



governance, leadership and management

...achieving excellence in schools

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 Governing Bodies, Federated Governing Bodies Local Governing Boards and Academy Trusts.

Background:

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. Further revisions to the Framework have continued to emphasise the importance of high quality governance supported by an Ofsted publication in 'School governance - Learning from the best' published in 2011.

'Governors are most effective when they are fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction. In contrast, weak governance is likely to fail to ensure statutory requirements are met, for example those related to safeguarding. In addition, where governance is weak the involvement of governors in monitoring the quality of provision is not well enough defined or sufficiently rigorous and challenging.'

The 21st century school: implications and challenges for governing bodies, Department For Education, April 2010r sufficiently rigorous and challenging.'

The 2012 and 2014 Frameworks rightly link 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 board'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:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and * operating in accordance with the Nolan Principles – Integrity in Public Office *see annex
- Overseeing the financial performance of the school and making sure its money is well spent.

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-accreditation will be required.
- Governing bodies will be able to **access free-of-charge** the quality standards criteria and may use them as a gap analysis / self-evaluation tool. Any training or support identified is a matter for each individual school.
- Assessment against the criteria will be externally verified.

Using Governor Mark:

- Governing bodies can utilise the model to improve their own functioning and team working, using the framework in a light touch way as a health check
- Governing bodies can enter into the accreditation process to assess their current processes and contribution to gain recognition and accreditation for meeting the Quality Mark standard.
- Governing bodies 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>Co-ordinators of Governor Services</p>	
	
	

A Framework for measuring the quality of Governance

Ethos and working practice Self-Assessed	The Assessment framework
<p>1. Organisation and Teamwork</p> <p>2. Recruitment and Retention</p>	<p>3. Strategic Leadership and Statutory Responsibilities</p> <p>4. Strengths and Weaknesses/ Self-review and Change</p> <p>5. Support and Challenge</p>

6. Impact
<p>School Improvement</p> <p>Pupil Safety and Wellbeing</p> <p>Partnership and Community Engagement</p>

Governor Mark

The Quality Mark is a non-prescriptive framework that recognises that there are many approaches to achieving sustainable excellence in 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 / Nolan principles

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
- Preparing children and young people for life in modern Britain (tolerance and respect)

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 governance 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

Sub-criteria:

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

Good practice standard	Examples of evidence
i) There are delegation arrangements in place which make optimum use of time and facilitate effective decision making.	Governors have set a calendar of governing board meetings and an agreed procedure for setting agendas.
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.	Ground rules have been set for the working arrangements between the head teacher and the governing board, using an agreed framework for delegating responsibilities. A record of the chair attending chair’s training and briefings. The Chair is aware of the NCTL leadership development for Chairs.
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.	The governing board has appointed a clerk and agreed a job description.
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.	The clerk attends regular training and briefing meetings. The Clerk is trained in accordance with the NCTL competency framework. There is a record of all governors engaging in training.

**Headteacher may also be: Executive HT, Head of School, Chief Executive*

1b. The governing board 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 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.	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 guidance and regulation. Committee terms of reference comply with regulations and relate to practice, assisting the governing board to manage its business. Governors who have specific monitoring responsibilities linked to school improvement priorities, have a record of role familiarisation and appropriate training and are clear about what the governing board expects of them. Governors have an agreed plan and procedures for monitoring school improvement activities which enables them to develop an evidence base for self-evaluation. This should include school visits.
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.	

1c. The governing board works as a team, sharing responsibilities and tasks:

Good practice standard	Examples of evidence
i) The chair and committee chairs promote a team culture and develop team working actively.	The governing board has undertaken skills audit and needs analyses amongst the team of governors in order to recruit appropriate governors. The governing board has a plan to develop its ability as a team. A register is kept of governor attendance at meetings and that
ii) Governing board meetings are well attended.	
iii) All governors are valued and encouraged to contribute to discussions and decision-making.	

