



GLM Quality Mark for School Governance

Welcome to Governor Mark. This information is available free of charge to all schools whose governing bodies want to know how they are performing and how to improve.

Introduction to the Quality Mark for School Governance

For many years now a range of quality accreditation awards have been available to schools. Investors in People, Investors in Excellence (EFQM), Customer Service Excellence (CSE), Arts Mark and Sports Mark are a few examples.

Between September 2005 and September 2009 the School Inspection Framework for Schools in England included no clear and unambiguous criteria for the inspection of governance that could be used by Ofsted inspection teams, local authorities or governing bodies themselves to make judgements about the quality of governance. Governor Mark was born into that vacuum and is based on published Ofsted criteria, both from before 2005 and introduced from 2009. The 2012 Framework rightly links governance with leadership but omits distinct criteria for good governance. In whatever ways schools, including leadership and governance, are judged, there is considerable emphasis on schools' own self-evaluation processes. It is vital that governing bodies are able to evidence their own process of self-evaluation and assess their impact upon school improvement. This Quality Mark has at its core the work and the expectations of Ofsted towards governing bodies of schools in England but the values espoused have a generic quality that can apply to any school in the United Kingdom, including Academies and Free Schools. The recent Ofsted report on Outstanding Governance presents useful descriptions of features of Outstanding Governance and should be used to further support self-review.

The Quality Mark for School Governance recognises the government's performance management principles and is intended to support schools through a moderated self-review of the governing body's contribution to leadership and management.

The underlying principles behind this model for self-review emphasise that governing bodies must have in place quality processes if they are to make a significant impact upon the achievements of schools. Intrinsic to this approach is a belief that if governing bodies

have adopted such quality processes, the extent of their contribution and influence can make a real difference to the leadership and management of the school.

Such quality processes, however, are not the same thing as effective governance. They provide the platform on which effective governance can work. Effective governance must be evident in outcomes for pupils and the school community. By this we mean effectively implementing the three main roles of governing bodies:

- To have a strategic view of the school;
- To bring support and challenge to the school
- To ensure accountability, i.e. holding the school to account and being accountable.

These roles can be seen through raising standards, improving the school, focused agendas, safeguarding, good management of budgets, and rigour in fulfilling statutory functions. Governing bodies can use this Quality Mark to assess their impact in a systematic way.





Principles:

- The Quality Mark is a mechanism to achieve accreditation against an agreed quality standard and is not a training exercise.
- The Quality Mark will remain active for a period of three years, after which a re-assessment will be required.
- Schools will be able to access free-of-charge the quality standards criteria and may use them as a gap analysis tool. Any training or support identified is a matter for each individual school.
- Assessment against the criteria will be externally verified.

Using Governor Mark:

- Schools can utilise the model to improve their own functioning and team working, using the framework in a light touch way as a health check
- Schools can enter into the accreditation process to assess their current processes and contribution to gain recognition and accreditation for meeting the Quality Mark standard.
- Schools can share the results of self-review with partner schools in cluster working and use that collaboration to improve the performance of a number of schools through sharing good practice.

The Quality Mark is supported by the DFE.

 <p>COGS Co-ordinators of Governor Services</p>	 <p>nga National Governors' Association</p>
 <p>tqmi specialists in improvement</p>	 <p>Aspect embracing change together</p>

A Framework for measuring School Governance

Ethos and working practice	The inspection framework
1. Organisation and Teamwork	4. Strategic Leadership
2. Recruitment and Retention	5. Statutory Responsibilities
3. Self-review and Change	6. Strengths and Weaknesses
	7. Support and Challenge

Impact
School Improvement
Pupil Safety and Wellbeing
Partnership and Community Engagement

Governor Mark

The Quality Mark is a non-prescriptive framework that recognises that there are many approaches to achieving sustainable excellence in school governance within the leadership and management structure of the school.

Underlying principles:

There is no significance intended in the order of the principles:

- A focus on impact – making a difference
- A focus on the needs of parents and children
- Leadership and unity of purpose
- Use of data for decision-making
- People development and involvement
- Continuous learning, innovation and improvement
- Internal and external partnerships
- Public responsibility to the community

Audit Trail

The logic for measuring success using this framework is:

- Determine the difference governing bodies wish to make in the areas of impact
- Plan and develop approaches to make full use of the working practices and to comply with statutory requirements

- Implement the working practices to achieve the determined impact
- Assess and review approaches and implementation

Applying the Logic

Determining the impact:

This will relate to what the schools achieve. It incorporates priority areas for schools in their improvement plans and the deployment of budget resources to take those priorities forward. School improvement targets will form a focus for such activity. Positive trends will indicate improvement and sustained good performance. Data will indicate how schools compare nationally, locally and with similar schools.

