



GLM Quality Mark for School Governance Evidence Grid - Sections 3-5

**The Assessment Framework:
Aspects and Impact of Good Governance**

Criterion 3: Strategic Leadership

Overview – Areas for consideration	The governing board sets the strategic direction of the school and has a central role in the leadership and management of the school
	The governing board ensures that the school complies with its statutory responsibilities and requirements for the Curriculum, Equalities and SEND

3a The governing board is at the heart of strategic planning	BP	FC	PC	NC	Evidence reference
i) The governing board in consultation with the head teacher and senior leadership team (Trust Board) determines the strategic priorities for school improvement based on rigorous school self-evaluation.					
ii) The governing board has a high level of strategic influence, brought to bear in decision-making and makes a major contribution to the leadership of the school.					
iii) The governing board contributes to school improvement by successfully tackling key concerns					
iv) The governing board in consultation with the head teacher and senior leadership team and Trust Board reviews and determines: a) The staffing complement and structure when appropriate e.g. when vacancies arise and b) the leadership structure. Reviews will include consideration of alternative structures.					
v) The governing board can effectively apply the procedures for the appointment of a new head teacher.					
vi) The governing board operates staff recruitment and selection procedures that meet the recommendations in the Secretary of State’s guidance on Safer Recruitment.					
vii) The governing board ensures that statutory policies are in place and that policy making complies with school governance regulations and that policies reflect the distinctive nature of the school.					
Totals for 3a					

3b The governing board is active in setting challenging school improvement targets	BP	FC	PC	NC	Evidence reference
i) The governing board is focused on raising standards of attainment and progress and promoting the personal development and well-being of all learners.					
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Totals for 3b					

3c The governing board deploys resources effectively in support of the school improvement cycle	BP	FC	PC	NC	Evidence reference
i) The governing board has robust systems in place to ensure sound financial management.					
ii) The governing board has a clear timetable for school improvement planning and organises meetings to fit in with the improvement cycle.					
iii) The governing board 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.					
iv) The governing board effectively and efficiently deploys resources to achieve value for money.					
v) The governing board is adept at longer term budget planning, including capital spending and Asset Management priorities.					
vi) The governing board promotes the best use of School 2 School support which demonstrates a positive impact on pupil outcomes					
Totals for 3c					

3d Appraisal, Performance Management and pay	BP	FC	PC	NC	Evidence reference
i) The governing board has an appraisal policy and ensures that all teachers, including the head teacher, and staff are appraised in accordance with statutory requirements and receives reports on the effectiveness of the appraisal policy for all staff, and ensures it is fit for purpose.					
ii) The governing board 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. *					
iv) The governing board is clear about its responsibilities with regard to staff pay and how decisions are made in relation to the salary progression of staff.					
Totals for 3d					

**In Academies the performance management process will be undertaken in line with Trust requirements*

3e The governing board ensures that the school provides a broad and balanced curriculum	BP	FC	PC	NC	Evidence reference
i) The governing board ensures that every learner receives a broad and balanced curriculum which does not discriminate against any groups of pupils.					
ii) The governing board 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.					
iii) The governing board 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 board has ensured that the school meets its statutory responsibilities relating to sex and relationships education.					
Totals for 3e					

3f. The governing board ensures that the school complies with the statutory requirements to promote Equality	BP	FC	PC	NC	Evidence reference
i) The governing board ensures that it is compliant with the requirement in the Equalities Act.					
ii) The inclusion of all learners is central to the vision of the governing board and it is successful in pursuing this and removing barriers to learning.					
iii) The governing board has agreed a written policy on equality. The governing board has arrangements to monitor its implementation and assess its impact on staff, learners and parents.					
Totals for 3f					

3g The governing board ensures that the school complies with the statutory requirements relating to Special Educational Needs and Disabilities (SEND)	BP	FC	PC	NC	Evidence reference
i) The governing board ensures that the school has regard to the Special Educational Needs Code of Practice when meeting learner's difficulties and/or disabilities.					
ii) The governing board ensures that the school meets the requirements of relevant Special Educational Needs and Disability legislation.					
iii) The governing board ensures that the school has told parents about its policy and arrangements and reports annually on the success of its SEND policy and the progress made in improving accessibility.					
iv) The governing board monitors and accounts for the spending of SEND and Pupil Premium funding to support vulnerable pupils and understands and reports upon the use and impact of this expenditure on vulnerable pupils.					
Totals for 3g					

3h The governing board ensures that the school complies with the statutory requirements relating to health, safety and well-being of staff and pupils	BP	FC	PC	NC	Evidence reference
i) The governing board has robust procedures for ensuring that the school meets all relevant health and safety legislation.					
ii) The governing board seeks to eliminate anti-social behaviour, such as bullying and all forms of harassment.					
iii) The governing board ensures that the school has robust procedures for safeguarding.					
iv) The governing board ensures that the school protects pupils from involvement in all forms of extremism.					
Totals for 3h					

TOTALS for CRITERION 3					
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Criterion 4: Strengths and Weaknesses / Self-review, Innovation and Change

