



# GLM Quality Mark for School Governance Evidence Grid - Sections 1-2

**Submission of this section of self-evaluation is not required as part of the Governor Mark assessment process**

## Ethos and working practices

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

### Criterion 1: Organisation and teamwork

<b>Overview – Areas for consideration</b>	How the governing body is organised in order for it to effectively carry out its responsibilities
	How clear the governing board 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 board works as a team and shares responsibilities and tasks and how the governing board can demonstrate that it is well organised and has sufficient capacity and skills

<b>1a The governance is organised in order for it to effectively carry out its responsibilities:</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) There are delegation arrangements in place which make optimum use of time and facilitate effective decision making.					
ii) The governing board has a good working relationship with the head teacher*which facilitates effective leadership and management in the school which demonstrates openness, honesty and trust.					
iii) The governing board has an effective chair, who works well with the head teacher. The chair sets effective organisational practices for the governing board.					
iv) The governing board is independently and professionally clerked, facilitating the provision of information and effective decision-making and agenda items focus upon the priorities for the school.					
<b>Totals for 1a</b>					

<b>1b. The governing board is clear about its distinctive role and linked responsibilities are effectively delegated to maximise efficiency and impact</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) The governing board has considered the scope of its strategic role and responsibilities and those of the head teacher; it has a clear understanding of the governing board structures through which they can be fulfilled.					
ii) Where committees are in place, they have explicit terms of reference and membership, which are reviewed annually and committee members are clear about their delegated responsibilities.					
iii) Governors who have specific monitoring responsibilities understand the scope of their role and carry them out effectively.					
<b>Totals for 1b</b>					

<b>1c The governing body works as a team, sharing responsibilities and tasks:</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) The chair and committee chairs promote a team culture and develop team working actively.					
ii) Governing board meetings are well attended.					
iii) All governors are valued and encouraged to contribute to discussions and decision-making.					
iv) The members of the governing board share responsibilities and tasks to lighten workload; the burden does not fall on a minority of governors.					
v) The governing board has sufficient capacity to impact on school improvement.					
<b>Totals for 1c</b>					

<b>TOTALS for CRITERION 1</b>					
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## Criterion 2: Recruitment and Retention

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

<b>2a The governing body has clear plans for recruitment activities and strategies to manage vacancies:</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) Governors are clear about the constitutional basis of governance.					
ii) The governing board ensures the timely implementation of election and appointments.					
iii) Skills, knowledge and experience match the needs of the school					
iv) Selection process is conducted to ensure best candidate is appointed					
v) Governing board has a strategy in place for robust succession planning					
<b>Totals for 2a</b>					

<b>2b New governors receive a clear induction programme to enable them to play a full role:</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) The chair provides a warm welcome and deploys the school's induction programme to ensure that newly appointed governors know the school well.					
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 board.					

iii) New governors are expected to attend an induction training programme.					
iv) New governors are supported to enable participation in discussion at an early stage.					
<b>Totals for 2b</b>					

<b>2c. The governing board has a strong commitment to the development of its members' skills and knowledge:</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) The governing board has a commitment to develop its capacity to engage in school self-evaluation and undertakes a skills audit and development and training needs analysis, as part of self-review activity.					
ii) Governors who have individual monitoring responsibilities take the opportunity to access appropriate training.					
iii) The chair and committee chairs have a commitment to the development of school leaders at all levels.					
<b>Totals for 2c</b>					

<b>2d. The governing body has a commitment to retaining good governors</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) Governors are valued and encouraged to participate fully in the work of the governing board and their views and contribution to the work of the school are respected, as part of an inclusive culture.					
ii) Data and information required to undertake governor responsibilities is in a form which is easily understood and concise.					

iii) The work of the governing board is positively promoted in the community.					
iv) The Governing Board operates in accordance with the Nolan principles and take appropriate action to ensure the behaviour of all governors is acceptable.					
<b>Totals for 2d</b>					

<b>2e. The governing board ensures that the school communicates effectively with parents/guardians and takes account of their views</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
i) The governing board ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies					
ii) The governing board ensures that every year a report on each pupil's educational achievements is forwarded to their parents/guardians.					
iii) The governing board ensures that the school keeps parents and prospective parents informed by publishing a school prospectus.					
iv) The governing board has a policy and effective practices for meeting the requirements of the Freedom of Information Act.					
v) The governing board has procedures in place for the systematic collection of parental views including parental complaints					
<b>Totals for 2e</b>					

<b>TOTALS for CRITERION 2</b>					
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