



governance, leadership and management

...achieving excellence in schools

# Governor Mark

Recognising high quality school governance.

Application Form

Guidance for Schools and pro-forma evidence document



## **Guidance for Schools**

Thank you for your interest in achieving the Governor Mark. This document will guide you through the process and help you understand what the Assessor will be looking for.

It may be that you are not yet ready to put in an application. You will nevertheless find useful guidance here as to how to go forward with the right sort of evidence that will strengthen your application when it is ready to be submitted.

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## Step 1            Application

When you have completed the evidence grid and impact statements you need to submit the Application Form to the address given on the form. This will need to be done in hard copy (post or fax) as signatures are needed. Other documentation can be provided as e-mail or weblinks, and this will help the process happen more quickly.

There will be an initial pre-assessment screening. This takes an initial look at evidence and also ensures that your school meets the initial criteria. To pre-qualify your school must have evidence that:

- **The school was graded good or outstanding by the last Ofsted inspection or, (*if it is more than two years since your last inspection*)**
- **The school CVA data (Contextual Value Added) reaches the national mean of 100 minus the confidence limit. This information is available from your RaiseOnline data.**

## Step 2            Assessor Contact

After the application is received it will be passed to an Assessor who will contact the school through the email address you provide and will seek two things.

First, they will ask you to provide your self-assessment grid together with supporting evidence. Your governing body should use the self-assessment grid as a way of measuring how close to meeting the standards you are. There are four grades:

FC – Fully compliant with the standard

PC – Partly compliant with the standard

NC – Not compliant with the standard

BP – If you believe that you are not only compliant but exhibit a ‘best practice’ example.

Probably the most important aspect of the grid is the indication of evidence in support of your application. This might include minutes, headteacher reports, agendas, reports from local authority inspectors or advisers, any development plans, and so on.

The key to good evidence is that it shows the impact of the governing body on the work of the school. Yours may be an outstanding school, but if governors simply follow along the professionals in the school and rubber stamp school initiatives, you will find it hard to achieve this award.

Schools that are not currently eligible for assessment are still encouraged to use the standard as a self-assessment tool.

### **Step 3            School Visit**

The second activity the Assessor will seek to arrange is an on-site visit. This visit should take place within three months of your application. The Assessor will indicate who they would like speak to during the visit.

After the visit the assessor will report back to GLM. **You will be notified of outcome of the process within 3 weeks. (The assessor will not be able to confirm the outcome at the site visit).**

## Part 1 – Evidence Grid

### Instructions for completing the grid.

Please assess yourself against each of the sub criteria deciding whether you are:

FC – Fully Compliant with the standard

PC – Partially Compliant with the standard

NC – Not Compliant with the standard

BP – If you believe that you are not only compliant but exhibit a Best Practice example

- You must achieve at least 50% in each sub-criteria to meet the standard and at least 60% for the criteria overall.
- Some sections require more evidence than others.
- It will tell you how many FC / BP you need in each section.

## Criterion 1: Organisation and teamwork

	BP	FC	PC	NC	Evidence reference
<b>Sub criterion 1a</b> <b>The governing body is organised in order for it to effectively carry out its responsibilities</b>					
The governing body has an effective meeting structure, which makes optimum use of time					
The governing body has a good working relationship with the head teacher, which facilitates effective leadership and management in the school					
The governing body has an effective chair, who works well with the head teacher. The chair sets effective organisational practices for the governing body					
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					
<b>Totals for 1a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 1b</b> <b>The governing body is clear about its distinctive role and linked responsibilities are effectively delegated to maximise efficiency and impact</b>					
The governing body have clear terms of reference for understanding its distinctive role					
The chair has a clear understanding of governing body responsibilities and structures through which they can be taken forward					
Committees have clear terms of reference and membership, which are reviewed annually and Committee members are clear about their delegated responsibilities					
Governors who have specific monitoring responsibilities understand their roles and carry them out effectively					
<b>Totals for 1b</b>					<b>You must have at least 50% BP or FC</b>

