2002 No. 1171

EDUCATION, ENGLAND

The Education (Governors' Annual Reports) (England) (Amendment) Regulations 2002

Made - - - - -	*24th April 2002*
Laid before Parliament	*25th April 2002*
Coming into force - -	*16th May 2002*

In exercise of the powers conferred on the Secretary of State by sections 42(1) and (2) and 138 (7) and (8) of the School Standards and Framework Act 1998(**a**), the Secretary of State for Education and Skills hereby makes the following Regulations:

Citation, commencement and interpretation

1.—(1) These Regulations may be cited as the Education (Governors' Annual Reports) (England) (Amendment) Regulations 2002 and shall come into force on 16th May 2002.

(2) In these Regulations, "the principal Regulations" means the Education (Governors' Annual Reports) (England) Regulations 1999(**b**).

Amendment of the principal Regulations

2. In place of the Schedule to the principal Regulations there shall be substituted the Schedule set out in the Schedule to these Regulations.

Catherine Ashton
Parliamentary Under Secretary of State,
Department for Education and Skills

24th April 2002

(**a**) 1998 c. 31; by virtue of S.I. 1999/672, the powers conferred by these sections are exercisable by the Secretary of State only in relation to England; for the meaning of "prescribed" and "regulations" *see* section 142(1) of the 1998 Act.
(**b**) S.I. 1999/2157.

SCHEDULE Regulation 2

SCHEDULE Regulation 3

Information to be Contained in Governors' Reports

1. The following particulars of members of the governing body and their clerk—

(a) the name of each governor stating, in each case, the category (according to the definitions contained in Part I of Schedule 9 to the 1998 Act) to which the governor belongs and, where the governor is an ex officio governor, that he is such a governor;

(b) in the case of an appointed governor, the person by whom he was appointed;

(c) in relation to each governor who is not an ex officio governor, the date on which his term of office comes to an end; and

(d) the name and address of the chairman of the governing body and their clerk.

2. A financial statement—

(a) indicating the amount of any sum made available to the governing body by the authority (including the school's budget share) in the relevant school year and how, in general terms, any such sum was used;

(b) giving details of the application of any gifts made to the school in the reporting school year; and

(c) stating the total amount of any travelling and subsistence allowances paid to members of the governing body in that year.

3. In the case of a school with registered pupils aged 15, 16, 17 or 18, the information relating to pupils leaving the school, or employment or training taken up by pupils on leaving the school, required by regulation 8 of, and paragraph 14 of Schedule 2 to, the 1998 Regulations to be included in the school prospectus.

4. A description, in general terms, of the arrangements made for the security of the pupils and staff at the school and the school premises.

5.—(1) The number of pupils of compulsory school age registered at any time on or before the Friday before the last Monday in May during the reporting school year.

(2) The information about pupils' attendance at the school required by regulation 8 of, and paragraph 15(2) of Schedule 2 to, the 1998 Regulations to be included in the school prospectus.

6. A statement on the school's policy on whole staff development identifying in particular how the training and professional development undertaken by the school's teaching staff have improved the standards and quality of teaching and learning in the school.

7. A summary of the policy adopted for the school by the governing body in relation to children with special educational needs as it appears from the information published by the governing body under regulation 3 of the Education (Special Educational Needs) (Information) (England) Regulations 1999, a description of any significant changes to that policy during the reporting school year and a statement on the success in implementing that policy.

8.—(1) In the case of a school with registered pupils in the final year of the first key stage, the number of such pupils.

(2) Where the number of such pupils is eleven or more, the percentage who, in respect of each of mathematics, science, spelling and the attainment targets in English in sub-paragraph (4) of this paragraph—

(a) in respect of each level of the National Curriculum level scale were assessed as having reached that level;

(b) were assessed by teacher assessment as working towards level 1;

(c) were exempted under section 364 or 365 of the 1996 Act from assessment by the administration of NC tests;

(d) were exempted under section 364 or 365 of the 1996 Act from teacher assessment; or

(e) failed to register a level because they missed the assessment by reason of absence.

(3) Where a pupil has been assessed both by a teacher and by the administration of any NC tasks, the information in sub-paragraph (2)(a) of this paragraph shall be given in respect of both types of assessment.

(4) The attainment targets in English are—

(a) reading;

(b) writing; and

(c) speaking and listening

(5) Where the number of such pupils is fewer than eleven, a statement recording the fact and explaining that the results of assessment are not to be published for reasons of confidentiality.

(6) Where the number of such pupils is fewer than eleven but not fewer than five, the percentage who were assessed as having reached level 2 or above in each of the attainment targets in English in sub-paragraph (4) of this paragraph and in mathematics, science and spelling.

