**Appendix 2 Termly Report Writing Format Guide.**

Each headteacher is expected to present a termly report to Shell Education Services which uses the report to inform the big picture on learning at all the Shell group of schools. The headteacher should also send a copy of the termly report to Improve Education.

Reports should be submitted no less than two weeks before the end of each term.

Termly reports also serve as your report to a school’s governing board. The summer term report is more comprehensive than the reports in terms one and two.

As a matter of consistency, the format for termly reports is based on the specification for the review of Shell schools. This means that further ideas about what can be included under each heading can be found in that specification. It also means that, used as part of the school’s ongoing process of self-evaluation, the termly reports will provide valuable accumulative evidence for the three-yearly review.

**Guidance on producing termly reports**

***The purpose of termly reports***

* Termly reports are first and foremost for informing the Shell Education Services Department about the schools, their achievements (particularly in relation to children’s learning and the factors that affect learning) and their activities.
* They can also serve as reports to school boards
* They provide a format in which schools can collate evaluations for their own Quality Assurance cycle. The Quality Assurance cycle also includes school improvement plans and school reviews – remembering that school self-evaluation is not an event that takes place each year in Term 3 but a continuous process
* The format for termly reports is based on that for school reviews so they can serve as part of the evidence provided to review teams
* Termly reports also keep Improve Education informed about developments and therefore put them in a better position to provide advice and consultancy
* The third termly report of each year – with a slightly different template –incorporates the annual school learning self-evaluation report.

***Writing termly reports***

* *Use the template provided*
* *Use bullet points and summarise. Only use examples if you need to clarify.*
* *Make sure that the report includes evaluation rather than just description – if in doubt include the evaluation rather than the description. This particularly applies to the Learning section where there should be clear and succinct judgements about specific aspects of children’s learning.*
* *The Learning section should not include evaluations or descriptions of the things that the school does to promote learning – these can be included in the other sections and subsections (Teaching for Learning, Curriculum, Leadership and Management etc)*
* *Regard the report as a summary. There is no need to include great detail: if the Education Services Department, the board, your line manager Improve Education want to know more about something they can always ask*
* *There is no set length for a termly report, particularly as schools vary so much in size. As a rough guide, reports should normally be between four pages (for the smallest schools) and ten pages (for the very largest schools).*

**Term one and Term Two report format**

[Date]