<p>iv) The members of the governing board share responsibilities and tasks to lighten workload; the burden does not fall on a minority of governors.</p> <p>v) The governing board has sufficient capacity to impact on school improvement.</p>	<p>this is published.</p> <p>There are clear ground rules for governors in working together, with explicit expectations or Code of Conduct agreed.</p> <p>All governors have agreed to undertake their role in accordance with the Nolan principles.</p> <p>Committee and working group papers demonstrate that the workload of the governing board is delegated effectively.</p>
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Criterion 2: Recruitment and Retention

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

Sub-criteria

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

Good practice standard	Examples of evidence
i) Governors are clear about the constitutional basis of governance,	The composition of the governing board is compliant with the Instrument of Government / Articles of Association. Awareness of the current composition helps the governing board to effectively manage vacancies.
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	Election and appointments to the governing board are expedited in accordance with national and local, and (where appropriate) Trust guidance. The governing board uses national and local recruitment campaigns to seek to fill vacancies (including SGOSS – School Governors One Stop Shop). The governing board deploys strategies to manage vacancies to a minimum, including its own succession planning. Advertises vacancies widely to ensure a good field of potential candidates are considered.

2b. New governors receive a clear induction programme to enable them to play a full role

Good practice standard	Examples of evidence
i) The chair provides a warm welcome and deploys the school's induction programme to ensure that newly appointed governors know the school well.	New governors are invited to visit the school and meet the head teacher.

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.	A procedure for school/ Trust based induction and support is agreed and a member of the governing board has delegated responsibility for implementing it.
iii) New governors are expected to attend an induction training programme.	Key documents are identified in the school's governor induction procedure.
iv) New governors are supported to enable participation in discussion at an early stage.	100% of new governors complete an Induction Training Programme, face to face or by distance learning. Procedures include a mechanism to support, mentor or coach new governors.

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

Good practice standard	Examples of evidence
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.	The governing board is aware of the training programmes which are offered. Governor development appears in the school improvement plan. The governing board has adopted and implemented a self-evaluation regime to assess its performance.
ii) Governors who have individual monitoring responsibilities take the opportunity to access appropriate training.	The governing board 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.
iii) The chair and committee chairs have a commitment to the development of school leaders at all levels.	The training record supports the standards achieved.

2d. The governing board has a commitment to retaining good governors and managing poor conduct.

Good practice standard	Examples of evidence
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.	<p>School induction procedures include ground rules to ensure that the work of the governing board is participative, inclusive and the views of all governors are valued.</p> <p>School budget information is presented in an acceptable manner, and in sufficient detail for governors to monitor progress and make effective decisions.</p> <p>The head teacher is committed to sharing and explaining school data, so that governors can use it effectively.</p> <p>The chair ensures that meetings are purposeful and rewarding to attend.</p> <p>The work of the governing board is outward facing and is seen and understood by the local community.</p> <p>The school has planned mechanisms for recognising the work of governors.</p>
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.	

2e. The governing board ensures that the school communicates effectively with parents/guardians and takes account of their views

Good practice standards	Examples of evidence
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i) The governing board ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies	<p>Examples of governor decisions to enhance reporting to parents on pupil progress.</p> <p>Evidence of governor activity in the sharing and communication of the school prospectus and profile.</p> <p>Evidence of consultation with pupils and, where appropriate, that their recommendations are acted upon.</p> <p>Evidence of the use of parent/carer questionnaires and that the feedback is acted upon.</p> <p>Examples of the governors ensuring compliance with Freedom of Information legislation.</p> <p>Parental Surveys – including action taken. Parent View analysis.</p> <p>Examples of actions taken to address concerns raised by parents</p> <p>Website is accurate and compliant with regulation</p>
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	

The Assessment framework - Aspects of good governance

Criterion 3: Strategic Leadership

Overview – Area 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
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	The governing board ensures that the school complies with its statutory responsibilities and requirements for the Curriculum, Equalities and SEND
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Sub-criteria:

3a. The governing board is at the heart of strategic planning,

Good practice standards	Examples of evidence
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.	Evidence of the governing board's influence through minutes, decisions made, etc. Evidence the governing board is actively involved in the development of school self-evaluation and improvement plans.
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.	Evidence that the governing board sets a clear direction which has led to improvement and the promotion of high quality care and education.
iii) The governing board contributes to school improvement by successfully tackling key concerns	Examples of leadership in specific activities by the governing board or individual governors.
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.	Evidence of how the governing board is re-shaping the staffing of the school to enhance teaching and learning and build a whole school team working collaboratively. In preparation for succession planning the governing board has considered a range of leadership models. There is a record of existing school policies, showing the date of ratification and review.
v) The governing board can effectively apply the procedures for the appointment of a new head teacher.	Examples of policies which promote equality of opportunity and tackle discrimination.
vi) The governing board operates staff recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance on Safer Recruitment.	The performance management policy. The school's complaints procedures

vii) The governing board ensures that statutory polices are in place and that policy making complies with school governance regulations and that policies reflect the distinctive nature of the school.	Recruitment and selection procedures, particularly to ensure the adequacy and suitability of staff for the protection of learners. Evidence that vetting procedures for all adults who work with learners are robust and comply with regulation.
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3b. The governing board is active in setting challenging school improvement targets

Good practice standards	Examples of evidence
i) The governing board is focused on raising standards of attainment and progress and promoting the personal development and well-being of all learners.	Evidence of mechanisms for governors to influence target setting. Governors can demonstrate engagement with external advice to support school improvement. (e.g. Teaching School Alliance / LA officer / Trust adviser / Independent consultant).
ii) The governing board sets challenging targets and include these in the school improvement plan.	Evidence of mechanisms for the promotion of high standards. Evidence of target setting and the promotion of individualised learning and wellbeing. The governing board receives reports from school improvement professionals and acts upon them.

3c. The governing board deploys resources effectively in support of the school improvement cycle

Good practice standards	Examples of evidence
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Good practice standards	Examples of evidence
i) The governing board has robust systems in place to ensure sound financial management.	Confirmation of meeting the SFVS Standard / meeting the requirements of the academy financial handbook.
ii) The governing board has a clear timetable for school improvement planning and organises meetings to fit in with the improvement cycle.	Evidence of a calendar of governing board meetings. Evidence that school self-evaluation is at the core of the governing board's contribution to the development 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.	Examples of specific priority projects budgeted for and implemented Evidence of 3-year budget planning. Governors follow recommendations of audit.
iv) The governing board effectively and efficiently deploys resources to achieve value for money.	Examples of effective asset management and use of capital funds. Audit Reports.
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	The school is actively participating in clusters of schools – Teaching School Alliances, Consortia, Multi Academy Trusts, Federations etc.

3d Appraisal, Performance Management and pay

Good practice standards	Examples of evidence
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.	Evidence of involvement of external adviser in relation to HT Performance Management. Evidence of the GB involvement in selecting the external advisor. (In Academies sharing of HT Appraisal with the Trust Board representative.) Evidence that the practice in performance management meets the policy.

<p>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. *</p>	<p>Evidence, where appropriate, of the agreement of a plan for awarding teaching and learning responsibilities. Evidence of governing board procedures for agreeing staff pay and progression. There is a clear link between self-evaluation, School Improvement Plan and appraisal.</p>
<p>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.</p>	<p>Evidence that the governing board ensures that progression and reward is only made when performance clearly indicates that it is appropriate. Governing board does not reward underperformance.</p>