	BP	FC	PC	NC	Evidence reference
<b>Sub criterion 1c</b> <b>The governing body works as a team, sharing responsibilities and tasks</b>					
The chair of governors and committee chairs promotes a team culture and develops team working actively					
Governing Body meetings are well attended					
All governors are valued and facilitated to contribute to discussions and decision making					
The members of the governing body share responsibilities and tasks to lighten workload, the burden not falling on a minority of governors					
<b>Totals for 1c</b>					<b>You must have at least 50% BP or FC</b>

<b>TOTALS for CRITERION 1</b>					<b>You must have at least 8 BP /FC overall in criterion 1.</b>
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## Criterion 2: Recruitment and Retention

	BP	FC	PC	NC	Evidence reference
<b>Sub criterion 2a: The governing body has clear plans for recruitment activities and strategies to manage vacancies</b>					
Governors are clear about the constitution of the governing body					
The governing body is adept at the implementation of election and appointment procedures					
The governing body proactively seeks to fill vacancies promptly and takes into account its representation of the community it serves in its recruitment activity					
<b>Totals for 2a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 2b New governors receive a clear induction programme to enable them to play a full role</b>					<b>Evidence reference</b>
The Chair provides a warm welcome and deploys the school's induction programme to ensure that newly appointed governors know the school well					
The Clerk provides the new governor with key documentation to assist understanding of the distinctive nature of the school and the work of the governing body					
Responsibility is taken for the monitoring of the review of the school governor induction programme which should encourage new governors to attend the National Training Programme for New Governors					
New governors are supported to participate in discussion at an early stage					
<b>Totals for 2b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 2c The governing body has a strong commitment to the development of its member's skills and knowledge</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
Governors who have individual monitoring responsibilities are given the opportunity to access appropriate training					
The Chair and committee chairs have a commitment to leadership development					
The governing body ensures that it has knowledge of development activities (including centrally delivered courses, in-house and consultancy sessions, conferences, etc), suppliers, funding and procurement processes and deploys effective decisions in accessing these opportunities.					
<b>Totals for 2c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 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>
Governors are valued and encouraged to participate fully in the work of the governing body their views are respected, as part of an inclusive culture within the governing body					
Data and information required to undertake governor responsibilities is in a form which is easiest understood and is concise					
The work of the governing body is positively promoted in the community					
Governors are recognised for their contribution to the work of the school, as appropriate					
<b>Totals for 2d</b>					<b>You must have at least 50% BP or FC</b>

<b>TOTALS for CRITERION 2</b>					<b>You must have at least 8 BP /FC overall in criterion 2.</b>
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### **3a The governing body undertakes a self-review of both its performance and contributes to school self-evaluation**

<b>Sub criterion 3a: 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>
The governing body has a strong commitment to self-review, as part of the drive for continuous improvement					
The governing body has adopted a robust approach to self-review of its own performance which includes a plan for improvement					
The governing body is engaged with the completion and updating of the school self evaluation form (SEF) and is aware of the sources of data and information that validate the judgements in the SEF					
<b>Totals for 3a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 3b The governing body uses opportunities for innovation, in order to improve performance through change</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
The governing body develops innovative approaches to maximise resources and has an approach to maximise the potential of information technology					
The governing body is open to change and implements new ways of working quickly and effectively					
The governing body has used workforce reform and staffing structure plans to improve learning outcomes					
The governing body gathers feedback from pupils, parents and the community and acts on suggestions for change where possible.					
<b>Totals for 3b</b>					

<b>TOTALS for CRITERION 3</b>					<b>You must have at least 5 BP /FC overall in criterion 3.</b>
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#### **Criterion 4: Principles of Good Governance**