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| **1          Learning**  *Include:*  *1.1           Evaluative statements about the quality of learning and your professional judgement (soft evidence)*  *1.2           Evaluative statements based on results of external assessments/tests (hard evidence)*  *1.3           Anything notable about attainment and progress in particular subjects*  *1.4           Anything notable about the attainment and progress of particular groups - EAL, SEN, boys, girls, particular nationalities*  *1.5           Any specific areas for celebration or improvement*  *1.6           Any action taken in relation to children’s learning in response to a school review or consultancy visit*  *1.7           Any action taken in response to the analysis undertaken by Improve Education in relation to the results of external assessments (SATs, CITO, ISA) throughout the group of schools*  **A             What we know about learning from classroom observations**                  Include comments on the findings of any systematic classroom observations  **B             What we know about learning from external assessments**                  Include comments on the results of standardised tests, National Curriculum tests, CITO tests etc  **C             What we know about learning from other assessments**                 Include comments on the results of scheme-based tests, teacher-created tests, teacher-assessments etc  **D             What we know about learning from work in books and elsewhere**                  Include comments on the findings of any systematic scrutiny of children's work  **E             What we know about learning from comments by parents**                  Include comments on anything gleaned from informal comments, questionnaires etc  **F              What we know about learning from comments by children**                  Include comments on anything gleaned from conversations with children  **G             What we know about learning from comments by company representatives**                  Include comments on anything gleaned from conversations with the HR Manager (or equivalent) in particular, and with other company representatives such as business visitors.  **H             What we know about learning from comments by others**  Include comments on anything gleaned from communications (conversations, letters, emails etc) with anyone else associated with the school  **I               What we know about learning from any school review or inspection**                  Include comments on the findings of any external review or inspection of the school  **J              What we know about learning from an evaluation of the previous school improvement plan and the previous school self-evaluation report**.                  Include comments on the school's success in achieving the targets it set for itself and on any other evidence gained from the actions taken to achieve those targets.  **K             What we know about learning from evidence of staff discussions**                  Include comments on any discussions about learning in staff meetings, meetings of subject coordinators, school leadership team and so on  **L              What learning we would like to improve**                  Based on the judgements summarised above, these are the *specific aspects of children's learning* that we would like to improve in the coming year. (These are then likely to become the targets of the school’s learning improvement plan) |
| **2          Teaching for Learning**  *Include:*  *2.1           The Quality of Teaching*   * *Evaluative statements about the way the overall quality of teaching is impacting on learning* * *Any initiatives to establish, maintain, develop teaching methods. For example (but not exclusively) the impact of training or other professional development*   *2.2            The Curriculum*   * *Any information about the development and implementation of curriculum policies* * *An updated progress report on reaching (or maintaining) IPC Mastering level – referring to the targets and actions set out in the school’s IPC action plan*   *2.3           Any action taken in relation to teaching or curriculum in response to a school review or consultancy vi* |
| **3          Conditions for Learning**  *Include:*  *3.1           Leadership and management*   * *A summary of any developments with roles and responsibilities, job descriptions, performance management procedures, curriculum leadership etc.* * *Any action taken in relation to children’s learning in response to a school review or consultancy visit*   *3.2           Care for Quality*   * *School self-evaluation and school improvement planning* * *How the school is making judgements about the quality of learning* * *The extent to which the school is meeting the targets in its learning improvement plan*   *3.3           Care for children*   * *Any developments in the provision for children with particular needs (including those with special educational needs and those who are regarded as ‘more able’ or ‘gifted and talented’* * *Any developments in the provision for children who are learning English as an additional language* * *Assessment arrangements (rather than assessment results) – for example, what standardised or other assessments are employed and how these are analysed to improve learning* * *Any developments in the way in which the school cares for children’s health and welfare*   *3.4           Professional development*   * *Any provision for the professional development of teachers and other staff* * *The impact of this provision – particularly on children’s learning* * *Any identified needs for future professional development activities* * *Any plans to meet these needs*   *3.5           Partnerships*   * *Any developments in the school’s communication with parents* * *Any development in the way in which parents are informed about their children’s learning* * *Any development in the way in which parents are encouraged and enabled to be involved in their children’s learning* * *Any development in the way in which parents are encouraged and enabled to be involved in school life* * *Any developments in the way in which the school is involved in community links* * *Any development in the school’s links with companies, organisations, other schools etc*   *3.6           The availability and use of resources*   * *How particular resources are used to support and enhance learning* * *The availability and condition of the school’s resources* * *Any identified resource needs* * *How these needs will be met* * *Anything specific about the school library* * *Anything specific about the school’s ICT resources*   *3.7           Any action taken in relation to teaching or curriculum in response to a school review or consultancy visit* |
| **4          Administration**  *Include*  *4.1           School roll*   * *Number on roll at the end of the term* * *Where appropriate the number of Shell and non-Shell children on roll* * *Projection for next school year*   *4.2           Finance*   * *Any particular variation from budget. E.G. Major structural improvements, building works*   *4.3           Staffing*   * *Current staffing levels* * *Projected needs for next term and next year* * *Any planned or anticipated recruitment* * *Any issues relating to terms and conditions*   *4.4           HSSE*   * *Any incidents: such as accidents* * *Any issues: such as air-conditioning;  playground equipment, classroom resources & fittings or general maintenance* * *Any actions taken or needed: programme of repairs either to be undertaken or completed* * *Any fire or evacuation drills which have taken place* |
| **5          Diary**  *Include*  *5.1           Notes about recent or forthcoming significant events and activities* |

**Term Three format**

[Date]

