



Governors' Annual Reports and School Prospectuses in Primary Schools

Overview

This document tells you what must be included in governors' annual reports and school prospectuses issued from May 2002. It also offers some additional suggestions which, while not required by regulations, good governors' annual reports and school prospectuses might cover.

Action required

To ensure governors' annual reports and prospectuses issued from May 2002 are in line with this guidance.

Further information

All enquiries should be made to:

Elizabeth Cornish
Parents and Performance Division
Department for Education and Skills
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Tel: 020 7925 6124
Fax: 020 7925 5179
Email: elizabeth.cornish@dfes.gsi.gov.uk

Additional copies are available from Department for Education and Skills Publications
Tel: 0845 602 2260 Fax: 0845 603 3360
E-Mail: dfes@prolog.uk.com

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School Governors and Head Teachers

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Related Documents:

Governors' Annual Reports and School

Prospectuses in Secondary Schools (DfES/0270/2002)

Circular 11/98 Target Setting in Schools

Superseded documents:

Circular 7/98 School

Prospectuses in Primary Schools

Circular 7/99 Governors' Annual Reports in Primary Schools

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Introduction

GOVERNORS' ANNUAL REPORTS AND SCHOOL PROSPECTUSES IN PRIMARY SCHOOLS

This guidance tells schools what information they must include in their governors' annual report¹ and in their school prospectus². Schools may produce two separate documents, with information in each as appropriate, or one combined document if they prefer.

Ministers believe that the inclusion of some information, such as that on school performance, is necessary so that parents can be assured of easy access to information. However, they believe that, while other types of information may be valuable, decisions should be left to individual governing bodies. This document therefore also covers information that good governors' annual reports and school prospectuses might include, even if not required by regulations.

Governors will want to ensure that all information they produce for parents is accessible to all parents, including those with disabilities and those whose first language is not English.

Publication of Governors' Annual Report

Once during each school year all governing bodies must publish a governors' annual report for parents of all registered pupils. The governing body may decide when to issue the report so long as copies of it are given to all parents at least 2 weeks before the annual parents' meeting.

Governing bodies should ensure that copies of the annual report are:

- given free of charge to parents and school employees; and
- made available at the school for reference.

Publication of School Prospectus

Each year all governing bodies must ensure that a school prospectus is published for prospective parents. LEAs may publish prospectuses on behalf of LEA maintained schools, but governing bodies must provide the relevant information.

The prospectus must be published during the school year immediately preceding the admissions school year, i.e. prospectuses published in 2001/02 will be for admissions in 2002/2003. Primary, including middle-deemed primary, schools must publish their prospectuses at least 6 weeks before the final date by which parents are asked to apply for admission to the school, or to express a preference for a place.

Governing bodies should ensure that copies of the school prospectus are made available:

- at the school for reference; and
- free of charge to parents or prospective parents on request.

¹ s42 of the *School Standards and Framework Act 1998*; specific requirements detailed in *The Education (Governors' Annual Reports)(England).(Amendment) Regulations 2002*.

² *The Education (School Information)(England)(Amendment) Regulations 2002*.

GOVERNORS' ANNUAL REPORT/SCHOOL PROSPECTUS: CHECKLIST OF REQUIREMENTS FOR PRIMARY SCHOOLS

See full tables overleaf for full details of what should be covered. Please note that some requirements derive from other legislation and are footnoted accordingly.

Both governors' annual report and school prospectus must contain

- rates of pupils' authorised and unauthorised absence
- information about the implementation of the governing body's policy on pupils with special educational needs (SEN) and any changes to the policy during the last year
- the school's National Curriculum assessment results at Key Stages 1 and 2

Governors' annual report must contain

- details of the governing body membership, including name and address of chair and clerk
- a statement on progress in implementing the action plan drawn up following an inspection³
- a financial statement
- information about school security
- a description of the arrangements for the admission of pupils with disabilities; details of steps to prevent disabled pupils being treated less favourably than other pupils; details of existing facilities to assist access to the school by pupils with disabilities⁴
- (after September 2002) the accessibility plan covering future policies for increasing access by those with disabilities to the school⁵
- how teachers' professional development impacts on teaching and learning
- the school's targets for Key Stage 2 assessments⁶

