# Headteacher report

Guidance and template for single schools

Headteacher reports provide an overview of the school’s progress towards meeting its strategic priorities and should be received by the governing board once per term.

The content of the report should be agreed by the board. Governing boards can strike the right balance between effective scrutiny and sustainable workload by:

* ensuring reports are provided with plenty of notice prior to the meeting, (at least 7 days prior in most cases) so that governors can read them in advance and focus on discussion and scrutiny in the meeting
* taking into account feedback from the headteacher about the workload required to produce the report
* ensuring that they are not overwhelmed by the volume of information provided
* ensuring that presentation of data allows governors to readily identify trends and patterns, with comparisons to previous years, and local and national benchmarks where available
* referring to terms of reference to avoid duplicating the same scrutiny that has been provided by committees – for some areas, reporting ‘by exception’ will be sufficient

The following template provides a starting point that should be adapted to meet your needs.

Some of the topics featured may be covered by other board reports which are prepared by the school business professional or other school leaders. Finance and [budget monitoring](https://www.nga.org.uk/knowledge-centre/budget-monitoring-maintained-schools/) is normally covered in a separate report.

## Headteacher report template

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| Executive summary |
| A short summary of key headlines, including:   * A brief update on this term’s challenges and an opportunity to celebrate success * Any decisions which the governing board needs to take |

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| Strategic priorities |
| * This section of the report focuses on the school’s progress towards achieving its strategic priorities, as set out in the board’s strategy document and/or school improvement plan. * We recommend that the progress made on each priority is rated as red, amber or green – this may help the headteacher to highlight where they feel particular attention is needed.   An example priority is shown below. Refer to NGA’s [Being Strategic guidance](https://www.nga.org.uk/knowledge-centre/strategic-guide-boards-leaders) for more on monitoring strategic priorities. |

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| Priority:Ensure every child is in school, so they can benefit from a fantastic education. |
| RAG rating: Red / Amber/ Green |
| Monitoring data and performance against KPIs:   * *Attendance figures (broken down by pupil groups, with comparisons to previous years, including pre-pandemic).* * *Suspension and exclusion figures (volume, the outcome of any reviews, and compared to previous years).* * *Any relevant policy changes, e.g. the school’s approach to persistently absent pupils.* |
| Commentary: |

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| Safeguarding | | |
| * Updates on any changes to safeguarding processes, procedures and CPD undertaken. * Comments on any trends or patterns in safeguarding incidents, risks or the type of support pupils are receiving.   Refer to our [safeguarding guidance](https://www.nga.org.uk/knowledge-centre/safeguarding-governing-board-guide) to learn more about the board’s responsibilities and how to monitor this area. | | |
|  | This term | Change vs. previous term |
| Number of safeguarding incidents |  |  |
| Types of concern: (sexual harassment, racism, Prevent, staff conduct etc.) |  |  |
| Number of children receiving support:  (early help, child protection referrals, child protection plans, child in need plan, police referrals, looked after children, young carers) |  |  |

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| Admissions | |
| * Commentary explaining any significant changes | |
| Pupils on roll: |  |
| Pupils joining: |  |
| Pupils leaving: |  |

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| Attendance | | | |
| * Data breakdown by specific cohorts and pupil groups specific to the school’s context – for example, pupils who have a social worker, are from a background or ethnicity where attendance has historically been low, have special educational needs or disabilities. * Benchmark data against targets set as well as regional and national attendance rates. * Explanation for any significant changes, comments on the impact of any intervention, including how the school supports persistently absent pupils.   See our [attendance guidance](https://www.nga.org.uk/knowledge-centre/improving-school-attendance/) for more on monitoring this area. | | | |
|  | This term | | Change / vs target |
| Overall attendance rate: |  | |  |
| Attendance rate - pupil group 1: |  | |  |
| Attendance rate - pupil group 2: |  | |  |
| Attendance rate - pupil group 3: |  | |  |
| Behaviour and exclusion | | | |
| * Progress made towards improving behaviour, including any significant changes to routines or the support in place for pupils. * Circumstances surrounding suspensions, exclusions and incidents.   Refer to our guidance on [effective behaviour management](https://www.nga.org.uk/knowledge-centre/effective-behaviour-management/) for further information. | | | |
|  | | This term | Comparison / benchmark |
| Number of suspensions: | |  |  |
| Number of permanent exclusions: | |  |  |
| Behaviour incidents and type:  (incidents of searching, screening and confiscation; use of pupil support units, off-site directions and managed moves) | |  |  |

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| Pupils with Special educational needs (SEN) and looked-after children (LAC) | | |
| * Comments on any significant changes and the plans in place to meet pupils’ needs. * School capacity (could cover any significant staff training updates or changes to roles and responsibilities).   Refer to our [SEND monitoring tool](https://www.nga.org.uk/knowledge-centre/send-governance-monitoring-tool/) to learn more about board responsibilities. | | |
|  | This term | Comparison to last year | |
| Number of pupils on the SEN register: (Also detail type of need) |  |  | |
| Number and type of EHC plans: |  |  | |
| Number of LAC: |  |  | |

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| Pupil progress and attainment |
| * Subject-specific [attainment and progress data](https://www.nga.org.uk/knowledge-centre/pupil-data-and-performance-measures/) that covers specific groups and cohorts (including pupils with SEND and [disadvantaged pupils](https://www.nga.org.uk/knowledge-centre/disadvantage-in-education/)) * Avoid duplicating scrutiny that takes place at committee level.   The specific data and outcomes monitored will vary according to phase and type of school.  For the primary phase:   * Key stage 1 and 2 reading, writing and maths attainment and progress (as well as spelling, punctuation and grammar for key stage 2)   For the secondary phase:   * Attainment 8 and Progress 8 data * GCSE English and maths grade * Employment and further study/training destinations |
| Risk management |
| * Significant risks to the school, including reputational and financial. * Any significant changes to risk controls and risk management systems. * Risk register review (by exception) – the board should conduct a full review annually.   See our [risk management guidance](https://www.nga.org.uk/knowledge-centre/risk-management-for-governing-boards) for more on monitoring and evaluating risks. |
| Staffing |
| * Changes/proposed changes to staffing structure * Succession planning * Headline measures and comments on capacity, workload and [wellbeing](https://www.nga.org.uk/knowledge-centre/improving-staff-wellbeing/) * Comments of performance management effectiveness * [Staff CPD](https://www.nga.org.uk/knowledge-centre/cpd-school-staff/) overview |

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| Health & safety and estates |
| * Issues, significant incidents and action taken * Summary results of any audits undertaken (such as fire safety) |

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| Stakeholders | | |
| * Headlines on engagement with key stakeholders – parents/carers, pupils, staff and external stakeholders (local authority or diocese for example) not covered elsewhere in the report * Summarised results and actions arising from any stakeholder surveys * Complaints types, themes and lessons learnt | | |
|  | This term | Comparison | |
| Number of complaints: |  |  | |

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| Other information |
| Information which the board needs to be aware of as part of their broader strategic responsibilities, if not covered in previous sections. For example:   * Potential structural changes (such as plans to [join a MAT](https://www.nga.org.uk/knowledge-centre/joining-forming-a-mat/)) * Partnership working * Governance capacity |