



governance, leadership and management

...achieving excellence in schools

Governor Mark Quality Mark for School Governance

Welcome

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



Introduction to the Quality Mark for School Governance

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

From September 2003 the School Inspection Framework for Schools included criteria for the inspection of governance. Clear, unambiguous criteria assisted the Ofsted Inspection teams to make judgements about the quality of governance.

The current inspection regime gives schools only 48 hours notice of inspection. This process has the potential to exclude the governing body from active engagement with the inspection team and thereby make judgements on the quality of governance very difficult. The SEF (Self Evaluation Form) places considerable emphasis on schools' own self-evaluation processes. It will, therefore, be vital that governing bodies are also able to evidence their own process of self-evaluation and assess their contribution towards and impact upon school improvement. Therefore, this Quality Mark has at its core the work and the expectations of Ofsted towards governing bodies, within the framework for school inspection.

It is consistent with government legislation and local authority policy and strategy. It can also be linked to the prescribed school self-evaluation process: indeed, the SEF records the evidence for the performance of the school, from which the governing body can assess its contribution and influence.

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

The Quality Mark is supported by the DfES.

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. Indeed, the 2005 Ofsted inspection document, using the Evaluation Schedule, describes outstanding leadership and management (including governance) as at least good in all or nearly all respects and exemplary in significant elements, as shown by their impact on the performance of the school. Governing bodies can use this Quality Mark to assess their impact in a systematic way for, possibly, the first time.

Principles:

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

Uses of Governor Mark:

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

A Framework for measuring School Governance

Ethos and working practice	The inspection framework
1. Organisation and Teamwork	5. Strategic Leadership
2. Recruitment and Retention	6. Statutory Responsibilities
3. Self-review and Change	7. Strengths and Weaknesses
4. Principles of Good Governance	8. Support and Challenge

Impact
School Improvement
Every Child Matters
The Life of the School
The Community

Governor Mark

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

Underlying principles:

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

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

Audit Trail

The logic for measuring success using this framework is:

- Determine the impact governing bodies wish to make in the areas of impact
- Plan and develop approaches to making full use of the basics and requirements
- Implement the basics and requirements 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. This will incorporate 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:

- The designated outcomes which demonstrate that every child matters in their schools
- The life of their schools in their breadth and richness
- The role that schools play as a hub in the community

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

Framework Criteria

Ethos and working practices

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

Criterion 1: Organisation and teamwork

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

Sub-criteria:

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

Good practice standard	Indicators for evidence collection
The governing body has an effective meeting structure, which makes optimum use of time	Governors have set a calendar of governing body meetings and an agreed procedure for setting agendas
The governing body has a good working relationship with the head teacher, which facilitates effective leadership and management in the school	Ground rules have been set for the working arrangements between the head teacher and the governing body, using an agreed framework for delegating responsibilities

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

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

Good practice standard	Indicators for evidence collection
The governing body has clear terms of reference for understanding its distinctive role	The governing body uses the decision planner from the Terms of Reference regulations
The chair has a clear understanding of governing body responsibilities and structures through which they can be taken forward	The Chair has a record of attendance at Chair's training The Chair, or other designated governor or clerk, keeps up to date with the changes in the Guide to the Law
Committees have explicit terms of reference and membership, which are reviewed annually and Committee members are clear about their delegated responsibilities	Committee terms of reference comply with regulations and relate to practice, assisting the governing body to manage its business
Governors who have specific monitoring responsibilities understand their roles and carry them out effectively	Governors who have specific monitoring responsibilities have a record of role familiarisation and appropriate training. Governors have an agreed plan and procedures for monitoring, which facilitates the development of an evidence base for self-evaluation. This might include school visits

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

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

Criterion 2: Recruitment and Retention

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

Sub-criteria

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

Good practice standard	Indicators for evidence collection
Governors are clear about the constitution of the governing body	The composition of the governing body is compliant with the Instrument of Government. The awareness of the current composition helps to effectively manage vacancies. Election and appointments to the governing body are expedited in accordance with national and local guidance. The governing body uses national and local recruitment campaigns to seek to fill vacancies. There is evidence of outreach into the wider community to fill community positions. The governing body deploys strategies to manage vacancies to a minimum, including succession planning
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	