School prospectus must contain

- name, address, telephone number and type of school, name of headteacher and chair of governors
- information about admissions
- statement of the school's ethos and values
- details of any affiliations with a particular religion or religious denomination, religious education provided, parents' right to withdraw their child from religious education and collective worship and alternative provision for those pupils

³ s17(7) of the *School Inspections Act 1996* (as amended)

⁴ s317 of the *Education Act 1996*

⁵ s14(2) of the *SEN and Disability Act 2001*

⁶ The Education (School Performance Targets)(England) Regulations 1998 (SI 1998/1532)

GOVERNORS' ANNUAL REPORT AND SCHOOL PROSPECTUS: STATUTORY REQUIREMENTS

Section A

The tables below set out what must be included in **both** the governors' annual report **and** in the school prospectus, if separate documents are produced:

Rates of Authorised and Unauthorised Absence of Day Pupils of Compulsory School Age in the Preceding School Year

Information to be provided	Notes
Total number of registered day pupils of compulsory school age on roll for at least one session during the reporting period up to and including the Friday before the last Monday in May (except for maintained schools which only have boarding pupils).	For these purposes, day pupils of compulsory school age means pupils aged 5 years before 1 September in the reporting period. See box 1 of the most recent absence return form.
The percentage of half days (sessions) missed through: <ul style="list-style-type: none"> authorised absence; unauthorised absence. (except for maintained schools which only have boarding pupils).	Schools which received form DA1 from the DfES's contractors may reproduce the figures given there. Other schools should follow the notes below: To calculate the percentage of authorised absence, take the figure from box 3 of the most recent absence return form and express it as a percentage of that in box 2. To calculate the percentage of unauthorised absence, take the figure from box 5 and express it as a percentage of that in box 2. Round percentages to one decimal place.

Pupils with Special Educational Needs

Information to be provided	Notes
A summary of the governing body's policy in relation to children with special educational needs, and any significant changes to that policy since the last governors' annual report. Also a statement on the success in implementing the governing body's SEN policy in the last year	For example, the success of the school's arrangements for: <ul style="list-style-type: none"> identifying, assessing and providing for pupils with special educational needs; monitoring and record keeping; the use of external support services and agencies; and the use of resources If there have been any changes to the SEN policy, the reasons why they were made and how they will affect the special education provision at the school.

Results of the National Curriculum Assessments of 7 Year Olds

Information to be provided	Notes
Number of eligible pupils in the final year of Key Stage 1.	Eligible pupils are KS1 pupils on roll at the time of the last national curriculum assessments.
Where the number of eligible pupils is 10 or more, the percentage of such pupils at each level of attainment. The tables on pages 13 and 14 provide a model for what must be reported. These can be photocopied or accessed on TeacherNet at www.teachernet.gov.uk/mailing	To ensure that the results of individual pupils remain confidential, the headteacher is not required to pass any information to the governing body if the number of pupils is 4 or less. The governing body must, however, explain why the information is not included. Where the number of pupils is between 5 and 9 inclusive, the headteacher need only pass on the percentage of pupils reaching or exceeding Level 2. The governing body must include a statement explaining why the information has been published in this way.
The <u>most recent</u> national comparative data corresponding to the school data above.	The Results of the National Curriculum Assessments of 7 Year Olds in England will be issued in the Autumn Package. Further copies are available from the DfES Publications Centre on 0845 60 222 60 or can be found in the publications section of <i>The Standards Site</i> at www.standards.dfes.gov.uk .

Results of the National Curriculum Assessments of 11 Year Olds

Information to be provided	Notes
Number of eligible pupils in the final year of Key Stage 2.	Eligible pupils are KS2 pupils on roll at the time of the last national curriculum assessments.
Where the number of eligible pupils is 10 or more, the percentage of such pupils at each level of attainment. The tables on page 15 provide a model for what must be reported. These can be photocopied or accessed on TeacherNet at www.teachernet.gov.uk/mailing	To ensure that the results of individual pupils remain confidential, the headteacher is not required to pass any information to the governing body if the number of pupils is 4 or less. The governing body must, however, explain why the information is not included. Where the number of pupils is between 5 and 9 inclusive, the headteacher need only pass on the percentage of pupils reaching or exceeding Level 4. The governing body must include a statement explaining why the information has been published in this way.
The <u>most recent</u> national comparative data corresponding to the school data above.	The Results of the National Curriculum Assessments of 11 Year Olds in England will be issued in the Autumn Package. Further copies are available from the DfES Publications Centre on 0845 602 2260 or can be found in the publications section of <i>The Standards Site</i> at www.standards.dfes.gov.uk/

Summary results: Where there are 10 or more pupils, the percentage of Key Stage 2 pupils who achieved level 4 or above by test in:

- English; and
- mathematics.

