

Themes & Trends Report

Two board papers summarising the Complaints & Concerns Register for the governing body: a light termly summary tabled every term, and a deeper annual review once a year.

Two reports, two jobs. A light **Termly Complaints Summary** goes to the governing body every term: a monitoring snapshot that gives the board a standing assurance touchpoint and a challenge question for the Headteacher. A deeper **Annual Complaints Review** goes once a year: the full analysis of what the school heard, what it changed, and what is different from last year.

This artefact is part of the Culture of Resolution pack. The thinking is in *The Guide*; the input data lives in the Complaints & Concerns Register; the board questions sit in the Scrutiny Checklist.

Where this fits. Both reports belong at Stage 3 onwards of the four-stage adoption model, where the board engages with complaints work formally. Stage 1 schools stand the Register up first; Stage 2 schools run an internal SLT review before tabling anything at board. The termly summary is deliberately light so it does not add to Headteacher workload; the deep work is annual. See the **stages** on the pack page.

Termly Complaints Summary

REPORT 1 · EVERY TERM

A light monitoring snapshot for the governing body. Five short fields, roughly half a page. Tabled every term as a standing item.

SCHOOL

[School name]

TERM

[e.g. Autumn, 2026/27]

PREPARED BY

[Register owner]

SIGNED OFF BY HEADTEACHER

[Yes / No, date]

DISTRIBUTION

Full Governing Body

STANDING AGENDA ITEM

[Committee / FGB]

T1 Volume this term

This term	Concerns in	Complaints in	Resolved	Still open
Count	[N]	[N]	[N]	[N]
Previous term	[N]	[N]	[N]	[N]

One line on direction of travel: up, down, or steady on last term.

T2 Stage breakdown

Informal	Stage 1	Stage 2	Escalated
[N]	[N]	[N]	[N]

Most concerns resolve at informal. A rising Stage 1 / Stage 2 count is the signal worth a board question.

T3 Top themes this term

Drawn from the register's theme tags. Two or three is plenty. If nothing recurred, say "no recurring themes this term".

Theme	Count this term	Seen before?
[tag]	[N]	[New / repeat]
[tag]	[N]	[New / repeat]

T4 Headteacher response

The point of the termly summary. One or two sentences per theme: what the school is doing about it. This is what the board scrutinises and challenges. It is the answer to "what are we doing to resolve these?"

T5 For the board's attention

Anything the board needs to know now: a case marked serial this term, a Stage 2 escalation, an emerging issue. Usually one line or "nothing to flag this term".

SIGNED OFF BY HEADTEACHER	DATE
_____	_____
TABLED AT FGB / COMMITTEE ON	RECORDED IN MINUTES BY CLERK
_____	_____

And once a year, the deep review. The termly summary keeps the board close to the data through the year. The Annual Complaints Review below is the deeper look: the full themes-and-trends analysis, what the school changed in policy and process, and what is different from last year. Run it once per academic year alongside the final termly summary.

REPORT 2 · ONCE A YEAR

Annual Complaints Review

The deep annual look. Full analysis of the year, what the school changed, and year-on-year movement. Tabled once per academic year.

SCHOOL

[School name]

ACADEMIC YEAR

[e.g. 2026/27]

PERIOD COVERED

[Date range]

PREPARED BY

[Register owner]

SIGNED OFF BY HEADTEACHER

[Yes / No, date]

DISTRIBUTION

Full Governing Body

01 Volume summary

This year: [N] entries (Concerns: [N] / Complaints: [N])

Period	Concerns	Stage 1	Stage 2	Escalated	Total
This year	[N]	[N]	[N]	[N]	[N]
Previous year	[N]	[N]	[N]	[N]	[N]

Brief commentary, two sentences maximum, on any unusual movement.

02 Breakdown by subject category

Subject category	This year	Previous year
Curriculum	[N]	[N]
Behaviour	[N]	[N]
Staff conduct	[N]	[N]
SEND	[N]	[N]
Safeguarding adjacent	[N]	[N]
Communication	[N]	[N]
Facilities	[N]	[N]
Other	[N]	[N]
Total	[N]	[N]

One paragraph identifying the largest category and the largest movement.

