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**Headteacher Report to Joint Local Governing Board**

Our vision and values are deeply rooted in the Christian faith, and these permeate our decision-making, our relationships, our communication and our learning.

Our Trust is founded on shared values and principles. Together, Trust Board, local governing boards, central team and school communities form one organisation. We are focussed on providing children of all faiths, and none, with excellent educational provision in an aspirational, caring and supportive Christian ethos.



**Overview**

The DGAT Trust Board delegates a number of responsibilities within these core functions to local governing boards (LGBs). These responsibilities are set out in the DGAT Scheme of Delegation. All headteachers and LGBs must understand these delegated responsibilities and ensure all information reported to local governors is in line with the scheme of delegation.

The importance of governance in driving school improvement is highlighted by both Ofsted and the DfE, in particular in DGAT how LGBs work 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 because of their understanding of the issues facing the school.

Local governors must be engaged in monitoring activities related to the school’s development priorities and their statutory responsibilities throughout the school year using the suggested annual schedule of work for governing boards. Headteachers as part of their professional standards are required to provide regular reports to governors about the impact of their leadership actions and the progress the school is making towards agreed goals – DGAT headteachers are required to provide three written reports to the LGB each academic year using the DGAT template Headteacher Report to Governors. This will include links to their own monitoring as well as notes of visit from the school improvement team.

**Key principles**

* Written report frequency will be agreed with local governors but a minimum of three x a year.
* Where aspects of full reports are scrutinised at committees of the LGB, main findings will be reported to the LGB by the chair of that committee.
* Information will be provided in a format that enables local governors to focus on their delegated responsibilities.
* The report will be clear and concise.
* The report will draw on existing documentation rather than duplicating effort.
* The report will be provided seven days in advance of the meeting to facilitate pertinent and robust scrutiny and identification of key challenge questions.
* It is not expected that the headteacher will share their report verbatim with local governors during a meeting. It is expected that local governors will use the information provided within the report to identify questions that will lead to broad and professionally curious conversations that identify the impact of provision for all pupils.

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| **Name of schools:** |  |
| **Headteacher:** |  |
| **Date of report:** |  |
| **Date of LGB meeting reported to:** |  |
| **Insert school visions here** |

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| **Statutory written reporting requirements for each academic year that sit alongside the Headteacher’s report to the local governing board.****\***Governors to access via the school websites to ensure the school is **meeting statutory requirements for publishing** information |
| **Autumn Terms 1 and 2** | **Spring Terms 2 and 3** | **Summer Terms 5 and 6** |
| Self-evaluation Safeguarding School Development Plan Pupil premium report and future plan including catch up premium funding**\***SEND update**\***PE and Sports Premium plan**\***Annual Health and Safety Risk Assessment (in ordinary years)Performance Management update | Self-evaluation Safeguarding SEND report**\***Performance Management update | Self-evaluationSafeguardingSEND report**\*** |

**School contextual information and indicators**

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| **School 1** | **School 2** |
| **Pupil numbers** | **Whole school PAN** | **Pupil numbers** | **Whole school PAN** |
|  | PAN | Term x | Term x | Current | Any exceptions / accepted places |  | PAN | Term x | Term x | Current | Any exceptions / accepted places |
| **R** |  |  |  |  |  | **R** |  |  |  |  |  |
| **1** |  |  |  |  |  | **1** |  |  |  |  |  |
| **2** |  |  |  |  |  | **2** |  |  |  |  |  |
| **3** |  |  |  |  |  | **3** |  |  |  |  |  |
| **4** |  |  |  |  |  | **4** |  |  |  |  |  |
| **5** |  |  |  |  |  | **5** |  |  |  |  |  |
| **6** |  |  |  |  |  | **6** |  |  |  |  |  |

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| **Total number of safeguarding issues referred**  | **Number of pupils on a Child Protection Plan** **S.47** |
|  | Term x | Term x | Current | Term x | Term x | Current |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
| **Number of pupils on a Child in Need Plan S.17** | **Number of referrals to LADO** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |

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| **Number of pupils with an EHCP in place** | **Number of EHCP’s in progress** |
|  | **Term x** | **Term x** | **Current** | **Term x** | **Term x** | **Current** |
| **School 2** |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Term x | Term x | Current | Term x | Term x | Current |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |

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| **Pupil Mobility** **Report number of children who have left the school in each class, reason for leaving and their destination**  |
|  | Term x  | Term x  | Current   |
|  | **R**  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  | **R**  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  | **R**  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
| **School 1**  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Reasons for leaving** |  |  |  |
| **Destinations** |  |  |  |
| **School 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reasons for leaving** |  |  |  |
| **Destinations** |  |  |  |