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

Good practice standard	Indicators for evidence collection
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
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	A procedure for induction is agreed and a member of the governing body is delegated responsibility for implementing it.
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	Key documents are identified in the school's governor induction procedure
New governors are supported to participate 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 body has a strong commitment to the development of its member's skills and knowledge

Good practice standard	Indicators for evidence collection
The governing body has a commitment to develop its capacity to engage in school self-evaluation and undertakes a training needs analysis, as part of self-review activity	The governing body is aware of the training programme offered by the local authority and other providers.
Governors who have individual monitoring responsibilities take the opportunity to access appropriate training	Governor development appears in the school improvement plan
The Chair and committee chairs have a commitment to leadership development	The governing body has adopted a self-evaluation regime to assess its performance

Good practice standard	Indicators for evidence collection
<p>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 for support and development and deploys effective decisions in accessing these opportunities.</p>	<p>The governing body contributes to the judgements agreed on the SEF The Chair and committee chairs have considered the Leading Together programme and other leadership opportunities The Chair delegates the responsibility for accessing training and required information and keeping a training record The governing body has an understanding of the central funding for accessing governor information and development opportunities The training record supports the standards achieved</p>

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

Good practice standard	Indicators for evidence collection
<p>Governors are valued and encouraged to participate fully in the work of the governing body and their views are respected, as part of an inclusive culture within the governing body</p>	<p>School induction procedures include ground rules to ensure that the work of the governing body is participative, inclusive and the views of all governors are valued School budget information is presented in an acceptable manner, and in sufficient detail for governors to monitor progress and make effective decisions The head teacher is committed to explaining school data, so that governors can use it effectively The Chair ensures that meetings are purposeful and</p>
<p>Data and information required to undertake governor responsibilities is in a form which is easily understood and concise</p>	
<p>The work of the governing body is positively promoted in the community</p>	

Good practice standard	Indicators for evidence collection
Governors are recognised for their contribution to the work of the school, as appropriate	rewarding to attend The work of the governing body is outward facing and is seen and understood by the local community The school has planned mechanisms for recognising the work of governors

Criterion 3: Self-review and Change

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

Sub-criteria

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

Good practices standard	Indicators for evidence collection
The governing body has a strong commitment to self-review, as part of the drive for continuous improvement	There is the evidence for the use of specific self-evaluation tools.
The governing body has adopted a robust approach to self-review of its own performance which includes a plan for improvement	Evidence that the governing body can make sharp judgements and provide factual outcomes to support them There is evidence that the results of self-evaluation have been followed up.
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	Evidence that the planned priorities emerging from self-evaluation inform the basis of the school improvement plan Self-evaluation is scheduled to fit in with the annual planning cycle. The head teacher encourages access to key data and information and there is evidence of the governors use

3b The governing body uses opportunities for innovation, in order to improve performance through change

Good practice standard	Indicators for evidence collection
The governing body has a commitment to look for new ways to improve provision, teaching and learning and the breadth of facilities available in the school	<p>The governing body can demonstrate the effective use of three year budgets, best value and procurement procedures</p> <p>Governors have a record of attracting support for the school from the wider community for core and extended provision</p> <p>Governors can show that ICT is an essential part of working practice to improve communication and consultation, complying with Data Protection and Freedom of Information regulations</p> <p>The governing body can demonstrate that workforce reform and staffing structure plans have enhanced teaching and learning</p> <p>Governors can demonstrate the achievements of new ways of working, by collaborating effectively with other schools and agencies to enhance and extend provision</p> <p>The governors collect pupil and parent feedback and act upon results and any recommendations made</p> <p>The governing body is open to the extended schools agenda and can show benefits of this approach, particularly through the development of innovative partnerships</p>
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.	