*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

Good practice standards	Examples of evidence
<p>i) The governing board ensures that every learner receives a broad and balanced curriculum which does not discriminate against any groups of pupils.</p>	<p>Evidence of a systematic review of the effective delivery of all statutory requirements. Ofsted inspection judgements of the breadth and balance of the curriculum.</p>
<p>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.</p>	<p>The governing board procedures for dealing with curriculum complaints. Ofsted inspection judgements concerning collective worship and religious education.</p>
<p>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.</p>	

iv) The governing board has ensured that the school meets its statutory responsibilities relating to sex and relationships education.	
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3f. The governing board ensures that the school complies with the statutory requirements to promote Equality

Good practice standards	Examples of evidence
i) The governing board 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. Evidence of the governing board commitment to inclusion.
iii) 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.	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.
iv) 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.	Governors can demonstrate that they are monitoring any racist or other discriminatory incidents. Monitoring information in accordance with the Single Equality Scheme.

3g The governing board ensures that the school complies with the statutory requirements relating to Special Educational Needs and Disabilities (SEND)

Good practice standards	Examples of evidence
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.	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 board ensures that the school meets the requirements of relevant Special Educational Needs and Disability legislation.	Website – Pupil Premium information and Local Offer Examples of regular review of provision by the governing board.
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.	Clear evidence of the Impact of pupil premium on closing the performance gap.
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.	The governing board is aware of the gap /s both within the school and in comparison with national data. Evidence that the governing board are aware of the impact of the funded PP interventions / support. That the outcomes demonstrate good value for money.

3h The governing board 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 board 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 demonstrates good practice. Evidence of measures to ensure learners are encouraged to be healthy and safe and develop skills to ensure achieves economic well-being.
ii) The governing board seeks to eliminate anti-social behaviour, such as bullying and all forms of harassment.	Examples of governor’s decisions to improve wellbeing outcomes. Examples of governor support for the Healthy Schools initiative.
iii) The governing board ensures that the school has robust procedures for safeguarding.	

Good practice standards	Examples of evidence
iv) The governing board ensures that the school protects pupils from involvement in all forms of extremism.	Evidence of training in relation to radical extremism.

Criterion 4: Strengths and Weaknesses / Self-review, Innovation and Change

Overview – Area 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

Sub-criteria

4a. The governing board has a planned and robust approach to monitoring and evaluation

Good practice standards	Examples of evidence
i) The governing board (and committees of the governing board) 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 including FFT, Raise Online and Ofsted Data Dashboard
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4b. The governing board uses performance data as a basis for evaluating the school

Good practice standards	Examples of evidence
i) The governing board collects and analyses the views of learners, parents/carers, staff and other stakeholders.	The governing board procedures for actively engaging with school self-evaluation.
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.	Evidence of how pupils', parents' and staff views are analysed by the governing board and acted upon. Evidence of how information such as the RAISEonline report is used and acted upon.
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.	Evidence of governor monitoring of attendance issues and any action taken. Examples of evaluative measures used and methods of application.
v) The governing board is aware of the quality of teaching and learning and how this relates to pupil progress	Evidence of action to monitor and support the achievement of vulnerable children and specific groups identified by the governing board.

4c. The governing board gathers information from the head teacher and other professionals, allowing them to evaluate the school

Good practice standards	Examples of evidence
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Good practice standards	Examples of evidence
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,	Evidence of how head teacher and other reports have assisted decision-making by the governing board and led to school improvement. Evidence of governors informing themselves about the quality of teaching and learning.
ii) The governing board receives information about how well learners are supported and guided in their learning.	Examples of information that have assisted the governing board to validate judgements made in school self-evaluation. All governors have access to reports from external professionals such as the local authority officer, Trust Adviser, LLE's, NLE's, Teaching Schools etc.
iii) The governing board receives a wide range of information from within and outside the school that corroborates information.	