Section B

The tables below set out what must be included in the **governors' annual report only**, if separate documents are produced:

Details Of Governors

Information to be provided	Notes
For each governor: <ul style="list-style-type: none">• their name and status;• the date when their term of office ends (except for ex-officio governors).	<ul style="list-style-type: none">• ie whether they are: a parent; a teacher; staff; a foundation governor; co-opted; otherwise appointed; or an ex-officio governor.
Details of any appointments.	By whom appointed.
Name and address of the Chairman of the Governing Body.	The school address may be used.
Name and address of the Clerk.	The school address may be used.

OFSTED Inspections

Information to be provided	Notes
A statement on progress in implementing the action plan drawn up following an inspection.	Where there is an action plan following an inspection.

A Financial Statement

Information to be provided	Notes
A financial statement which: <ul style="list-style-type: none">• indicates how any funding provided by the LEA was spent;• gives details of any gifts received by the school;• gives details of governors' travelling and subsistence expenses (if any).	<p>The statement should be provided in terms that are easily understood by people who are not educational or financial professionals.</p> <p>It should, where possible, give additional information clarifying income and expenditure. For example, it could indicate how any Standards Fund money was spent e.g. ethnic minority achievement grant and support for training in literacy and numeracy.</p>

School Security

Information to be provided	Notes
Information about school security.	<p>For example:</p> <ul style="list-style-type: none"> • a summary of the school's security policy; • arrangements for reviewing security including the timing and frequency of reviews and details of any bodies from whom security advice has been or will be sought; • any action taken by the school, LEA, or trustees to improve the safety of pupils and staff and the security of the premises; • details of any recent significant incidents e.g. assaults on staff or pupils, theft, vandalism, arson etc. <p>Information should not be provided which may increase the risk to the school e.g. information which draws attention to specific security weaknesses or details of alarm systems.</p>

Pupils with Disabilities

Information to be provided	Notes
A description of the admission arrangements for pupils with disabilities.	<p>The Disability Discrimination Act 1995 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." This would include, for example, sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial. Most children with special educational needs will not be disabled within the meaning of the Act. However, a significant proportion of those who are disabled will have special educational needs.</p>
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.	<p>Governing bodies already have to ensure that pupils with special needs join in everyday activities with other pupils (subject to certain conditions set out in Section 317(4) of the Education Act 1996).</p>
Details of existing facilities provided to assist access to the school by pupils with disabilities	<p>For example, "access" could mean ramps to allow children in wheelchairs physical access to the building, or it could mean allowing pupils with disabilities access to the curriculum.</p>
(after September 2002): The accessibility plan detailing the school's future policies	<p>The DDA, as amended by the SEN and Disability Act 2001, places a duty on schools to prepare an accessibility</p>

for increasing disability access to the school	plan setting out plans for increasing disability access to the school. The plans should cover: increasing access to the curriculum; to the physical environment of the school; and improving the provision to disabled pupils of written information in alternative formats taking account of the preferred means of communication and within a reasonable period of time. Although the duty comes into force in September 2002, it takes time to produce a plan and schools are not expected to have a plan in place immediately. It would be reasonable for schools to have accessibility plans in place by April 2003. The Department is producing separate guidance for schools on preparing accessibility plans and this should be available in Spring 2002.
	The provisions of the DDA which affect annual reports will apply also to special schools from September 2002.

The Professional Development Of Teaching Staff

Information to be provided	Notes
A statement on the school's policy on whole staff development, focusing on how teachers' training and professional development have improved the standards and quality of teaching and learning.	