Criterion 4: Principles of Good Governance

Overview - Area for consideration	The governing body meets the <i>Good Governance Standard for Public Services</i> (as defined by The Independent Commission for <i>Good Governance in Public Services</i>)
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Sub-criteria:

4a The governing body focuses on the school's aims and purpose and on outcomes for children and parents

Good practice standard	Indicators for evidence collection
The governing body is clear about the school's aims and purpose and its intended outcomes for children and parents	There is evidence of the governing body influencing the vision and mission of the school and ethos statement where appropriate. The governors are key influencers of the school improvement plan and the setting of the school budget
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	

4b The governing body performs effectively in clearly defined functions and roles (cross referenced with the sub-criterion 1b)

Good Practice standard	Indicators for evidence collection
Being clear about the functions and responsibilities of the governing body and carries these out effectively	There is evidence of governors understanding of roles and responsibilities in carry out their key tasks
Being clear about accountability and the relationship between governors and the community	Governors are active in sharing the school profile and demonstrate activity to be accountable to the community they serve

4c The governing body promotes the values of the school and demonstrates the values of good governance through behaviour

<i>Good practice standard</i>	<i>Indicators for evidence collection</i>
Putting school values into practice, for example through the implementation of school policies	School policies reflect the distinctive nature of the school and governors are active in ensuring that policy matches practice. Governors are clear about what exemplifies appropriate behaviours in promoting effective governance
Individual governors behaving in ways that uphold and exemplify effective governance	

4d The governing body takes informed, transparent decisions and manages risk

<i>Good practice standard</i>	<i>Indicators for evidence collection</i>
The governing body is rigorous and transparent about how decisions are taken	Minutes reflect the transparency of decision making Governors are aware of key sources of information, advice and support and the means of procuring them Governors have knowledge of proper procedures for risk management
The governing body uses good quality information, advice and support	
The governing body employs effective risk management systems and reviews their operation	

4e The governing body develops its capacity and capability to be effective

(cross referenced with sub-criteria 2b and 2c)

Good practice standard	Indicators for evidence collection
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	As above, evidence of needs analysis, training record and succession planning
Developing the capability of people with specific responsibilities and evaluating group performance	

4f The governing body engages children, parents and the community and makes accountability real

Good practice standard	Indicators for evidence collection
Understanding formal and informal accountability relationships	Accountability relationships are evidenced through the use of returns and reports
Taking an active and planned approach to dialogue with, and accountability to, the community	Parent Survey results Pupil Survey results
Taking an active and planned approach to responsibilities relating to staff	Evidence of the use of community or sponsor governors
Engaging effectively with children, parents and the community and other institutional stakeholders	

Strategic framework - Aspects of good governance

Criterion 5: Strategic Leadership

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

5a The governing body is at the heart of strategic planning,

Good practice standards	Indicators for evidence collection
The governing body sets the agenda for planned developments within the school,	Evidence of the governing body's influence through minutes, decisions made, etc
The governing body has a high level of strategic influence, brought to bear in decision making and makes a major contribution to the leadership of the school	Evidence of the governing body setting a clear direction has led to improvement and the promotion of high quality care and education
The governing body determines the staffing complement and structure within the school and is pro-active in workforce re-modelling	Examples of leadership in specific activities by governors Evidence of how the governing body is re-shaping the staffing of the school to enhance teaching and learning and build a whole school team working collaboratively
The governing body can apply effectively the procedures for the appointment of a new head teacher	Governors have undertaken a needs assessment with regard to their recruitment and selection skills (and possibly evidence of their deployment) for head teacher appointment

5b The governing body is actively engaged in both Policy formulation and review

Good practice standards	Indicators for evidence collection
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	There is a record of existing school policies, showing the date of ratification and review. Examples of policies which promote equality of opportunity and tackle discrimination
The governing body has a plan to regularly review policies to ensure that they remain fit for purpose and that all statutory policies are in place	Examples of the procedures for policy formulation and review Examples of involvement by pupils, parents and the wider community, including external agencies in the case of extended provision
The governing body is clear that policy and practice are consistent	Governor activities designed to support policy implementation
The governing body supports the staff in implementing policies	