Governing Bodies will also want to determine how their strategic leadership, values and policies have impacted upon:

- Outcomes-which demonstrate school improvement
- The life of their schools in their breadth and richness
- The role that schools play as a hub in the community

The scope of the data available to governing bodies will give a clearer picture as to whether their impact has been influenced by their approach to the basics and requirements.

Framework Criteria

Ethos and working practices

The ground rules and standards for behaviour and organisation which underpin good governance:

Criterion 1: Organisation and teamwork

Overview – Areas for consideration	How the governing body is organised in order for it to effectively carry out its responsibilities
	How clear the governing body is about its distinctive role and how the responsibilities linked to that role are delegated in order to maximise efficiency and impact
	How the governing body works as a team and shares responsibilities and tasks

Sub-criteria:

1a The governing body is organised in order for it to effectively carry out its responsibilities:

Good practice standard	Examples of evidence
i) The governing body has effective delegation arrangements in place which make optimum use of time.	Governors have set a calendar of governing body meetings and an agreed procedure for setting agendas.
ii) The governing body has a good working relationship with the head teacher which facilitates effective leadership and management in the school.	Ground rules have been set for the working arrangements between the head teacher and the governing body, using an agreed framework for delegating responsibilities.

Good practice standard	Examples of evidence
iii) The governing body has an effective chair, who works well with the head teacher. The chair sets effective organisational practices for the governing body.	There is a record of the chair attending chair's training and briefings. The governing body has appointed a clerk* and agreed a job description.
iv) The governing body is effectively clerked, facilitating the provision of information and effective decision-making and agenda items focus upon the priorities for the school.	The clerk attends regular training and briefing There is a record of all governors training.

**In Academies this may be the Company Secretary*

1b The governing body is clear about its distinctive role and linked responsibilities are effectively delegated to maximise efficiency and impact:

Good practice standard	Examples of evidence
i) The governing body has considered its role and responsibilities and those of the head teacher; It has a clear understanding of the governing body structures through which they can be fulfilled.	The governing body uses the decision planner from the Terms of Reference Regulations. The chair has a record of attendance at chair's training. The chair, or other designated governor or clerk, keeps up to date with the changes in the Guide to the Law.
ii) Committees have explicit terms of reference and membership, which are reviewed annually and committee members are clear about their delegated responsibilities.	Committee terms of reference comply with regulations and relate to practice, assisting the governing body to manage its business. Governors who have specific monitoring responsibilities have a record of role familiarisation and appropriate training.

<p>iii) Governors who have specific monitoring responsibilities understand their roles and carry them out effectively.</p>	<p>Governors have an agreed plan and procedures for monitoring, which facilitates the development of an evidence base for self-evaluation. This might include school visits.</p>
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1c The governing body works as a team, sharing responsibilities and tasks:

Good practice standard	Examples of evidence
<p>i) The chair and committee chairs promote a team culture and develop team working actively.</p>	<p>The governing body has undertaken skills and needs analyses amongst the team of governors.</p>
<p>ii) Governing body meetings are well attended.</p>	<p>The governing body has a plan to develop its ability as a team.</p>
<p>iii) All governors are valued and encouraged to contribute to discussions and decision-making.</p>	<p>A register is kept of governor attendance at meetings and training.</p>
<p>iv) The members of the governing body share responsibilities and tasks to lighten workload; the burden does not fall on a minority of governors.</p>	<p>There are clear ground rules for governors in working together, with explicit expectations or Code of Conduct agreed. Committee and working group papers demonstrate that the workload of the governing body is delegated effectively.</p>

Criterion 2: Recruitment and Retention

Overview – Areas for consideration	How the governing body plans its recruitment activities and strategies to manage vacancies
	How new governors are prepared for their role
	How the governing body develops its skills and knowledge
	How the governing body plans to retain its members

Sub-criteria

2a The governing body has clear plans for recruitment activities and strategies to manage vacancies:

Good practice standard	Examples of evidence
i) Governors are clear about the constitution of the governing body,	The composition of the governing body is compliant with the Instrument of Government. Awareness of the current composition helps the governing body to effectively manage vacancies.