<b>Sub criterion 4a The governing body 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>
The governing body is clear about the school's aims and purpose and its intended outcomes for children and parents					
The governing body is dedicated to seeing that children and parents receive high quality provision					
The governing body is committed to implementing the principles of best value					
<b>Totals for 4a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 4b</b> <b>The governing body performs effectively in clearly defined functions and roles</b>					
Being clear about the functions and responsibilities of the governing body and carries these out effectively					
Being clear about accountability and the relationship between governors and the community					
<b>Totals for 4b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 4c</b> <b>The governing body promotes the values of the school and demonstrates the values of good governance through behaviour</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
Putting school values into practice, for example through the implementation of school policies					
Individual governors behaving in ways that uphold and exemplify effective governance					
<b>Totals for 4c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 4d The governing body takes informed, transparent decisions and manages risk</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body is rigorous and transparent about how decisions are taken					
The governing body uses good quality information, advice and support					
The governing body employs effective risk management systems and reviews their operation					
<b>Totals for 4d</b>					

<b>Sub criterion 4e: The governing body develops its capacity and capability to be effective</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
Making sure that appointed and elected governors have the skills , knowledge and experience they need to perform well Striking a balance, in the membership of the governing body, between continuity and renewal					
Developing the capability of people with specific responsibilities and evaluating group performance					
<b>Totals for 4e</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 4f The governing body engages children, parents and the community and makes accountability real</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
Understanding formal and informal accountability relationships					
Taking an active and planned approach to dialogue with, and accountability to, the community					
Taking an active and planned approach to responsibilities relating to staff					
Engaging effectively with children, parents and the community and other institutional stakeholders					
<b>Totals for 4f</b>					<b>You must have at least 50% BP or FC</b>

<b>TOTALS for CRITERION 4</b>					<b>You must have at least 10 BP /FC overall in criterion 4.</b>
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## Criterion 5: Strategic Leadership

<b>Sub criterion 5a The governing body is at the heart of strategic planning,</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body sets the agenda for planned developments within the school					
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					
The governing body determines the staffing complement and structure within the school and is pro-active in workforce re-modeling					
The governing body can apply effectively the procedures for the appointment of a new head teacher					
<b>Totals for 5a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 5b The governing body is actively engaged in both Policy formulation and review</b>					<b>Evidence reference</b>
The governing body participates in policy making and ensures that the community can contribute, where appropriate to ensure that policies reflect the distinctive nature of the school					
The governing body has a plan to regularly review policies to ensure that they remain fit for purpose and is confident that all statutory policies are in place					
The governing body is clear that policy and practice are consistent					
The governing body supports the staff in implementing policies					
<b>Totals for 5b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 5c The governing body contributes fully to the development cycle</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body has a clear timetable, which facilitates the development cycle and dovetails its meetings to fit in with the development cycle					
The governing body sets the school budget to reflect the priorities in the school's development plan and are active in monitoring and amending financial decisions throughout the cycle to keep within the budget					
The governing body effectively and efficiently deploys resources to achieve value for money					
The governing body is adept at longer term budget planning, including capital spending and Asset Management priorities					
<b>Totals for 5c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 5d The governing body is active in target setting and promoting the raising of standards</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body is successfully focused on raising standards and promoting the personal development and well-being of all learners and is active in promoting the maintenance of high standards, where identified					
The governing body sets targets for end of key stage tests and include these in the school improvement plan					
The governing body receives a report from the school improvement partner and acts upon it					
<b>Totals for 5d</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 5e Performance Management and pay</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body has a performance management policy and ensures that all teachers, including the head teacher, are appraised in accordance with statutory requirements					
The governing body receives a report annually on the implementation of the performance management policy, and ensures it is fit for purpose					
The governing body appoints performance management governors for head teacher appraisal and that they work effectively with the school improvement partner in the appraising of head teacher performance and the setting of objectives					
The governing body is clear about its responsibilities with regard to staff pay					
<b>Totals for 5e</b>					

<b>TOTALS for CRITERION 5</b>					<b>You must have at least 15 BP /FC overall in criterion 5.</b>
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## Criterion 6: Statutory Responsibilities

<b>Sub criterion 6a The governing body ensures that the school complies with the statutory requirements relating to the Curriculum</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body ensures that every learner receives the full statutory curriculum that the school must provide					
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					