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

4a. The governing board has a planned and robust approach to monitoring and evaluation	BP	FC	PC	NC	Evidence reference
i) The governing board (and committees of the governing board) has agreed how it will effectively monitor the quality of provision within the school.					
ii) Governors know how and when the school is compared nationally and with similar schools.					
iii) Governors know how staff evaluate pupil standards and track pupil progress.					
Totals for 4a					

4b. The governing board uses performance data as a basis for evaluating the school	BP	FC	PC	NC	Evidence reference
i) The governing board collects and analyses the views of learners, parents/carers, staff and other stakeholders.					
ii) The governing board understands and takes account of pupil progress and attainment data and the data in relation to specific groups (Vulnerable learners / Pupil Premium / Boys & Girls etc.) and in different subjects and year groups.					
iii) The governing board collects and analyses performance data on achievement and standards (e.g. RAISEonline data, etc) including data relating to attendance and behaviour.					

iv) The governing board is aware of the quality of teaching and learning and how this relates to pupil progress					
Totals for 4b					

4c. The governing board gathers information from the head teacher and other professionals, allowing them to evaluate the school	BP	FC	PC	NC	Evidence reference
i) Reports from the head teacher have a clear purpose and contain relevant information, meeting the needs of the governing board and assisting in monitoring, evaluation and decision-making including information about the quality of teaching and learning,					
ii) The governing board receives information about how well learners are supported and guided in their learning.					
iii) The governing board receives a wide range of information from within and outside the school that corroborates information.					
Totals for 4c					

4d. The governing board has a structured and purposeful approach to school visits	BP	FC	PC	NC	Evidence reference
i) The governing board has an agreed policy and code of practice for visits to the school, and how such visits are recorded and reported.					
ii) Such monitoring visits are related to school improvement priorities and statutory responsibilities, and information gained from school visits is shared with the governing board in a structured way.					
iii) School visits contribute to the evidence base for decision-making by the governing board.					
Totals for 4d					

4e. The governing board undertakes a self-review of both its performance and contributes to school self-evaluation	BP	FC	PC	NC	Evidence reference
i) The governing board 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.					
ii) The governing board 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.					
Totals for 4e					

4f. The governing board supports, looks for, and uses opportunities for innovation in order to improve performance through change	BP	FC	PC	NC	Evidence reference
i) The governing board has a commitment to look for new ways to improve provision, teaching and learning and the range of facilities available in the school.					
ii) The governing board demonstrates innovative approaches to maximise resources and has an approach to maximise the potential of information technology.					
iii) The governing board has agreed and keeps under review the staffing structure to meet the needs of the school.					
iv) The governing board gathers feedback from pupils, parents and the community and has a mechanism for acting on suggestions for change where possible.					
v) The governing board has pro-actively supported the development of partnerships which consider procurement / commissioning and collaborative working.					
vi) The governing board has a succession planning strategy for the leadership of the school and has considered a range of structures and leadership models.					
Totals for 4f					

Criterion 5: Support and Challenge

Overview – Areas for consideration	The governing board provides effective support to the head teacher and staff and demonstrates appropriate challenge
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5a. The governing board and the head teacher create the climate whereby both support and challenge can be provided	BP	FC	PC	NC	Evidence reference
i) There is a high level of trust and respect between the head teacher and the governing board and the head teacher is open to questions and suggestions from the governing board.					
ii) There are clear ground rules for discussions and decision-making, including the required confidentiality following decisions.					
Totals for 5a					

5b The governing board is skilled in asking relevant and challenging questions which provide the evidence required for decision-making	BP	FC	PC	NC	Evidence reference
i) The governing board acts as a sounding board for head teacher thinking through the use of appropriate questioning.					
ii) The governing board 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 and ensures that, where appropriate, the governing board follow this through.					
Totals for 5b					

5c. There is an effective partnership between the governance and leadership	BP	FC	PC	NC	Evidence reference
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.					
ii) The governing board is able to discuss the schools' strengths and weaknesses openly and frankly with the school's leadership team.					
iii) The school's leadership team has the opportunity to work with governors on improvement issues and the implementation of policies.					
iv) Where there is a Local Governing Board within a Multi Academy Trust there is a clear scheme of delegation identifying roles and accountabilities.					
Totals for 5c					

6. Impact:

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

Underpinning the principles behind this model is the emphasis on a governing board 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.

Effective governance **must** be evident in outcomes for pupils and the school community.

For this section you need to identify areas where the work of the governing board has influenced achievement in the school.

The areas of achievement we would like you to consider fall into three headings:

1. School Improvement
2. Partnerships and Community Engagement
3. Pupil wellbeing and safety

You are free to use the following page as a template for each statement, or provide them in a separate document. We strongly advise you to follow this guidance and structure in the preparation of impact statements.

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

1. The issue identified and why?

In this section it is important that you identify a particular issue and explain how the governing board discovered / learned about the issue and why it was a priority for the school to address.

2. What did the governing board decide to do about it?

In this section you should explain what the governing board decided to do to address the issue

3. What action was taken by the school?

As a result of the governing board decision what did the school do

4. How did the governing board monitor progress?

In order to ensure that action in (2) was followed through – how did the governing board monitor progress

5. What was the impact of this strategy and action?

*What was the **IMPACT** of (2) and (3)*

6. What lessons did the governing board learn?

Did the governing board discuss the process and review whether there were any lessons learned from the process.