<p>ii) The governing body ensures the timely implementation of election and appointments.</p> <p>iii) Skills, knowledge and experience match the needs of the school</p>	<p>Election and appointments to the governing body are expedited in accordance with national and local guidance. The governing body uses national and local recruitment campaigns to seek to fill vacancies. The governing body deploys strategies to manage vacancies to a minimum, including its own succession planning.</p>
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2b New governors receive a clear induction programme to enable them to play a full role

Good practice standard	Examples of evidence
<p>i) The chair provides a warm welcome and deploys the school's induction programme to ensure that newly appointed governors know the school well.</p>	<p>New governors are invited to visit the school and meet the head teacher.</p>
<p>ii) The clerk provides new governors with key documentation to assist understanding of the distinctive nature of the school and the work of the governing body.</p>	<p>A procedure for school based induction and support is agreed and a member of the governing body has delegated responsibility for implementing it.</p>
<p>iii) New governors are expected to attend an induction training programme.</p>	<p>Key documents are identified in the school's governor induction procedure.</p>
<p>iv) New governors are supported to enable participation in discussion at an early stage.</p>	<p>100% of new governors complete an Induction Training Programme, face to face or by distance learning.</p> <p>Procedures include a mechanism to support, mentor or coach new governors.</p>

2c. The governing body has a strong commitment to the development of its member's skills and knowledge

Good practice standard	Examples of evidence
i) The governing body has a commitment to develop its capacity to engage in school self-evaluation and undertakes a training needs analysis, as part of self-review activity.	The governing body is aware of the training programmes which are offered. Governor development appears in the school improvement plan.
ii) Governors who have individual monitoring responsibilities take the opportunity to access appropriate training.	The governing body has adopted and implemented a self-evaluation regime to assess its performance.
iii) The chair and committee chairs have a commitment to leadership development.	The governing body contributes to the judgements agreed in the school self-evaluation processes. The chair and committee chairs have considered appropriate leadership programmes. The chair delegates the responsibility for accessing training and required information and ensures a training record is kept. The training record supports the standards achieved.

2d. The governing body has a commitment to retaining good governors

Good practice standard	Examples of evidence
i) Governors are valued and encouraged to participate fully in the work of the governing body and their views and contribution to the work of the school are respected, as part of an inclusive culture.	School induction procedures include ground rules to ensure that the work of the governing body is participative, inclusive and the views of all governors are valued.
ii) Data and information required to undertake governor responsibilities is in a form which is easily understood and concise.	School budget information is presented in an acceptable manner, and in sufficient detail for governors to monitor progress and make effective decisions.
iii) The work of the governing body is positively promoted in the community.	The head teacher is committed to explaining school data, so that governors can use it effectively.
	The chair ensures that meetings are purposeful and rewarding to attend. The work of the governing body is outward facing and is seen and understood by the local community. The school has planned mechanisms for recognising the work of governors.

Criterion 3: Self-review, Innovation and Change

Overview – Areas for consideration	How the governing body undertakes a self-review of both its performance and contribution to school self-evaluation
	How the governing body uses opportunities for innovation in order to improve performance through change

Sub-criteria

3a The governing body undertakes a self-review of both its performance and contributes to school self-evaluation

Good practices standard	Examples of evidence
i) The governing body has a strong commitment to self-review, as part of the drive for continuous improvement including self-review of its own performance which includes a plan for improvement.	<p>There is the evidence for the use of specific self-review tools and a resulting action plan.</p> <p>There is evidence that the governing body can make sharp judgements and provide factual outcomes to support them</p> <p>There is evidence that the results of self-evaluation have been followed up.</p>
Good practices standard	Examples of evidence

<p>ii) The governing body is engaged with the completion and updating of school self-evaluation and is aware of the sources of data and information that validate the judgements in these documents.</p>	<p>Evidence that the planned priorities emerging from self-review informs the basis of the school improvement or development plan and governing body and evaluation activities. Self-evaluation is scheduled to fit in with the annual planning cycle.</p> <p>The governing body analyses and discusses key data and information and governors use it to verify judgements and identify priorities for improvement.</p>
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3b The governing body supports, looks for and uses opportunities for innovation in order to improve performance through change