The governing body ensures that the school provides a daily act of collective worship for all learners and has told parents of the right to withdraw them					
The governing body has ensured that the school meets its statutory responsibilities relating to sex and relationships education					
<b>Totals for 6a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 6b</b> <b>The governing body ensures that the school complies with the statutory requirements relating to Equality</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body ensures that the school does not discriminate against learners, job applicants or staff on the grounds of sex, race, disability or marital status					
The inclusion of all learners is central to the vision of the governing body and it is successful in pursuing this and dismantling barriers to engagement					
The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents and body communicates to parents the results of monitoring and assessments relating to the implementation of the race equality policy					
The governing body ensures that the school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Racial Equality (CRE) code of practice					
<b>Totals for 6b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 6c The governing body ensures that the school complies with the statutory requirements relating to Special Educational Needs (SEN)</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body ensures that the school has regard to the Special Educational Needs Code of Practice when meeting learners difficulties and/or disabilities and makes its policy known to parents					
The governing body ensures that the school meets the requirements of the Special Educational Needs and Disability Act 2001.					
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					
<b>Totals for 6c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 6d The governing body ensures that the school complies with the statutory requirements relating to learner' care and well-being</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body has procedures for ensuring that the school meets all relevant health and safety legislation					
The governing body has procedures to meet the requirements of the five outcomes of the Children Act 2004					
The governing body takes action to reduce anti-social behaviour, such as bullying and racism					
The governing body ensures that the school has procedures for child protection which follow the requirements of the local Area child Protection Committee and that this compliance is monitored regularly					
<b>Totals for 6d</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 6e: The governing body ensures that the school complies with the statutory requirements when informing parents/guardians</b>	BP	FC	PC	NC	Evidence reference
The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies					
The governing body ensures that each year a report on each pupils' educational achievements is forwarded to their parents/guardians					
The governing body ensures that the school keeps parents and prospective parents informed by publishing a school prospectus and school profile					
The governing body has a policy and effective practices for meeting the requirements of the Freedom of Information Act					
<b>Totals for 6e</b>					You must have at least 50% BP or FC
<b>Sub criterion 6f The governing body ensures that the school complies with the statutory requirements relating to leadership and management</b>	BP	FC	PC	NC	Evidence reference
The responsibilities of the governing body, its committees, the head teacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated and meet the FMSiS standards					
The governing body has all relevant complaints and appeals procedures, as set out in current regulation					
The governing body operates staff recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance					
<b>Totals for 6f</b>					You must have at least 50% BP or FC
<b>TOTALS for CRITERION 6</b>					You must have at least 16 BP /FC overall in criterion 6.

## Criterion 7: Strengths and Weaknesses

<b>Sub criterion 7a: The governing body has a planned approach to monitoring and evaluation</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body and committees of the governing body has agreed how it will monitor the quality of provision within the school					
Governors know how the school compares nationally and with similar schools					
Governors know how staff evaluate pupil standards and rates of progress					
<b>Totals for 7a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 7b The governing body uses performance data as a basis for evaluating the school</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body collects and analyses the views of learners, parents/carers and other stakeholders					
The governing body collects and analyses performance data on achievement and standards (e.g. FFT, Pupil Attainment Tracker, RaiseOnline data, etc) including data relating to attendance					
The governing body effectively monitors, evaluates and improves performance to meet challenging targets, through quality assurance and self-review					
The governing body attempts to measure the overall personal development and well-being of the learners					
<b>Totals for 7b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 7c The governing body attempts to measure the overall personal development and well-being of the learners</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
The governing body receives information indicating how well the curriculum and other activities meet the range of needs and interests of learners					
The governing body receives information about how well learners are guided and supported					
The governing body receives information about the overall effectiveness and efficiency of staff leadership and management					
<b>Totals for 7c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 7d. School visits</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
The governing body has an agreed policy and code of practice for school visits which includes how information gained from school visits is shared with the governing body in a structured way					
School visits contribute to the evidence base for decision making by the governing body					
<b>Totals for 7d</b>					<b>You must have at least 50% BP or FC</b>

<b>TOTALS for CRITERION 7</b>					<b>You must have at least 10 BP /FC overall in criterion 7.</b>
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## Criterion 8: Support and Challenge

