have developed the curriculum further with teachers to increase the sense of purpose and motivation.
- The latest curriculum day was based around raising aspiration for pupils and successfully engaged families-132 parents came to join in with activities with their children.
- All AHTs are now proactively driving improvements in their phase and communicate well with the DHT and HT.
- School improvement activities are linked effectively to the school development priorities and evaluated for impact.
- Middle leaders are taking a more active role in monitoring and evaluating teaching and learning.
- A safeguarding steering committee has been set up to monitor vulnerable pupils regularly.
- Debate, speaking and listening are becoming central to the curriculum offer to pupils.

Good practice shared with other schools

- The Headteacher continues to mentor the Headteachers of xxxxxxxxx Primary and xxxxxxxxx Primary.
- Leaders from xxxxxxxx Primary are meeting leaders at xxxxxxxxx to share assessment procedures and systems for writing.
- Support with xxxxxxxxx Primary continues-this will focus on improving writing across the school and supporting two teachers.
- xxxxxxxxxx continues to work closely with Y3/Y4 staff on the Visible Learning project as part of the innovation fund.
- Senior DHT has presented at the PSHE conference as requested by the Health Improvement Team.

Engagement with Parents and Carers

- 132 parents came in for our first family day linked to raising aspiration. The school received positive feedback and the next family day has been planned for Friday 12th May linked to Unicef day for change.
- The following courses are running successfully at the school, with high retention rates: SPECs (Speaking English with Confidence), Multi-family groups, ICT, Learning English, Language and Play, Family Links & Strengthening Families.
- The PTA events continue to be successful. The Healthy Valentine Disco was very successful.
- We have now approximately 30 volunteers that are working in the school to support children’s learning. The school plans to form links with specialist colleges to formalize this.
- The Y6 SATs meeting has taken place to prepare parents for the new testing arrangements.
A meeting to promote the residential meeting for current Y5 pupils has been useful to generate more interest in the trip.

The Ruislip Festival has been extremely successful. 64 pupils performed, many winning medals and certificates. Most parents came as part of the audience, to support their child.

The Stanhope Choir continue to be outstanding ambassadors for the school, with another concert scheduled as part of ESMA.

Pupils’ Spiritual, Moral, Social and Cultural Development

- Teachers have planned in teams to incorporate debating as part of the termly entitlement.
- 20 children are registered to attend the annual WE Festival in Wembley Arena. They will become WE ambassadors and run a committee linked to fundraising.
- The school council have published their first newsletter for the school, this year. They have been on two school trips-City Hall and Kidzania and are due to meet the Mayor next term.
- Prevent training is booked for all staff for next term. The school has plans to work as part of steering group with the borough Prevent Officer.
- The school council have been actively involved in promoting healthy meals, exercise, walking to school and reducing waste around the school.
- Health champions are being selected and trained to start the daily ‘Take 5’ programme of 5 minutes of rigorous exercise for all children.

Next Steps

- To continue to promote the number of girls attending the after school sports club. The PTA have agreed to buy volleyball and badminton equipment to promote engagement and involvement.
- To continue to promote the Green Token System
- To support the health champions to actively encourage healthy eating.
- To book Prevent workshops for parents.

Action for Governors

- Appoint two Deputy Headteachers from 1st September 2016 (1 x 2 days for Inclusion & 1 for Curriculum & Standards)

Pupil Achievement - Good

The Headteacher will give a short presentation on current standards and progress at the FGB meeting.

Quality of Teaching - Good

Strengths

- Learning dispositions are now becoming an area of strength in Y3/4
- Planning for focused children is now more personalized and
- Maths leader has observed all teachers teaching maths. This has contributed to teacher CPD being more relevant and contributing to improving pupil outcomes.
- Model lessons have continued to be focused on outcomes of monitoring exercises conducted i.e. work sampling, data analysis and learning walks.
- The use of the ‘polisher pen’ has increased the response to feedback provided to pupils. Pupils are now actively responding to next steps and challenges.
- Homework in maths is linked to arithmetic in the new curriculum.
- Analysis of teacher mark books in maths demonstrates that teachers have more of an understanding of children’s next steps.

Next Steps

- Continue with focused learning walks
- Continue with PPMs, highlighting focus children from the ‘Achievement for All’ project.
**Behaviour and Safety - Good**

**Strengths**
- The behaviour policy has been reviewed in consultation with pupils and staff
- Although there were 41 incidents in October 2015 this represents less than one incident per class per week – incidents of significant behaviour are very low

**Next Steps**
- Further develop circle time as a way of building up children’s intrinsic control of their own behaviour

**Report of allegations of racist incidents and outcomes**

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Allegations</th>
<th>Substantiated</th>
<th>Unsubstantiated</th>
<th>Malicious</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2015</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Behaviour Incidents**

**Exclusions**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>No of different children excluded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Safeguarding and Social Care**

<table>
<thead>
<tr>
<th></th>
<th>Autumn 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals made to social care</td>
<td></td>
</tr>
<tr>
<td>Number of children subject to child protection plans</td>
<td></td>
</tr>
<tr>
<td>Conferences attended</td>
<td></td>
</tr>
<tr>
<td>Core group /Children in Need meetings attended</td>
<td></td>
</tr>
<tr>
<td>Professionals meetings attended</td>
<td></td>
</tr>
<tr>
<td>Number of children subject to children in need plans</td>
<td></td>
</tr>
<tr>
<td>Number of looked after children currently in the school</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**

- **Y1 to Y6** 95.7% (National 2016 = 96.0%)
- **Whole School** 95.2%
EYFS – Good
The Final RAISEonline was released on 18th February 2016 and contained the first and final release of the EYFS summary data. This differs from the Local Authority report as it removes pupils new to the school. The good level of development was 5% above national.

**Early Years Foundation Stage Profile outcomes 2015 (EYFSP)**

<table>
<thead>
<tr>
<th>Percentage of pupils achieving a good level of development</th>
<th>Cohort</th>
<th>Sch</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Pupils</td>
<td>77</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>80</td>
<td>74</td>
</tr>
<tr>
<td>Free School Meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFS</td>
<td>14</td>
<td>71</td>
<td>52</td>
</tr>
<tr>
<td>Non FSM</td>
<td>63</td>
<td>71</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of pupils achieving at least expected in</th>
<th>Cohort</th>
<th>Sch</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and attention</td>
<td>83</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>Understanding</td>
<td>73</td>
<td>81</td>
<td>73</td>
</tr>
<tr>
<td>Speaking</td>
<td>93</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>83</td>
<td>84</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>79</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>Numbers</td>
<td>81</td>
<td>77</td>
<td>81</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>80</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>Shape, space and measures</td>
<td>90</td>
<td>81</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>85</td>
<td>80</td>
<td>85</td>
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</tbody>
</table>