Good practice standard	Examples of evidence
<p>i) The governing body has a commitment to look for new ways to improve provision, teaching and learning and the breadth of facilities available in the school.</p>	<p>The governing body can demonstrate the effective use of three year budgets, best value and procurement procedures.</p> <p>Governors have a record of attracting support for the school from the wider community for core and extended provision.</p>
<p>ii) The governing body develops innovative approaches to maximise resources and has an approach to maximise the potential of information technology.</p>	<p>Governors can show that ICT is an essential part of working practice to improve communication and consultation, complying with Data Protection and Freedom of Information regulations.</p> <p>The governing body can demonstrate that workforce</p>

<p>iii) The governing body has agreed and keeps under review the staffing structure to meet the needs of the school.</p>	<p>arrangement and staffing structure has enhanced teaching and learning.</p> <p>Governors can demonstrate the achievements of new ways of working, by collaborating effectively with other schools and agencies to enhance and innovative partnerships.</p> <p>The governors collect pupil and parent feedback and act upon results and any recommendations made.</p>
<p>iv) The governing body gathers feedback from pupils, parents and the community and has a mechanism for acting on suggestions for change where possible.</p>	
<p>v) The governing body has pro-actively supported the development of partnerships which consider procurement / commissioning and collaborative working.</p>	
<p>vi) The governing body has a succession planning strategy for the leadership of the school and has considered a range of structures and leadership models.</p>	

Strategic framework - Aspects of good governance

Criterion 4: Strategic Leadership

Overview – Area for consideration	The governing body sets the strategic direction of the school and has a central role in the leadership and management of the school
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Sub-criteria:

4a The governing body is at the heart of strategic planning,

Good practice standards	Examples of evidence
i) The governing body in consultation with the head teacher and senior leadership team determines the strategic priorities for school improvement based on rigorous school self-evaluation.	Evidence of the governing body's influence through minutes, decisions made, etc. Evidence the governing body shares development of school self-evaluation and development or improvement plans.
ii) The governing body has a high level of strategic influence, brought to bear in decision-making and makes a major contribution to the leadership of the school.	Evidence that the governing body setting a clear direction has led to improvement and the promotion of high quality care and

<p>iii) The governing body in consultation with the head teacher and senior leadership team reviews and determines:</p> <p>a) the staffing complement and structure when appropriate e.g. when vacancies arise and b) the leadership structure.</p> <p>Reviews will include consideration of alternative structures.</p>	<p>education.</p> <p>Examples of leadership in specific activities by governors.</p> <p>Evidence of how the governing body is re-shaping the staffing of the school to enhance teaching and learning and build a whole school team working collaboratively.</p> <p>In preparation for succession planning the governing body has considered a range of leadership models.</p>
<p>iv) The governing body can effectively apply the procedures for the appointment of a new head teacher.</p>	

4b The governing body is actively engaged in both policy formulation and review

Good practice standards	Examples of evidence
<p>i) The governing body ensures that appropriate policies are in place and that policy making complies with school governance regulations and that policies reflect the distinctive nature of the school.</p>	<p>There is a record of existing school policies, showing the date of ratification and review.</p> <p>Examples of policies which promote equality of opportunity and tackle discrimination.</p>
<p>ii) The governing body has a plan to regularly review policies to ensure that they remain fit for purpose and that all statutory policies are in place.</p>	<p>Examples of the procedures for policy formulation and review.</p> <p>Examples of involvement by pupils, parents and the wider community, including external agencies in the case of extended provision.</p>
<p>iii) The governing body has evidence that actual practice reflects policy.</p>	<p>Governor activities designed to support policy implementation.</p>

4c The governing body deploys resources effectively in support of the school development cycle

Good practice standards	Examples of evidence
i) The governing body has robust systems in place to ensure sound financial management .	Written confirmation of meeting the SFVS Standard. Evidence of a calendar of governing body meetings.
ii) The governing body has a clear timetable for school development/improvement planning and organises meetings to fit in with the development/improvement cycle.	Evidence that school self-evaluation is at the core of the governing body's contribution to the development cycle. Examples of specific priority projects budgeted for and implemented
iii) The governing body sets the school budget to reflect the priorities in the school's development plan and is active in monitoring and amending financial decisions throughout the cycle to keep within the budget.	Evidence of 3-year budget planning. Governors follow recommendations of a school audit. Examples of effective asset management and use of capital funds.
iv) The governing body effectively and efficiently deploys resources to achieve value for money.	Audit Reports.
v) The governing body is adept at longer term budget planning, including capital spending and Asset Management priorities.	