Targets for National Curriculum Assessments of 11 Year Olds

Information to be provided	Notes
<p>Where there are 10 or more pupils, the governing body's targets for Key Stage 2 tests at level 4 in:</p> <ul style="list-style-type: none"> English; and mathematics. <p>and at Level 5 in</p> <ul style="list-style-type: none"> English; and mathematics <p>The law now also requires schools which set zero-rated targets to set measurable performance targets at Key Stage 2 in English and mathematics using the P scales or other performance criteria where appropriate.</p>	<p>For further information on setting targets, please refer to circular 11/98 <i>Target Setting In School</i>; the guidance booklet DfEE 0065/2001 <i>Supporting the Target Setting Process (revised March 2001)</i>; and guidance booklet DfES 0275/2002 <i>Setting school targets for pupil achievement at KS 2 level 5 (2003 and beyond) and new national KS2 targets for 2004</i>.</p> <p>Further copies can be obtained from the DfES Publications Centre on 0845 602 2260.</p> <p>The tables on pages 16 and 17 set out the school years for which targets must be included.</p>

Section C

The tables below set out what must be included in the **school prospectus only**, if separate documents are produced:

Information about the school

Information to be provided	Notes
School's name, address and telephone number	For example, whether community, foundation, community special, foundation special, or voluntary aided
Type of school	
Names of headteacher and chair of governors	

Information about admissions

Information to be provided	Notes
Arrangements (if any) for visits from parents considering applying to the school.	
Details of the school's current admissions policy, or the current policy operated by the LEA on the school's behalf.	This is the policy determining admissions in the next school year. The information should include the details (if any) of the arrangements for admitting pupils under 5 years old.

Ethos and Values

Information to be provided	Notes
A statement on the ethos and values of the school which underpins pupils' spiritual, moral, cultural and social development through the curriculum and other activities.	This could include: <ul style="list-style-type: none">• general arrangements for school discipline;• arrangements for pastoral care;• main extra-curricular activities;• the school's uniform/clothing policy.

Religious education and collective worship

Information to be provided	Notes
Details of any affiliations which the school has with a particular religion or religious denomination.	
Details of religious education provided.	Where relevant, indicate whether a determination has been granted lifting the requirement for broadly Christian worship at a community or foundation school, either for specified groups of pupils or for the whole school.
A reminder that parents can withdraw their children from all or part of the religious education and collective worship provided.	
Details of any alternative provision made for pupils who are withdrawn.	

SCHOOL RESULTS

These tables show *detailed results* for Year 2 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 1. Figures may not total 100% because of rounding.

TEACHER ASSESSMENT							
Number of eligible pupils in final year of Key Stage 1	Percentage at each level						
	W	1	2	3	4+	Pupils Disapplied	Pupils Absent
Speaking and Listening							
Reading							
Writing							
Mathematics							
Science							

W represent the pupils who are working towards a level 1, but have not yet achieved the standards needed for level 1.

TASK AND TEST RESULTS							
Number of eligible pupils at the end of KS1	Percentage at each level						
	W	1	2	3	4+	Pupils Disapplied	Pupils Absent
Reading task*							
Reading test*							
Writing Task							
Spelling *							
Mathematics							

W represent the pupils who are working towards a level 1, but have not yet achieved the standards needed for level 1.

* These assessments do not apply at every level, and therefore figures may not total 100 per cent.

SCHOOL RESULTS

These tables show *detailed* results for Year 6 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 2

Figures may not total 100% because of rounding

TEACHER ASSESSMENT										
	Percentage at each level								Pupils Disapplied	Pupils Absent
	W	1	2	3	4	5	6			
English										
Reading										
Writing										
Speaking and Listening										
Mathematics										
Science										

TEST RESULTS								
	Percentage at each level						Pupils disapplied	Pupils absent
	Below level 3*	3	4	5	6			
English								
Reading								
Writing								
Mathematics								
Science								

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

If you are publishing your governors' annual report, or combined report and prospectus after the school year to which it relates: please use the table below to see the school years for which you must provide KS2 targets, summary results and detailed results for National Curriculum Assessments of 11 year olds.