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| **1 Learning**  *Include:*  *1.1 Evaluative statements about the quality of learning and your professional judgement (soft evidence)*  *1.2 Evaluative statements based on results of external assessments/tests (hard evidence)*  *1.3 Anything notable about attainment and progress in particular subjects*  *1.4 Anything notable about the attainment and progress of particular groups - EAL, SEN, boys, girls, particular nationalities*  *1.5 Any specific areas for celebration or improvement*  *1.6 Any action taken in relation to children’s learning in response to a school review or consultancy visit*  *1.7 Any action taken in response to the analysis undertaken Improve Education in relation to the results of external assessments (SATs, CITO, ISA) throughout the group of schools*  **A What we know about learning from classroom observations**  Include comments on the findings of any systematic classroom observations  **B What we know about learning from external assessments**  Include comments on the results of standardised tests, National Curriculum tests, CITO tests etc  **C What we know about learning from other assessments**  Include comments on the results of scheme-based tests, teacher-created tests, teacher-assessments etc  **D What we know about learning from work in books and elsewhere**  Include comments on the findings of any systematic scrutiny of children's work  **E What we know about learning from comments by parents**  Include comments on anything gleaned from informal comments, questionnaires etc  **F What we know about learning from comments by children**  Include comments on anything gleaned from conversations with children  **G What we know about learning from comments by company representatives**  Include comments on anything gleaned from conversations with the HR Manager (or equivalent) in particular, and with other company representatives such as business visitors.  **H What we know about learning from comments by others**  Include comments on anything gleaned from communications (conversations, letters, emails etc) with anyone else associated with the school  **I What we know about learning from any school review or inspection**  Include comments on the findings of any external review or inspection of the school  **J What we know about learning from an evaluation of the previous school improvement plan and the previous school self-evaluation report**.  Include comments on the school's success in achieving the targets it set for itself and on any other evidence gained from the actions taken to achieve those targets.  **K What we know about learning from evidence of staff discussions**  Include comments on any discussions about learning in staff meetings, meetings of subject coordinators, school leadership team and so on  **L What learning we would like to improve**  Based on the judgements summarised above, these are the *specific aspects of children's learning* that we would like to improve in the coming year. (These are then likely to become the targets of the school’s learning improvement plan) |
| **2 Teaching for Learning**  *Include:*  *2.1 The Quality of Teaching*   * *Evaluative statements about the way the overall quality of teaching is impacting on learning* * *Any initiatives to establish, maintain, develop teaching methods. For example (but not exclusively) the impact of training or other professional development*   *2.2  The Curriculum*   * *Any information about the development and implementation of curriculum policies* * *An updated progress report on reaching (or maintaining) IPC Mastering level – referring to the targets and actions set out in the school’s IPC action plan*   *2.3 Any action taken in relation to teaching or curriculum in response to a school review or consultancy vi* |
| **3 Conditions for Learning**  *Include:*  *3.1 Leadership and management*   * *A summary of any developments with roles and responsibilities, job descriptions, performance management procedures, curriculum leadership etc.* * *Any action taken in relation to children’s learning in response to a school review or consultancy visit*   *3.2 Care for Quality*   * *School self-evaluation and school improvement planning* * *How the school is making judgements about the quality of learning* * *The extent to which the school is meeting the targets in its learning improvement plan*   *3.3 Care for children*   * *Any developments in the provision for children with particular needs (including those with special educational needs and those who are regarded as ‘more able’ or ‘gifted and talented’* * *Any developments in the provision for children who are learning English as an additional language* * *Assessment arrangements (rather than assessment results) – for example, what standardised or other assessments are employed and how these are analysed to improve learning* * *Any developments in the way in which the school cares for children’s health and welfare*   *3.4 Professional development*   * *Any provision for the professional development of teachers and other staff* * *The impact of this provision – particularly on children’s learning* * *Any identified needs for future professional development activities* * *Any plans to meet these needs*   *3.5 Partnerships*   * *Any developments in the school’s communication with parents* * *Any development in the way in which parents are informed about their children’s learning* * *Any development in the way in which parents are encouraged and enabled to be involved in their children’s learning* * *Any development in the way in which parents are encouraged and enabled to be involved in school life* * *Any developments in the way in which the school is involved in community links* * *Any development in the school’s links with companies, organisations, other schools etc*   *3.6 The availability and use of resources*   * *How particular resources are used to support and enhance learning* * *The availability and condition of the school’s resources* * *Any identified resource needs* * *How these needs will be met* * *Anything specific about the school library* * *Anything specific about the school’s ICT resources*   *3.7 Any action taken in relation to teaching or curriculum in response to a school review or consultancy visit* |
| **4 Administration**  *Include*  *4.1 School roll*   * *Number on roll at the end of the term* * *Where appropriate the number of Shell and non-Shell children on roll* * *Projection for next school year*   *4.2 Finance*   * *Any particular variation from budget. E.G. Major structural improvements, building works*   *4.3 Staffing*   * *Current staffing levels* * *Projected needs for next term and next year* * *Any planned or anticipated recruitment* * *Any issues relating to terms and conditions*   *4.4 HSSE*   * *Any incidents: such as accidents* * *Any issues: such as air-conditioning; playground equipment, classroom resources & fittings or general maintenance* * *Any actions taken or needed: programme of repairs either to be undertaken or completed* * *Any fire or evacuation drills which have taken place* |
| **5 Diary**  *Include*  *5.1 Notes about recent or forthcoming significant events and activities* |