4d The governing body is active in target setting and promoting the raising of standards

Good practice standards	Examples of evidence
i) The governing body is focused on raising standards and promoting the personal development and well-being of all learners.	<p>Evidence of mechanisms for governors to influence target setting.</p> <p>Governors can demonstrate engagement with the school improvement partner for the benefit of the school.</p> <p>Evidence of mechanisms for the promotion of high standards.</p> <p>Evidence of target setting and the promotion of individualised learning and wellbeing.</p>
ii) The governing body sets challenging targets including statutory targets and include these in the school improvement/development plan.	
iii) The governing body receives a report from the school improvement partner and acts upon them.	
iv) The governing body is focussed on raising standards including the setting of challenging performance targets.	
v) The governing body is focused on promoting the personal development and well-being of learners.	
vi) The governing body receives and uses analysis from external school sources, such as the school improvement partner.	

4e Performance Management and pay

Good practice standards	Examples of evidence
i) The governing body has a performance management policy and ensures that all teachers, including the head teacher, and staff are appraised in accordance with statutory requirements.	Evidence of involvement of external adviser in relation to HT Performance Management. Evidence of the GB involvement in selecting the External
ii) The governing body receives a report annually on the implementation of the performance management policy for all staff, and ensures it is fit for purpose.	Advisor. Evidence of interim reviews between performance management governors and the head teacher.
iii) The governing body appoints performance management governors for head teacher appraisal. They work effectively with the external advisor in the review of head teacher performance and setting of objectives consistent with school improvement priorities. *	Evidence that the practice in performance management meets the policy, through the use of the prescribed checklist discussed with the school improvement partner. Evidence, where appropriate, of the agreement of a plan for awarding teaching and learning responsibilities.
iv) The governing body is clear about its responsibilities with regard to staff pay.	Evidence of governing body procedures for agreeing staff pay.

*In Academies the performance management process may be undertaken by the Trustees.

Criterion 5: Statutory Responsibilities

Overview – Area for consideration	The governing body ensures that the school complies with its statutory responsibilities and requirements
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Sub-criteria:

5a The governing body ensures that the school provides a broad and balanced curriculum in accordance with any statutory requirements

Good practice standards	Examples of evidence
i) The governing body ensures that every learner receives the full statutory curriculum that the school must provide.	Evidence of a systematic review of the effective delivery of all statutory requirements.
ii) The governing body ensures that the school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children.	Ofsted inspection judgements of the breadth and balance of the curriculum. Governors procedures for dealing with curriculum complaints. Ofsted inspection judgements concerning collective worship and religious education.
iii) The governing body ensures that the school provides a daily act of collective worship for all learners and has told parents of their right to withdraw their children.	

iv) The governing body has ensured that the school meets its statutory responsibilities relating to sex and relationships education.	
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5b The governing body ensures that the school complies with the statutory requirements to promote Equality

Good practice standards	Examples of evidence
i) The governing body ensures that it is compliant with the requirement in the Equalities Act.	Evidence of activity and policy that recognises various cultures and develops shared values.
iii) The inclusion of all learners is central to the vision of the governing body and it is successful in pursuing this and removing barriers to learning.	Recruitment procedures meet the requirements of Equal opportunities legislation. Evidence of the governing body dismantling barriers to inclusion.
iv) The governing body has agreed a written policy on equality. The governing body has arrangements to monitor its implementation and assess its impact on staff, learners and parents.	Examples of other governor activity to promote inclusion within the school e.g. Looked After and traveller children. Evidence that equality of opportunity is promoted in all aspects of provision and discrimination is tackled, so that all learners achieve as well as they can. Governors can demonstrate that they are monitoring any racist or other discriminatory incidents. Monitoring information in accordance with the Single Equality Scheme.