School Year to which the annual report relates



School years for which you need to give KS2 targets, detailed results and summary results



	2000/01	2001/02	2002/03	2003/04
98/99	summary results			
99/2000	targets and summary results	targets and summary results		
2000/01	targets and detailed results	targets and summary results	targets and summary results	
2001/02	targets	targets and detailed results	targets and summary results	targets and summary results
2002/03		targets	targets and detailed results	targets and summary results
2003/04			targets	targets and detailed results
2004/05				targets

For example: if you are publishing your governors' annual report or combined governors' annual report and prospectus in school year 2001/2002 but giving information about the previous school year (2000/2001) you need to give summary results for school year 1998/1999, targets and summary results for school year 1999/2000, targets and detailed results for school year 2000/2001 and targets for 2001/2002

If you are publishing your governors' annual report, or combined report and prospectus in the school year to which it relates: please use the table below to see the school years for which you must provide KS2 targets, summary results and detailed results for National Curriculum Assessments of 11 year olds

School Year to which the annual report relates



School years for which you need to give KS2 targets, detailed results and summary results



	2001/02	2002/03	2003/04	2004/05
99/2000	targets and summary results			
2000/01	targets and detailed results	targets and summary results		
2001/02	targets	targets and detailed results	Targets and summary results	
2002/03	targets	targets	targets and detailed results	targets and summary results
2003/04		targets	targets	targets and detailed results
2004/05			targets	targets
2005/06				targets

For example: if you are publishing your governors' annual report or combined governors' annual report and prospectus in school year 2001/2002 and giving information about that same school year (2001/2002) you need to give targets and summary results for school year 1999/2000, targets and detailed results for school year 2000/2001 and targets for school years 2001/2002 and 2002/2003.

ADDITIONAL INFORMATION

Schools are not required to include the following items in either the governors' annual report or school prospectus. Governing bodies will, however, want to ensure that parents receive a complete picture of the school and they will wish to consider whether these items are best included here or in other documents that the school produces for parents.

- dates of school holidays and times of school sessions.
- description of any action taken to develop or strengthen links with families and the community, including details of any services, such as health or social services or adult education, that the school provides for the well-being of the school's pupils, their families and the wider community.
- summary of charging and remissions policy.
- details of the LEA's transport and medical arrangements.
- (for governors' annual report if produced separately) details of any changes to the prospectus since it was last published.
- curriculum information, including:

summary of the governing body's curriculum aims;

a summary of the content of the National Curriculum and the school curriculum, how they are organised in relation to different year groups, key stages and subjects, including special arrangements for particular categories of pupils, such as those with special educational needs and gifted and talented children;

details of arrangements for matching work to children of different abilities, e.g. setting and grouping by ability;

details of arrangements for identifying and providing for gifted and talented children;

details of organisational strategies and teaching techniques, e.g. extent of group work and whole class teaching;

hours spent on teaching in a normal school day or week (*NB: DES circular 7/90 recommends 21 hours per week at key stage 1 and 23.5 hours per week at key stage 2*);

details of class sizes for schools with pupils aged between 5 and 11, and details of any age groups taught together;

(if taught) a summary of the content and organisation of sex education, including the selection of teaching methods, materials or any guest speakers, and how parents are involved in how these are used. Should include a reminder that parents can withdraw their children from all or part of sex education, except those elements taught as part of NC science.

- where parents can see copies of the following documents:
 - any statutory instruments and guidance documents sent to schools by the DfES about the curriculum and National Curriculum;
 - any schemes of work and syllabuses in use;
 - published OFSTED reports on the school;
 - the school's policies, for example on SEN.
 - (for voluntary schools) that part of the trust deed governing religious education and any statement by the governing body about religious education;
- details of how parents and others can find out about the arrangements for dealing with formal complaints to the governing body and LEA about the curriculum and any other matters.
- a statement on the school's sporting aims, including: whether aims have been met, provision for sport in terms of particular activities, facilities (e.g. playing fields) and time allocated within and outside the curriculum, any relevant staff expertise or qualifications, links with local sports clubs, and any notable sporting achievements.
- a statement on the school's arts policy and provision, including: any plans for improving facilities, opportunities provided in terms of visits, participation in community arts activities and links with any specialists, time allocated within and outside the curriculum and any relevant staff expertise or qualifications.