5c The governing body contributes fully to the development cycle

Good practice standards	Indicators for evidence collection
The governing body has a clear timetable, which facilitates the development cycle and dovetails its meetings to fit in with the development cycle	Evidence of a calendar of governing body meetings Evidence that school self-evaluation is at the core of the governing body's contribution to the development cycle Examples of specific priority projects budgeted for and implemented
The governing body sets the school budget to reflect the priorities in the school's development plan and is active in monitoring and amending financial decisions throughout the cycle to keep within the budget	The governing body has considered the Audit Commission's questionnaire, 'Keeping Your Balance'.

Good practice standards	Indicators for evidence collection
The governing body effectively and efficiently deploys resources to achieve value for money	Quality procedures for transferring funds due to changed priorities
The governing body is adept at longer term budget planning, including capital spending and Asset Management priorities	Evidence of 3-year budget planning Evidence that resources are effectively and efficiently deployed to achieve value for money Governors follow recommendations of a school audit Examples of effective asset management and use of capital funds

5d The governing body is active in target setting and promoting the raising of standards

Good practice standards	Indicators for evidence collection
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	Evidence for mechanisms for governors to influence target setting. Governors can demonstrate engagement with the school improvement partner for the benefit of the school
The governing body sets targets for end of key stage tests and include these in the school improvement plan	Evidence for mechanisms for the promotion of high standards
The governing body receives a report from the school improvement partner and acts upon it	Evidence for target setting and the promotion of personal development and well being in respect of the five outcomes of the Children Act 2004

5e Performance Management and pay

Good practice standards	Indicators for evidence collection
The governing body has a performance management policy and ensures that all teachers, including the head teacher, are appraised in accordance with statutory requirements.	Evidence of external adviser/school improvement partner visits
The governing body receives a report annually on the implementation of the performance management policy, and ensures it is fit for purpose	Evidence of interim reviews between performance management governors and the head teacher
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	Evidence that the practice in performance management meets the policy, through the use of the prescribed checklist discussed with the school improvement partner Evidence, where appropriate, of the agreement of a plan for awarding teaching and learning responsibilities
The governing body is clear about its responsibilities with regard to staff pay	Evidence of governing body procedures for agreeing staff pay

Criterion 6: Statutory Responsibilities

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

6a The governing body ensures that the school complies with the statutory requirements relating to the Curriculum

Good practice standards	Indicators for evidence collection
The governing body ensures that every learner receives the full statutory curriculum that the school must provide	Ofsted inspection judgements concerning collective worship and religious education
The governing body ensures that the school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children	Ofsted inspection judgements of the breadth and balance of the curriculum Governors procedures for curriculum complaints
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	

6b The governing body ensures that the school complies with the statutory requirements relating to Equality

Good practice standards	Indicators for evidence collection
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	Recruitment procedures meet the requirements of Equal opportunities legislation
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	Evidence of the governing body dismantling barriers to inclusion Examples of other governors activity to promote inclusion within the school
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	Evidence that equality of opportunity is promoted in all aspects of provision and discrimination is tackled, so that all learners achieve as well as they can Governors can demonstrate their monitoring of racist incidents
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	

6c The governing body ensures that the school complies with the statutory requirements relating to Special Educational Needs (SEN)

Good practice standards	Indicators for evidence collection
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 quality of monitoring by the governor/s of special education needs Governors are aware of the application of the school's policy for special educational needs
The governing body ensures that the school meets the requirements of the Special Educational Needs and Disability Act 2001.	Examples of school improvements to provide access for pupils and adults with disabilities.
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	

6d The governing body ensures that the school complies with the statutory requirements relating to learner' care and well-being