5c The governing body ensures that the school complies with the statutory requirements relating to Special Educational Needs (SEN)

Good practice standards	Examples of evidence
i) The governing body ensures that the school has regard to the Special Educational Needs Code of Practice when meeting learners difficulties and/or disabilities.	Clear monitoring by the governor/s of special education needs. Governors are aware of the application of the school's policy for special educational needs.
ii) The governing body ensures that the school meets the requirements of relevant Special Educational Needs and Disability legislation.	Examples of regular review of provision by the governing body.
iii) The governing body ensures that the school has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility.	
iv) The governing body monitors and accounts for the spending of SEN and Pupil Premium funding to support vulnerable pupils.	

5d The governing body ensures that the school complies with the statutory requirements relating to health, safety and well-being of staff and pupils

Good practice standards	Examples of evidence
i) The governing body has robust procedures for ensuring that the school meets all relevant health and safety legislation.	Examples of risk assessments. Minutes of the appropriate governor committee/s that demonstrate good practice.
ii) The governing body seeks to eliminate anti-social behaviour, such as bullying and all forms of harassment.	Evidence of measures to ensure learners are encouraged to be healthy and safe and develop skills to ensure achieve economic well-being.
iii) The governing body ensures that the school has robust procedures for safeguarding.	Examples of governors decisions to improve wellbeing outcomes. Examples of governor support for the Healthy Schools initiative.

5e The governing body ensures that the school communicates effectively with parents/guardians and takes account of their views

Good practice standards	Examples of evidence
i) The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies	Examples of governor decisions to enhance reporting to parents on pupil progress.

ii) The governing body ensures that every year a report on each pupil's educational achievements is forwarded to their parents/guardians.	Evidence of governor activity in the sharing and communication of the school prospectus and profile. Evidence of consultation with pupils and, where appropriate, that their recommendations are acted upon.
iii) The governing body ensures that the school keeps parents and prospective parents informed by publishing a school prospectus.	Evidence of the use of parent/carer questionnaires and that the feedback is acted upon.
iv) The governing body has a policy and effective practices for meeting the requirements of the Freedom of Information Act.	Examples of the governors ensuring compliance with Freedom of Information legislation. Parental Surveys – including action taken.

5f The governing body ensures that the school complies with employment legislation relating to leadership and management

Good practice standards	Examples of evidence
i) The governing body has in place all statutory policies and procedures relating to employment including complaints and grievance procedures.	The performance management policy. The school's complaints procedures Recruitment and selection procedures, particularly to ensure the adequacy and suitability of staff for the protection of learners.
ii) The governing body operates staff recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance on Safer Recruitment.	Evidence that vetting procedures for all adults who work with learners are robust and comply with regulation. Governors can demonstrate compliance with the guide to the law with regard to complaints and appeals.

Criterion 6: Strengths and Weaknesses

Overview – Area for consideration	The governing body has a good understanding of the quality of provision and has had an impact on school improvement and the outcome for pupils within their school and how its performance compares locally and nationally
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Sub-criteria

6a The governing body has a planned and robust approach to monitoring and evaluation

Good practice standards	Examples of evidence
i) The governing body (and committees of the governing body) has agreed how it will effectively monitor the quality of provision within the school.	Agreed procedures for monitoring. A schedule of governors with specific delegated monitoring responsibilities.
ii) Governors know how and when the school is compared nationally and with similar schools.	Governors' understanding and monitoring of the application of the school's approach to pupil assessment and progress.
iii) Governors know how staff evaluate pupil standards and track pupil progress.	Governors' understanding of the application of the individual pupil tracking system. Governors' understanding of the application of internal and externally provided performance data.

6b The governing body uses performance data as a basis for evaluating the school

Good practice standards	Examples of evidence
i) The governing body collects and analyses the views of learners, parents/carers and other stakeholders.	The governing body procedures for actively engaging with school self-evaluation.
ii) The governing body collects and analyses performance data on achievement and standards (e.g. RAISEonline data, etc) including data relating to attendance and behaviour.	Evidence of how pupils' and parents' views are analysed by the governing body and acted upon. Evidence of how information such as the RAISEonline report is used and acted upon.
iii) The governing body effectively monitors and evaluates pupil attainment and progress.	Evidence of governor monitoring of attendance issues and any action taken.
iv) The governing body has evaluation systems to measure the overall personal development and well-being of the learners.	Examples of evaluative measures used and methods of application. Evidence of action to monitor and support the achievement of vulnerable children and specific groups identified by the governing body.