03 Top themes of the year

Drawn from the theme tags in the register. For each theme, the board reads:

THEME 1: [TAG OR SHORT DESCRIPTION]

- **Volume:** [N entries this year]
- **What the school has heard:** Two or three sentences describing the substance, not specific cases.
- **What has changed in response:** Concrete action, owner, status. If no action yet, say so.

THEME 2: [TAG OR SHORT DESCRIPTION]

- **Volume:**
- **What the school has heard:**
- **What has changed in response:**

THEME 3: [TAG OR SHORT DESCRIPTION]

- **Volume:**
- **What the school has heard:**
- **What has changed in response:**

04 Repeat themes across the year

Themes that have appeared across multiple terms this year, or carried over from last year.

Theme	Terms appearing	Action to date	Status
[Theme]	[Terms]	[Action]	[Status]
[Theme]	[Terms]	[Action]	[Status]

A repeat theme without an action item is a flag for the board.

05 Resolution time

Stage	Average resolution time this year	Previous year
Informal	[Days]	[Days]
Stage 1	[Days]	[Days]
Stage 2	[Days]	[Days]

DfE best practice timeframes: Stage 1 acknowledged within 5 working days, response within 15 working days; Stage 2 panel hearing within 20 working days. Deviations from those, if any, are noted with reason.

06 Escalation rate

Period	Total raised	Reached Stage 2 or beyond	Escalation rate
This year	[N]	[N]	[%]
Previous year	[N]	[N]	[%]

Two sentences explaining any change in escalation rate year-on-year.

07 Open and closed status at year end

Status	Count
Closed this year	[N]
Carried forward (still open)	[N]

Carried-forward cases over 30 working days old are listed by reference number only (not names) for the board's awareness.

08 Actions taken in response to themes

The accountability section. The board reads this to scrutinise whether the school is learning from the register, not only filing from it.

Theme	Action	Owner	Target date	Status
[Theme]	[Action]	[Owner]	[Date]	[Status]
[Theme]	[Action]	[Owner]	[Date]	[Status]
[Theme]	[Action]	[Owner]	[Date]	[Status]

Status options: Not started, In progress, Complete, Carried forward.

09 Serial-marked cases (if any)

Ref	Reason for serial-marking	Date marked	Board informed	Review date
[Ref]	[Reason]	[Date]	[Y/N]	[Date]

Where any case is marked serial under the DfE model policy for managing serial and unreasonable complaints, the board is informed at the next meeting. The decision sits with the Headteacher in line with the published policy.

10 Procedure review status

Item	Last reviewed	Next due
Published complaints procedure	[Date]	[Date]
Serial and unreasonable complaints policy	[Date]	[Date]
Complaints and Concerns Register fields	[Date]	[Date]

DfE recommended cadence: complaints procedure reviewed every 2 to 3 years.

11 Headteacher commentary: what changed this year

Up to half a page. The Headteacher's reflection on the year: what stakeholders raised, what the school changed in policy and process in response, and what is different from last year. Honest, not defensive. This is the heart of the annual review and the answer to "are we learning?"

12 Recommended board questions for this report

From the Governing Body Scrutiny Checklist. Reproduced here as a prompt for the Chair. The Clerk records the board's questions and responses in the minutes against the standing agenda item.

REGISTER HYGIENE

- Is every concern raised this year logged, however small?
- Who owns the register and how is its quality assured?

TRENDS AND RESPONSE

- For each theme of the year, what has the school changed in response?
- Are resolution times getting faster or slower year-on-year?

GOVERNANCE POSTURE

- Is there evidence the board has scrutinised this report, not only received it?

SIGNED OFF BY HEADTEACHER

DATE

TABLED AT FGB / COMMITTEE ON

RECORDED IN MINUTES BY CLERK