<b>Sub criterion 8a The governing body and the head teacher have creating the climate whereby both support and challenge can be provided</b>	BP	FC	PC	NC	Evidence reference
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					
There are clear ground rules for discussions and decision making, including the required confidentiality following decisions					
<b>Totals for 8a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 8b The governing body and the head teacher have creating the climate whereby both support and challenge can be provided</b>					Evidence reference
The governing body acts as a sounding board for head teacher thinking through the use of appropriate questioning					
Governors ask challenging questions in a positive and constructive manner, as stakeholders of the community holding the school to account					
<b>Totals for 8b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 8c There is an effective partnership between the governors and senior staff in the school</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
Governors in their dealings with senior staff have a clear focus on raising standards and improving the quality of teaching and learning and have a clear structure for engagement with the senior staff in the school					
The governing body is able to deal openly and frankly with the schools' strengths and weaknesses					
Senior staff have the opportunity with work with governors on improvement issues and the implementation of policies					
<b>Totals for 8c</b>					<b>You must have at least 50% BP or FC</b>
<b>TOTALS for CRITERION 8</b>					<b>You must have at least 6 BP /FC overall in criterion 8.</b>

**Examples of sources of evidence to support a school judgement that the good practice standards have been complied within each criterion.**

**1 CRITERION: ORGANISATION AND TEAMWORK**

**Sub criterion 1a**

Governing Body Training Record (especially Chair's record)(2 years)  
Clerk's Job Description  
Clerk's Training Record  
Full Governing Body minutes addressing appointment of the Clerk  
Governing Body Meetings' Schedule  
Annual Schedule of Governing Body Business  
Committees' structure and membership  
List of individual governors' delegated responsibilities  
Delegation Planner  
Terms of Reference  
Headteacher's report (3)  
Governors' Code of Conduct

**Sub criterion 1b**

Governing Body Training Attendance Record (especially Chair's record)(2 years)  
Clerk's Training Attendance Record (2 years)  
Report from SEN Governor to Governing Body  
Full governing body and Committee meeting minutes  
Governors' Visit Policy/Protocol  
Annual Schedule of Governing Body Business  
Monitoring Policy  
School Improvement Plan  
Committees' structure and membership  
List of individual governors' delegated responsibilities  
Delegation Planner  
Terms of Reference  
Governors' Code of Conduct

**Sub criterion 1c**

Whole Governing Body/Partnership Training Record (especially Chair's record)(2 years)  
Clerk's Training Attendance Record (2 years)  
In-house induction programme  
In-house induction materials  
Governor 'buddy/mentor arrangements  
Full governing body and Committee meeting minutes  
Governing Body Meeting Attendance Record  
Record of joint Governing Body/Staff activities  
Governors' Visit Policy/Protocol  
School Improvement Plan  
Committees' structure and membership  
List of individual governors' delegated responsibilities  
Delegation Planner  
Terms of Reference  
Governors' Code of Conduct

**2. CRITERION: RECRUITMENT AND RETENTION**

**Sub criterion 2a**

Instrument of Government  
Record of Governing Body membership and terms of office and vacancies – including length of vacancies  
Correspondence with relevant governor appointing and nominating bodies e.g. documentation to invite nominations from the community  
Standing Orders  
Election procedures  
In-house induction materials  
LA Induction Training Attendance Record (All governors)  
Clerk's Training Attendance Record (2 years)  
In-house induction programme  
In-house induction materials  
Summary of governor 'buddy/mentor arrangements  
Full governing body meetings' minutes  
Governing Body Meeting Attendance Record  
Record of joint Governing Body/Staff activities  
School Improvement Plan  
Committees' structure and membership

**Sub criterion 2b**

Correspondence from the Chair, on behalf of the governing body, welcoming the new member  
Whole Governing Body/Partnership Training Record (especially Chair's record) (2 years)  
Clerk's Training Attendance Record (2 years)  
In-house induction programme  
In-house induction materials  
Governor 'buddy/mentor arrangements  
Full governing body and Committee meeting minutes  
Governing Body Meeting Attendance Record  
Record of joint Governing Body/Staff activities  
Governors' Visit Policy/Protocol  
School Improvement Plan  
Committees' structure and membership  
List of individual governors' delegated responsibilities  
Delegation Planner  
Terms of Reference  
Governors' Code of Conduct

