Suggested Annual Checklist

Each term:
- Progress on SDP/SIP targets (including internal monitoring and evaluation)
- Achievement
- Premises issues
- Financial update
- General information re visits
- General feedback from Link Adviser visit

Autumn Term:
- Results of SATs, external exams, etc – their interpretation and implications
- Value added analysis
- Targets for the coming year
- Admissions data, leaver’s destinations
- Staffing structure and responsibility allocation
- Emerging priorities for the SDP
- Review of premises/resource requirements

Spring Term:
- Financial planning
- Performance indicators, progress towards targets

Summer Term:
- Curricular area reviews
- Statutory test results available
- Projected number on role for September

At least once per year:
- Attendance and exclusion data (including discipline)
- Home/school and community links
- Health and Safety issues
- Visitors to school from other agencies
- Summary of extra-curricular activities

As and when they occur:
- Staff changes, appointments etc
- Formal complaints
- Requests for approval of visits/journeys
- Any building work underway

For further information contact:
Luton Governor Services – 01582 548017
www.luton.gov.uk

Come back .... and make a difference
One of the most useful documents informing Governing bodies of progress in schools is the termly Headteacher’s Report. This should be the most important agenda item for governing body meetings as it covers information relating to all priority areas in the school – from the School Development/Improvement Plan to school performance and the development of current initiatives.

Although there is a statutory requirement for headteachers to provide a written report each term, very little guidance as to the formal and content of that report is available. However, a consistent format is often helpful for headteachers in its compilation and for governors in finding their way around the report, enabling them to make most effective use of the information provided.

Below is a suggested format and content for Headteacher’s Report to Governors:

**Section 1: School Development / Improvement / Action Plan update**

Progress made relating to the SDP/SIP/Action Plan since last report to include:
- Implementation and progress of strategies
- Timing to date and projected timescale
- Financial implications

It is useful for governors to take copies of the SDP/SIP to each meeting for reference.

**Section 2: School Performance**

**Autumn Term:**
- PANDA (Performance and Assessment) data and analysis – to include benchmarking and monitoring different groups/parts of the school
- School Targets
- Local Education Authority performance data

**Spring Term:**
- School’s own performance indicators – to include behaviour, attitudes, parental involvement, attendance, punctuality etc
- Nursery/Reception ‘Signposts’ analysis

**Summer Term:**
- SATs (Standard Assessment Tests) results
- QCA test (non statutory tests) results
- Baseline assessment
- Value added data
- Pupils numbers for September

**Section 3: Curriculum Issues**

- Any specific curriculum issues not already covered in the SDP/SIP:
  - Curriculum developments and initiatives
  - Educational visits
  - Draft policies/requests to review policies
  - Special Educational Needs update

**Section 4: Staffing and Finance**

- Staff appointments and resignations
- Staff attendance
- In-Service training
- Specific roles and responsibilities of staff
- Finance update (if not reported through finance committee)

**Section 5: Periodic/Specific Issues**

These could include:
- Pupil statistics – tabular form for ease of access
- Health and Safety/Risk Assessments
- Premises and Security
- Forthcoming events, visits, etc
- Extra-curricular activities
- Community links
- Home-school liaison
- Pastoral issues
- Resource issues
- Links with other schools/groups of schools
- Outcome of any external monitoring

However, it is vital not to fill the report with day to day issues when there are other more appropriate opportunities to share these with governors.

For example if copies of all general letters and newsletters are also sent to governors, they will feel informed of daily events and social issues without becoming inappropriately involved. Should these be raised in the context of the headteacher’s report, it could generate discussion not relevant to the strategic management of the school and impinge on time allocated to higher priorities.