**What do headteachers need to know from other leaders?**

All leaders generate evidence of success and next steps all of the time. This information needs to reach the head teacher and other senior leaders so they can maintain a whole curriculum, whole school overview, assessing successes and progress towards strategic goals. As a result of clarity of job descriptions, aligned roles and distributed development accountability, the following information is likely to be available across the year.

**Senior leaders – deputy and assistant headteachers**

* The overall quality of teaching and learning with reference to any aspects under development.
* The quality of the learning environment and its impact on pupils achievement.
* Progress against the school development plan strategic goals and evaluation of the ongoing staff capacity to achieve them.
* Suggested adaptations and strategies to resolve any issues arising or likely shortfalls.

**Phase or year leaders**

* The ongoing strengths of planning and security of implementation across the curriculum.
* The consistency of teaching and pupil outcomes across classes in multi form cohorts.
* The quality of learning behaviour and outcomes in focus or under development.
* The deployment of classroom support staff and their impact on learning outcomes.
* The progress and attainment of specific individuals or groups in focus, and cohorts as a whole.

**SENCos and Inclusion leaders**

* The progress and attainment of identified groups of children including case studies of best outcomes or adaptations for weaker progress.
* The progress secured against EHCP programmes.
* The strengths and needs in the adaptation of teaching by class teachers for children with SEND.
* The strengths, needs, and impact of deployment of classroom support staff and other learning support programmes.
* The impact of relevant CPD including liaison with the external agencies.
* The quality of provision and impact of all external agencies or partnerships.

**Subject leaders**

* The subject audit summarising whole subject overview including subject outcomes.
* Progress towards goals in the subject leader action plan or emerging findings in the monitoring and evaluation pro forma.
* Curriculum coverage, the quality of implementation and the knowledge and skills secured.
* Evidence of the impact of specific CPD or school development.
* Influence of the subject leader’s own learning conversations with teachers and support staff.