**Sub criterion 2c**

Dates and attendance record at in-house self-evaluation exercise, including name of facilitator.  
Resultant action plan  
Full governing body/committee minutes; including reference to the SEF and participation in training  
Evidence of governing body subscription to training  
Finance Committee minutes

**Sub criterion 2d**

In-house induction programme  
Details of in-house governor buddy/mentor programme  
Sample finance summaries – in management information form  
Governing body agenda and minutes  
Chair's training attendance record  
Governors' Code of Conduct  
Delegation Planner

**3. CRITERION: SELF-REVIEW AND CHANGE****Sub criterion 3a**

Governing Body record of self-review activities e.g. Skills Audit; Governor Profile; Effective Governing Body Exercise  
Action Plans arising from governing body self review process; illustration of links to SDP/SIP; results – illustrated  
Governing body/committee agenda and minutes – to provide and audit trail  
Governing body agenda and minutes

**Sub criterion 3b**

Governing body/committee agenda and minutes – to provide and audit trail  
Finance and Personnel Committee agenda, minutes and terms of reference  
Monitoring Reports  
Surveys' responses  
Feedback vehicles e.g. newsletters  
Action plans and results  
Details of joint projects and bids; outcomes

**4. CRITERION: PRINCIPLES OF GOOD GOVERNANCE****Sub criterion 4a**

School vision and mission statement; record of review  
School prospectus  
School Improvement Plan  
Complaints policy and data e.g. number of complaints; level at which resolved  
Governing body/committee agenda and minutes – to provide and audit trail  
Finance and Personnel Committee agenda, minutes and terms of reference  
Monitoring Reports

**Sub criterion 4b**

Governing Body Training record  
Terms of reference  
Delegation planner  
School Policies

Committee structure and reporting arrangements ie those accountable to the governing body; those to whom the governing body is accountable  
School Profile  
Details of how and what information is routinely disseminated to parents

**Sub criterion 4**

School policies  
Monitoring reports on effectiveness of policies  
Governors' Code of Conduct

**Sub criterion 4d**

Governing body/committee agenda and minutes  
Meeting papers  
Minimal use of 'confidential items' unless to protect individuals  
Governors' Code of Conduct  
Delegation planner  
Monitoring reports and actions

**Sub criterion 4e**

In-house induction programme  
Attendance at central induction programme  
Outcomes of Skills Audit and action plan  
Delegation planner  
Minutes  
Terms of reference  
Schedule for committee membership review.

**Sub criterion 4f**

Survey and consultation data; action plans as a result  
School Newsletter items  
School website  
Complaints procedure  
Complaints data  
Enrolment trends

**5. CRITERION: STRATEGIC LEADERSHIP**

**Sub criterion 5a**

Full governing body and committee minutes  
School prospectus or other documents demonstrating governors' strategic influence  
School profile  
Staffing structure matched with above information  
Governing Body plans for head teacher recruitment

**Sub criterion 5b**

Policy schedule and review timetable  
Policies promoting equality and tackling discrimination  
Procedures for policy formulation and review  
Procedures for governors engaging pupils, parents and others in policy formulation  
Record of governing body collaboration with one or more schools in joint policy formulation

**Sub criterion 5c**

Calendar of governing body and committee meetings  
Evidence of budget priorities matched with school improvement plan/SEF priorities  
Procedures for 3 year budgeting  
'Keeping Your Balance' questionnaire  
Procedures for budget monitoring  
FMSiS self-assessment  
School audit report  
Asset management report

**Sub criterion 5d**

Record of engagement between representatives of the governing body and the school improvement partner  
Record of governing body engagement in target setting  
Log of governing body school monitoring visits  
Record of governing body engagement in activities which promote the well being of learners

**Sub criterion 5e**

Record of head teacher planning and review meeting dates  
Record of interim review meeting dates  
Schedule of staff appraisal meetings  
Performance Management Policy  
Pay Policy, showing integration with above  
Procedures for agreeing staff pay