Good practice standards	Indicators for evidence collection
The governing body has procedures for ensuring that the school meets all relevant health and safety legislation	Examples of risk assessments Minutes of the appropriate governor committee/s demonstrate good practice
The governing body has procedures to meet the requirements of the five outcomes of the Children Act 2004	Evidence of measures to ensure learners are encouraged to be healthy, stay safe, make a positive contribution and develop the capacity to achieve economic well-being
The governing body takes action to reduce anti-social behaviour, such as bullying and racism	

Good practice standards	Indicators for evidence collection
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	Examples of governors decisions to improve pastoral care and the PSCHÉ curriculum Examples of governor support for the Healthy Schools initiative

6e The governing body ensures that the school complies with the statutory requirements when informing parents/guardians

Good practice standards	Indicators for evidence collection
The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies	Examples of governor decisions to enhance reporting to parents on pupil progress Evidence of governor activity in the sharing and communication of the school prospectus and profile
The governing body ensures that each year a report on each pupils' educational achievements is forwarded to their parents/guardians	Evidence of consultation with pupils and that their recommendations are acted upon, where appropriate
The governing body ensures that the school keeps parents and prospective parents informed by publishing a school prospectus and school profile	Evidence of the use of parent/carer questionnaires and that the feedback is acted upon Examples of the governors leadership in compliance with Freedom of Information legislation
The governing body has a policy and effective practices for meeting the requirements of the Freedom of Information Act	

6f The governing body ensures that the school complies with the statutory requirements relating to leadership and management

Good practice standards	Indicators for evidence collection
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 following represent good practice: The terms of reference of the finance committee The Performance Management Policy The school's complaints procedures
The governing body has all relevant complaints and appeals procedures, as set out in current regulation	Recruitment and selection procedures, particularly to ensure the adequacy and suitability of staff for the protection of learners
The governing body operates staff recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance	Evidence that vetting procedures for all adults who work with learners are robust and comply with regulation Governors can demonstrate compliance with the guide to the law with regard to complaints and appeals

Criterion 7: Strengths and Weaknesses

Overview - Area for consideration	The governing body has a good understanding of the quality of provision within their school and how its performance compares locally and nationally
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Sub-criteria

7a The governing body has a planned approach to monitoring and evaluation

Good practice standards	Indicators for evidence collection
The governing body and committees of the governing body has agreed how it will monitor the quality of provision within the school	Agreed procedures for monitoring A schedule of governors with specific delegated monitoring responsibilities
Governors know how the school compares nationally and with similar schools	Governors understanding and monitoring of the application of the school's approach to pupil assessment and progress
Governors know how staff evaluate pupil standards and rates of progress	Governors understanding of the application of the individual pupil tracking system Governors understanding of the application of Fischer Family Trust Data

7b The governing body uses performance data as a basis for evaluating the school

Good practice standards	Indicators for evidence collection
The governing body collects and analyses the views of learners, parents/carers and other stakeholders	The governing body procedures for contributing to school self evaluation
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	Evidence of how pupils and parents views are analysed by the governing body and acted upon Evidence of how information such as the Performance and Assessment Report (PANDA) is used and acted upon
The governing body effectively monitors, evaluates and improves performance to meet challenging targets, through quality assurance and self-review	Evidence of governor monitoring of attendance issues and any action taken Examples of evaluative measures used and methods of application
The governing body attempts to measure the overall personal development and well-being of the learners	

7c The governing body gathers information from the head teacher, allowing them to evaluate the school

Good practice standards	Indicators for evidence collection
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	Evidence of how head teacher and other reports have assisted decision making by the governing body and led to school improvement Procedures for governors informing themselves 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	Examples of information that have assisted the governing body to validate potential judgements in the SEF

Good practice standards	Indicators for evidence collection
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	

7d School visits

Good practice standards	Indicators for evidence collection
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	Policy and code of practice Examples of governor observation reported to colleague governors Evidence gathered during school visits and shared
School visits contribute to the evidence base for decision making by the governing body	Evidence of governor attendance at school events, prize giving, drama productions, concerts, social functions, etc Examples of governor engagement with pupils and parents