6c The governing body gathers information from the head teacher and other professionals, allowing them to evaluate the school

Good practice standards	Examples of evidence
<p>i) Reports from the head teacher have a clear purpose and contain relevant information, meeting the needs of the governing body and assisting in monitoring, evaluation and decision-making including information about the quality of teaching and learning,</p>	<p>Evidence of how head teacher and other reports have assisted decision-making by the governing body and led to school improvement.</p> <p>Evidence of governors informing themselves about the quality of teaching and learning.</p> <p>Examples of information that have assisted the governing body to validate judgements made in school self-evaluation.</p> <p>All governors have access to reports from external professionals such as the School improvement Partner or local authority inspector/adviser.</p>
<p>ii) The governing body receives information about how well learners are guided and supported.</p>	
<p>iii) The governing body receives information about the overall effectiveness and efficiency of staff leadership and management.</p>	
<p>iv) The governing body receives information from outside the school that corroborates information provided by the school.</p>	

6d The governing body has a structured and purposeful approach to school visits

Good practice standards	Examples of evidence
<p>i) The governing body has an agreed policy and code of practice for visits to the school, and how such visits are recorded and reported.</p>	<p>Visits policy and code of practice. There is evidence that visits from a number of governors actually take place. Examples of governor visit reports are reported to colleague</p>
<p>ii) Such monitoring visits are related to school improvement priorities and statutory responsibilities, and information gained from school visits is shared with the governing body in a structured way.</p>	<p>governors and their impact considered. Evidence gathered during school visits and shared. Evidence of governor attendance at school events, prize giving, drama productions, concerts, social functions, etc.</p>
<p>iii) School visits contribute to the evidence base for decision-making by the governing body.</p>	<p>Examples of governor engagement with pupils and parents. Evidence that governors' visits have an impact on decisions or confirm progress.</p>

Criterion 7: Support and Challenge

Overview – Area for consideration	The governing body provides effective support to the head teacher and staff and demonstrates appropriate challenge
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Sub-criteria

7a The governing body and the head teacher create the climate whereby both support and challenge can be provided

Good practice standards	Examples of evidence
i) There is a high level of trust and respect between the head teacher and the governing body and the head teacher is open to questions and suggestions from the governing body.	Agendas and minutes of meetings between the school leadership and governors that demonstrate joint working and appropriate support and challenge.
ii) There are clear ground rules for discussions and decision-making, including the required confidentiality following decisions.	The governing body is active in promoting the good reputation of the school.

7b The governing body is skilled in asking relevant and challenging questions which provide the evidence required for decision-making

Good practice standards	Examples of Evidence
i) The governing body acts as a sounding board for head teacher thinking through the use of appropriate questioning.	Evidence of appropriate questioning and scrutiny in governing body minutes.

<p>ii) The governing body holds the head teacher and school leadership to account by robustly challenging underperformance. They do this by asking questions in a positive and constructive manner.</p>	
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7c There is an effective partnership between the governance and leadership

Good practice standards	Examples of evidence
<p>i) Governors have a clear focus on raising standards and improving the quality of teaching and learning and have a clear structure for engagement with the school's leadership.</p>	<p>Evidence of any planned meeting schedule demonstrating engagement with the school's leadership team.</p>
<p>ii) The governing body is able to discuss the schools' strengths and weaknesses openly and frankly with the school's leadership team.</p>	<p>Examples of school improvement activity focused on raising standards which have been supported by joint working between governors and the school's leadership team.</p>
<p>iii) The school's leadership team has the opportunity to work with governors on improvement issues and the implementation of policies.</p>	<p>Examples of projects where governors and staff are leading together.</p> <p>Examples of joint working on policy formulation or review.</p>

8. Impact: Areas where the work of the governing body has influenced achievement in the school

Areas of Achievement:

- **School Improvement**
- **Partnerships and Community Engagement**
- **Pupil wellbeing and safety**

For each of the three areas identified above complete the following:

The issue identified and why
What did the governing body decide to do about it
What action was taken by the school
How did the governing body monitor progress
What was the impact of this strategy and action
What lessons did the governing body learn

Governor Mark

The Quality Mark for School Governance is intended to support schools through moderated quality criteria of the governing body's contribution to leadership and management.

Underpinning the principles behind this model is the emphasis on a governing body ensuring that quality processes are in place which makes a significant impact upon the achievements of the school. Intrinsic to this approach is the belief that if governing bodies have adopted such quality processes their contribution and influence can make a real difference to the leadership and management of the school.