## **6. CRITERION: STATUTORY RESPONSIBILITIES**

### **Sub criterion 6a**

School curriculum statement  
Procedure for curriculum complaints  
Policy for collective worship  
Policy for religious education  
Policy for sex and relationships education

### **Sub criterion 6b**

School policy on inclusion  
Policy for Race Equality  
Policy for Disability Equality  
Procedures for monitoring incidents of discrimination (race, disability, etc)  
Procedures for recruitment demonstrating equal opportunities  
Record of governor engagement in school activities promoting inclusion

### **Sub criterion 6c**

Procedures for governing body monitoring of Special Educational Needs (SEN)  
Schedule of school visits to monitor SEN  
SEN governor role description  
School Policy for Special Educational Needs  
School Accessibility Plan

### **Sub criterion 6d**

School Health & Safety policy and procedures  
School procedures for child protection  
Record of safer recruitment training  
Behaviour policy

Committee meeting minutes  
Record of risk assessments  
Record of Safer School Partnership activity  
Record of governor engagement in planning and monitoring the school's PSCHE programme  
Record of governor support for the Healthy Schools initiative

### **Sub criterion 6e**

Record of governing body decisions to enhance reporting to parents on pupil progress  
Record of engagement with student council or parent council on communication issues  
Record of governing body involvement in preparing the school prospectus and profile  
Evidence of compliance with Freedom of Policy legislation

### **Sub criterion 6f**

Terms of Reference planner for delegated powers  
Terms of Reference of the Finance Committee  
FMSiS school self-assessment  
Performance Management Policy  
Procedures for the Recruitment and Selection of staff, including vetting and barring arrangements  
School's complaints procedure

## **7. CRITERION: STRENGTHS AND WEAKNESSES**

### **Sub criterion 7a**

Schedule of governors with specified delegated monitoring responsibilities  
School policy on assessment for learning  
Log of governor school visits  
Governing body meeting and committee meeting minutes  
Record of governor engagement in monitoring school performance data

### **Sub criterion 7b**

Governing body meeting and committee meeting minutes  
Record of governing body engagement in school self-evaluation

Record of how governors use Pupil and Parent Surveys  
Record of governing body use of RAISE-Online and Fischer Family Trust data  
Record of governing body use of attendance and exclusions data

**Sub criterion 7c**

Governing body meeting and committee meeting minutes  
Record of governing body engagement in school self-evaluation  
Record of how governors use the head teacher and other staff reports for monitoring  
Record of meetings between the head teacher and chair of governors  
Record of governors' engagement with the Senior Management Team

**Sub criterion 7d**

School Visits Policy  
School Visits code of practice  
Log of school visits  
School visit monitoring reports  
Record of governor attendance at school events

**8. SUPPORT AND CHALLENGE**

**Sub criterion 8a**

Record of engagement between governors and the Senior Management Team  
Agendas and minutes of meetings between senior staff and governors  
Record of governor attendance at school events  
Record of governor activity in promoting the school externally in the community

**Sub criterion 8b**

Governing body meeting and committee meeting minutes  
Minutes of meetings between senior staff and governors  
School governing body handbook indicating potential relevant questions

**Sub criterion 8c**

Record of engagement between governors and the Senior Management Team  
Minutes of meetings between senior staff and governors  
School improvement initiatives which demonstrate joint working between senior staff and governors