Criterion 8: Support and Challenge

Overview - Area for consideration	The governing body is supportive of the head teacher and staff and has the capacity and capability to act as a critical friend
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Sub-criteria

8a The governing body and the head teacher have creating the climate whereby both support and challenge can be provided

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

8b The governing body is skilled in asking relevant questions, which provide the evidence required for decision making

Good practice standards	Indicators for evidence collection
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	

8c There is an effective partnership between the governors and senior staff in the school

Good practice standards	Indicators for evidence collection
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	Evidence of any planned meeting schedule demonstrating engagement with senior staff Examples of school improvement activity focused on raising standards which have been supported by joint working between governors and senior staff
The governing body is able to deal openly and frankly with the schools' strengths and weaknesses	Examples of projects where governors and staff are leading together
Senior staff have the opportunity with work with governors on improvement issues and the implementation of policies	Examples of joint working on policy formulation or review

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

Areas of Achievement:

- **School Improvement**
- **Every Child Matters**
- **The Life of the School**
- **The Community**

The framework employed here is designed to cover all areas of achievement within the school and the community that has been influenced by the work of the governing body. These designated areas are not mutually exclusive and therefore the influence of the governing body from a single decision may have an impact upon all of the described areas. Therefore, only loose definitions are provided to clarify areas for consideration.

What is important is the measurement of achievement through noting positive trends, the meeting of targets, the making of comparisons and the identification of linkage to good governance.

School Improvement is generally associated with the following areas:

- The learners' achievements and standards in their work.
- The quality of provision in the school
- The overall effectiveness and efficiency of leadership and management
- How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners

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

Area 1: School Improvement

If the work of your governing body is making an impact on school improvement it will be influencing several of the following:

Areas for consideration	The learner's achievements and standards in their work
	The quality of provision in the school
	The overall effectiveness and efficiency of leadership and management
	The effectiveness, efficiency of, and inclusion within, the provision of education, integrated care and any extended services meeting the needs of learners

Further information on the Area for consideration:

The extent to which the governing body encourages and support the school to work in partnership with others to promote learners' well-being?
Evidence of quality and standards in the Foundation Stage
Evidence of the effectiveness of the school's self-evaluation
Evidence of capacity within the school and governing body to make any necessary improvements
Evidence that effective steps have been taken to promote improvement since the last inspection

The extent to which the governing body ensures that learners achieve well?
Evidence of the <i>standards</i> ¹ reached by learners
Evidence of <i>progress</i> , taking account of any significant variations between groups of learners
Evidence of progress of learners with learning difficulties and disabilities

The extent to which the governing body promotes the overall personal development and well-being of the learners?
Evidence of spiritual, moral, social and cultural development
Evidence of the behaviour of learners
Evidence of the attendance of learners
Evidence of work to promote healthy lifestyles
Evidence of learners making a positive contribution to the community
Evidence of the development of skills to contribute to their future economic well-being

The extent to which the governing body ensures that teaching and learning in meeting the full range of learners' needs?
Evidence of curriculum and other activities meet the range of needs and interests of learners?
Evidence that learners cared for guided and supported?

Area 2: Every Child Matters

If the work of your governing body is making an impact on the Every Child Matters agenda, it will be influencing several of the following:

Areas for consideration	The extent to which the governing body is successful in enabling learners to be healthy
	The extent to which the governing body is successful in ensuring that learners stay safe
	The extent to which the governing body enables learners to make a positive contribution
	The extent to which the governing body enables learners to achieve economic well-being

Further information on the Area for consideration:

Every Child Matters relates to the 5 designated outcomes defined by the Children' Act 2004. These are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

These were not new aspirations. Where high expectations were set and delivered the 5 outcomes underpinned successful provision. However, they are key measures for success for all who work with children and young people. From September 2005 Ofsted inspections of schools made explicit judgements about how the school met the 5 outcomes and the Quality Mark is the opportunity to demonstrate evidence of success in the following areas:

The extent to which the governing body is successful in enabling learners to be healthy:
Evidence of how learners are encouraged and enabled to eat and drink healthily
Evidence of how learners are encouraged and enabled to take regular exercise
Evidence of how learners are discouraged from smoking and substance abuse
Evidence of how learners are educated about sexual health

The extent to which the governing body is successful in ensuring that learners stay safe
Evidence of procedures for safeguarding learners meet current government requirements
Evidence of risk assessment procedures and related staff training are in place
Evidence of action is taken to reduce anti-social behaviour, such as bullying and racism
Evidence of action to ensure that learners are taught about key risks and how to deal with them

The extent to which the governing body enables learners make a positive contribution
Evidence that learners are helped to develop stable, positive relationships
Evidence that learners, individually and collectively, participate in making decisions that affect them
Evidence that learners are encouraged to initiate, participate in and manage activities in school and the wider community

The extent to which the governing body ensures that learners to achieve economic well-being
Evidence of provision to promote learners' basic skills
Evidence that learners have opportunities to develop their enterprise skills and Work in teams
Evidence that Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form
Evidence that Education for all learners aged 14-19 provides an understanding of employment and the economy

Area 3: The Life of the School

If the work of your governing body is making an impact on the Life of the School, it will be engaging with several of the following:

Areas for Consideration	Enriching the life of the school through extended school provision
	The extent to which governors contribute to the life of the school through informal support for school activities
	Contributing to the life of the school by engaging with the views of learners.
	Contributing to the life of the school by engaging with the views of the parent community

Further information on the Area for consideration:

Area for consideration	Examples of areas of impact
Enriching the life of the school through extended school provision	The provision of breakfast and after school clubs. The provision of childcare and student support. Support for parenting.
The extent to which governors contribute to the life of the school through informal support for school activities	Active involvement and support in dramatic performances, concerts, prize-giving, school socials and celebrations and fund raising events
Contributing to the life of the school by engaging with the views of learners.	Overseeing that the learner's voice is heard. Engagement with the student council. Involving learners in decision making about provision.
Contributing to the life of the school by engaging with the views of the parent community	Overseeing that the parent community's voice is heard. Engaging with a parent council or a parent teacher group. Encouraging parental involvement in the school. Taking account of parent's views in decision making.

Area 4: The Community

If the work of your governing body is making an impact on the Community, it will be engaging with several of the following:

Areas for Consideration	Acting as an ambassador for the school in the community
	Collaborating with other schools and governing bodies on decisions about shared provision
	Reaching out into the community to access skills, expertise and resources for the school from local companies and organisations
	Liaising with the local authority and other strategic bodies to commission services for the school
	Working with delivery agencies, procuring goods and services to enrich provision in the school

Further information on the Area for consideration:

Area for consideration	Examples of areas of impact
Acting as an ambassador for the school in the community	Winning support for the school from the local community. Representing the school on local community projects and consultation bodies.
Collaborating with other schools and governing bodies on decisions about shared provision	Engaging in collaborative activity, cluster working or networking with other schools or organisations within the community to enhance provision through sharing resources. This may involve working with other agencies, e.g. police, health, social services, etc in multi agency working. This would include federation arrangements.

Area for consideration	Examples of areas of impact
Reaching out into the community to access skills, expertise and resources for the school from local companies and organisations	Approaching local companies and organisations in the community to stimulate interest in the school and its work, with the intention to bring in skills, expertise and additional resources, which can be of benefit to learners within the broad curriculum or add to facilities.
Liaising with the local authority and other strategic bodies to commission services for the school	Engaging with those bodies in the community which can assist in commissioning services from the public, private or voluntary sectors to meet all the needs of the learners in the school or an extended schools agenda.
Working with delivery agencies, procuring goods and services to enrich provision in the school	Looking at the opportunities within the community to procure goods and services from a wide range of suppliers in the public, private or voluntary sector to maximise the best use of the school budget

Governor Mark

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

The underlying principles behind this model is the emphasise on a governing body ensuring that quality processes are in place which make a significant impact upon the achievements of the school. 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.

Principles

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

Uses of the Quality Mark:

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