(7) Where the number of such pupils is fewer than five, a statement recording the fact and explaining that the results of assessment are not to be published for reasons of confidentiality.

9.—(1) In the case of a school with registered pupils in the final year of the second key stage, the number of such pupils.

(2) Where the number of such pupils is eleven or more, the percentage who, in respect of each of the core subjects and each of the attainment targets in English referred to in paragraph 8(4) above,—

(a) in respect of each level of the National Curriculum level scale were assessed as having reached that level;

(b) were assessed by teacher assessment as working towards level 1;

(c) were exempted under section 364 or 365 of the 1996 Act from assessment by the administration of NC tests;

(d) were exempted under section 364 or 365 of the 1996 Act from teacher assessment; or

(e) failed to register a level because they missed the assessment by reason of absence.

(3) Where a pupil has been assessed by both a teacher and by the administration of any NC tests, the information in sub-paragraph 2(a) of this paragraph shall be given in respect of both types of assessment.

(4) Where the number of pupils is fewer than eleven, a statement recording the fact and explaining that the results of assessment are not to be published for reasons of confidentiality.

(5) Where the number of such pupils is eleven or more, the percentage who, in respect of each of the core subjects and each of the attainment targets in English referred to in paragraph 8(4)(a) and (b) above—

(a) in respect of each level above level 2 of the National Curriculum level scale were assessed by the administration of NC tests as having reached that level; or

(b) were assessed by the administration of NC tests as having achieved below level 3 or failed to register a level on being so assessed.

(6) Where the number of such pupils is fewer than eleven but not fewer than five, the percentage who in respect of each of the core subjects and the attainment targets in English referred to in paragraph 8(4) above were assessed as having reached level 4 or above.

(7) Where the number of such pupils is fewer than five, a statement recording the fact and explaining that the results of assessment are not to be published for reasons of confidentiality.

10.—(1) In the case of a school with registered pupils in the final year of the third key stage, the number of such pupils.

(2) Where the number of such pupils is eleven or more, the percentage who, in respect of each of the core subjects—

(a) in respect of each level of the National Curriculum level scale were assessed as having reached that level;

(b) were assessed by teacher assessment as working towards level 1;

(c) were exempted under section 364 or 365 of the 1996 Act from assessment by the administration of NC tests;

(d) were exempted under section 364 or 365 of the 1996 Act from teacher assessment; or

(e) failed to register a level because they missed the assessment by reason of absence.

(3) Where the number of such pupils is fewer than eleven, a statement recording the fact and explaining that the results are not to be published for reasons of confidentiality.

(4) Where the number of such pupils is eleven or more, the percentage who—

(a) in respect of each level above level 2 of the National Curriculum level scale, in mathematics and science, were assessed by the administration of NC tests as having reached that level;

(b) in respect of each level above level 3 in English, were assessed by the administration of NC tests as having reached that level;

(c) in mathematics and science, were assessed by the administration of NC tests as having achieved below level 3 or failed to register a level on being so assessed; or

(d) in English were assessed by the administration of NC tests as having achieved below level 4 or failed to register a level on being so assessed.

(5) Where the number of such pupils is fewer than eleven but not fewer than five, the percentage who in respect of each of the core subjects were assessed as having reached level 5 or above.

(6) Where the number of such pupils is fewer than five, a statement recording the fact and explaining that the results of assessment are not to be published for reasons of confidentiality.

11. In the case of a school with registered pupils aged 16, 17 or 18, the information about GCE "A" level examinations, GCE "AS" examinations and vocational qualifications required by regulation 8 of, and paragraph 13 of Schedule 2 to, the 1998 Regulations to be included in the school prospectus.

12. In the case of a school providing education for pupils at the first, second or third key stage, the most recent national summary figures in respect of the key stage or stages for which the school provides education, corresponding to paragraphs 8(2), 9(2) and 10(2) above.

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations amend the Education (Governor's Annual Reports) (England) Regulations 1999 ("the 1999 Regulations") by substituting a new Schedule setting out the information to be contained in governors' annual reports.

The Regulations remove the requirement to include in governors' reports information about the next annual parents' meeting and arrangements for the next election of parent governors. They introduce new requirements to provide that the information provided on teacher training and professional development shall form part of a statement on the school's policy on whole staff development and to require that the annual reports contain a summary of the school governors' policy on children with special educational needs and a statement of their success in implementing that policy.

The Regulations also amend the information that must be provided on pupils in Key Stages 1, 2 or 3 so providing greater consistency between the 1999 Regulations and the Education (School Information) (England) Regulations 1998.

STATUTORY INSTRUMENTS

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