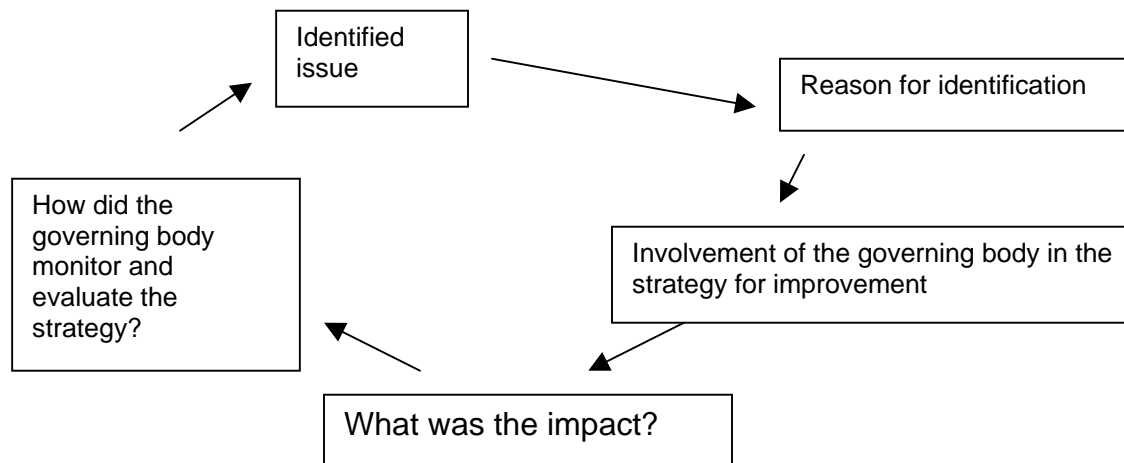
## Part 2 – The influence of the governing body

This part of the assessment requires the governing body to identify how they have influenced achievement in the school.

You will need to write an impact statement for each of the 4 areas listed on page 31. Each statement should be limited to a maximum of 1000 words.

Guidance:

The assessor will be following the audit trail shown below.



## Guidance on completion of Impact Statements

### Impact

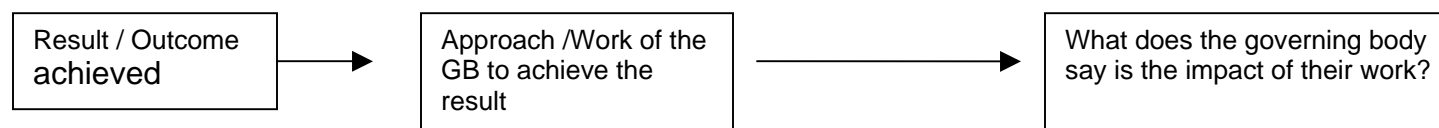
If the scores for the sub and main criteria meet the required level, it will be the governing body statements on its contribution to school results and outcomes in the Areas of Impact that will decide whether accreditation is to be awarded. It is necessary to have a good body of evidence for each of the four areas (see the Standards Document for more detail) of impact demonstrating that the work of the governing body makes a difference in terms of outcomes.

Assessors will use the following factors to assess impact:

- Whether there are positive trends leading to sustained good performance
- Whether targets (objectives or goals) have been set and have been achieved
- The number of areas for consideration that have been addressed and where achievement has been made
- Whether the school is benchmarking its outcomes (not just standards) with other schools.

Plus:

- The quality of the audit trail between governing body activity and results.



The assessor will consider the outcome and track the audit trail to the work of the governing body. If most of these factors are well covered, the score for an area of impact will be good or outstanding. If there is limited evidence of trends, targets, extent of coverage or benchmarking and the audit trail is slight or not evident, then the score for an area of impact will be satisfactory or inadequate.

# Impact statements

<b>School Improvement</b>

<b>Every Child Matters</b>

<b>The Life of the School</b>

<b>The Community</b>



# Application Form

## Contact Details

Name of School URN		Type / Phase	
Full postal address			
		Post code	
Local Authority			
Chair of Governing Body		Telephone / e mail contact details	
Head teacher		Telephone / e mail contact details	
Clerk to the Governing Body		Telephone / e mail contact details	
Invoice to be sent to		Invoice reference (if applicable)	

Please indicate your preferred date (mm/yy) for the assessor visit to your school. ....  
*(Assessor visit must be within three months of pre-screening assessment).*

Ofsted Inspection	Date of last inspection	
Self-evaluation Form	PDF copy enclosed	
Raise Online	PDF copy enclosed (please omit pupil level data)	

I formally submit request for Governor Mark Assessment. I understand that there will be a charge to the school for this process.

Charges:

Pre-assessment screening and administration      £100

Full assessment and site visit                              £350

Total    £450

Signed ..... (Chair of Governing Body)

Date .....