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| **Attendance** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **National %** |  |  |  |  |  |  |
| **Trust %** |  |  |  |  |  |  |
| **School 1 %** |  |  |  |  |  |  |
| **School 2 %** |  |  |  |  |  |  |
| **Trust SEND %** |  |  |  |  |  |  |
| **School 1 SEND %** |  |  |  |  |  |  |
| **School 2 SEND %** |  |  |  |  |  |  |
| **Trust PP %** |  |  |  |  |  |  |
| **School 1 PP %** |  |  |  |  |  |  |
| **School 2 PP %** |  |  |  |  |  |  |
| **Trust boys %** |  |  |  |  |  |  |
| **School 1 boys %** |  |  |  |  |  |  |
| **School 2 boys %** |  |  |  |  |  |  |
| **Trust girls %** |  |  |  |  |  |  |
| **School 1 girls %** |  |  |  |  |  |  |
| **School 2 girls %** |  |  |  |  |  |  |
| **Term x** | **Term x** | **Current figure** |
| **National %** | **School 1 %** | **School 2%** | **National %** | **School 1 %** | **School 2 %** | **National %** | **School 1 %** | **School 2 %** |
|  | R | 1 | 2 | 3 | 4 | 5 | 6 |  | R | 1 | 2 | 3 | 4 | 5 | 6 |  | R | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Persistent Absence (lower than 90%)** | **Persistent Absence (lower than 90%)** | **Persistent Absence (lower than 90%)** |
| **National %** | **School 1 %** | **School 2 %** | **National %** | **School 1 %** | **School 2 %** | **National %** | **School 1 %** | **School 2 %** |
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| **Persistent lateness** |
| **School 1** |
| **Term x** | **Term x** | **Current figure** |
| R | 1 | 2 | 3 | 4 | 5 | 6 | R | 1 | 2 | 3 | 4 | 5 | 6 | R | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **School 2** |
| R | 1 | 2 | 3 | 4 | 5 | 6 | R | 1 | 2 | 3 | 4 | 5 | 6 | R | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Actions the school has taken to address poor attendance and lateness** |
| **School 1** | **School 2** |
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| **Behaviour** |
| **Behaviour incidents requiring a call home** |  | **Term x** | **Term x** | **Current** | **Bullying incidents** |  | **Term x** | **Term x** | **Current** |
| **School 1** |  |  |  | **School 1** |  |  |  |
| **School 2** |  |  |  | **School 2** |  |  |  |
| **Peer-on-peer incidents** **inc sexualised language or abuse** |  | **Term x** | **Term x** | **Current** | **Fixed Term Exclusions** |  | **Term x** | **Term x** | **Current** |
| **School 1** |  |  |  | **School 1** |  |  |  |
|  |  |  |  |  |  |  |  |
| **School 2** |  |  |  | **School 2** |  |  |  |
| **Racist Incidents** |  | **Term x** | **Term x** | **Current** | **Permanent Exclusions** |  | **Term x** | **Term x** | **Current** |
| **School 1** |  |  |  | **School 1** |  |  |  |
| **School 2** |  |  |  | **School 2** |  |  |  |
| **No of Part-time timetables**  |  | **Term x** | **Term x** | **Current** | **No of pupils accessing Alternative provision** |  | **Term x** | **Term x** | **Current** |
| **School 1** |  |  |  | **School 1** |  |  |  |
| **School 2** |  |  |  | **School 2** |  |  |  |

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| **Staffing****Key: A – Absence, V – Vacancies, R - Recruited** |
| **Teaching Staff** | **Support Staff** |
|  | **Last Academic Year** | **This academic year to date** | **This period** | **Last Academic Year** | **This academic year to date** | **This period** |
|  | **A** | **V** | **R** | **A** | **V** | **R** | **A** | **V** | **R** | **A** | **V** | **R** | **A** | **V** | **R** | **A** | **V** | **R** |
| **School 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Staffing - exit interviews** |
|  | **Last Academic Year**  | **This academic year to date**  | **This period**  | **Last Academic Year**  | **This academic year to date**  | **This period**  |
| **School 1** | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  |
|   |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  |
|   |   |   |   |   |   |
| **School 2** | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  | No of exit interviews offered  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  | No of exit interviews accepted or exit interview questionnaires returned  |
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|  | **Continued Professional Development** |
|  | **Teaching Staff** | **Support Staff** |
|  | Trust provided CPD | External CPD | Link to SDP priority – not essential for all CPD | Trust provided CPD | External CPD | Link to SDP priority – not essential for all CPD |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
|  | **Impact** | **Impact** |
| **School 1** | **School 2** | **School 1** | **School 1** |
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| **Stage 2 Complaints****Please do not share detail of complaints, only data** | **Subject Access Request/FOI****Please do not share detail of requests, only data** |
|  | **Term x** | **Term x** | **Current** | **Term x** | **Term x** | **Current** |
|  | **Number** | **Resolved or proceeded to stage 3** | **Number** | **Resolved or proceeded to stage 3** | **Number** | **Resolved or proceeded to stage 3** | **Number** | **DPO involved**  | **Number** | **DPO involved** | **Number** | **DPO involved** |
| **School 1** |  |  |  |  |  |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |  |  |  |  |  |

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| **Reportable funding spending and impact**Governors are expected to access the school’s full spending and impact report from the school website when reviewing this data |
| **Pupil Premium** | **PE and Sports Premium** |
| **Total no. of pupils eligible** | **Carry forward** | **Total income this year** | **Spend to date** | **Total no. of pupils eligible** | **Carry forward** | **Total income this year** | **Spend to date** |
|  | £ | £ | £ |  | £ | £ | £ |
| **School 1** |  |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |  |
| **Summary of impact to date** | **Summary of impact to date** |
| **School 1** | **School 2** | **School 1** | **School 2** |
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| **School Development Plan: progress and impact - Please delete this and attach your RAP if this is applicable to you.** |
| **SDP priority no.** | **Activities to date** | **Progress** | **Emerging impact** | **Issues identified** |
| **Expected** | **Good** | **Less than expected** |
| **Quality of Education** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
| **Leadership and Management** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
| **Behaviour and Attitudes** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
| **Personal Development** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |
| **Christian Character** |
| **School 1** |  |  |  |  |  |  |
| **School 2** |  |  |  |  |  |  |

**Impact of quality of education**

Please insert screen shots, copy and paste or link to a separate document a copy of the most up-to-date pupil age related expectations overview from SONAR and Trust School Effectiveness Team, this should include:

* Three year trend document
* Agreed Academic Ambition’s
* Current age-related expectations plus your narrative on progress towards ambitions set.