4d. The governing board has a structured and purposeful approach to school visits

Good practice standards	Examples of evidence
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.	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>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.</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 board.</p>	<p>Examples of governor engagement with pupils and parents. Evidence that governors' visits have an impact on decisions or confirm progress.</p>

4e. The governing board undertakes a self-review of both its performance and contributes to school self-evaluation

Good practices standard	Examples of evidence
<p>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.</p>	<p>There is the evidence for the use of specific self-review tools and a resulting action plan. There is evidence that the governing board can make sharp judgements and provide factual outcomes to support them There is evidence that the results of self-evaluation have been followed up.</p>

<p>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.</p>	<p>Evidence that the planned priorities emerging from self-review informs the basis of the school improvement or development plan and governing board and evaluation activities. Self-evaluation is scheduled to fit in with the annual planning cycle.</p> <p>The governing board analyses and discusses key data and information and governors use it to verify judgements and identify priorities for improvement.</p>
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4f. The governing board 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 board has a commitment to look for new ways to improve provision, teaching and learning and the range of facilities available in the school.</p>	<p>The governing board can demonstrate the effective use of three year budgets, best value and procurement procedures. Governors have a record of attracting support for the school from the wider community for core and extended provision.</p>
<p>ii) The governing board demonstrates innovative approaches to maximise resources and has an approach to maximise the potential of information technology.</p>	<p>Governors can show that new technologies are part of working practice to improve communication and consultation, complying with Data Protection and Freedom of Information regulations.</p>
<p>iii) The governing board has agreed and keeps under review the staffing structure to meet the needs of the school.</p>	<p>The governing board can demonstrate that workforce arrangement and staffing structure has enhanced teaching and learning.</p> <p>Governors can demonstrate the achievements of new ways of</p>

<p>iv) The governing board gathers feedback from pupils, parents and the community and has a mechanism for acting on suggestions for change where possible.</p>	<p>working, by collaborating effectively with other schools and agencies to enhance and innovative partnerships. The governors collect pupil and parent feedback and act upon results and any recommendations made.</p>
<p>v) The governing board has pro-actively supported the development of partnerships which consider procurement / commissioning and collaborative working.</p>	<p>Evidence of the school working in networks and clusters. E.g. Teaching School Alliances, Consortia, Multi Academy Trusts, Federations etc.</p>
<p>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.</p>	

Criterion 5: Support and Challenge

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

5a. The governing board 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 board and the head teacher is open to questions and suggestions from the governing board.	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 board is active in promoting the good reputation of the school.

5b The governing board 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 board acts as a sounding board for head teacher thinking through the use of appropriate questioning.	Evidence of appropriate questioning and scrutiny in governing board minutes.
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.	Evidence that issues raised are followed up at subsequent meetings e.g. Reports to governing board, commissioning of external professional advice.

5c. There is an effective partnership between the governance and leadership

Good practice standards	Examples of evidence
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.	Evidence of any planned meeting schedule demonstrating engagement with the school's leadership team.
ii) The governing board is able to discuss the schools' strengths and weaknesses openly and frankly with the school's leadership team.	Examples of school improvement activity focused on raising standards which have been supported by joint working between governors and 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.	Examples of projects where governors and staff are leading together.
iv) Where there is a Local Governing Board within a Multi Academy Trust there is a clear scheme of delegation identifying roles and accountabilities.	Examples of joint working on policy formulation or review. Evidence that the scheme of delegation demonstrates joint working on school improvement issues.

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

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

<p>3. What action was taken by the school? <i>As a result of the governing board decision what did the school do</i></p>
<p>4. How did the governing board monitor progress? <i>In order to ensure that action in (2) was followed through – how did the governing board monitor progress</i></p>
<p>5. What was the impact of this strategy and action? <i>What was the IMPACT of (2) and (3)</i></p>
<p>6. What lessons did the governing board learn? <i>Did the governing board discuss the process and review whether there were any lessons learned from the process.</i></p>

Annex:

Nolan principles:

The Seven Principles of Public Life, known as the Nolan Principles, were defined by the Committee for Standards in Public Life . They are:

- **Selflessness** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
- **Integrity** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

- **Openness** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it.
- **Honesty** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** Holders of public office should promote and support these principles by leadership and example.