



governance, leadership and management

...achieving excellence in schools

Governor Mark

Recognising high quality school governance.

Application Form

Guidance for Schools and Evidence Grid



Supported By the DCSF

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 them together with the other documents listed on the application form to info@glmpartnership.org. An electronic signature would be useful but is not essential. All documentation should be provided as e-mail or weblinks, and this will help the process happen more quickly.

Good governance does not exist in isolation. If governance is good there will be evidence of the impact of the governing body on school performance. In order to ensure that the governing body is having an impact on school improvement and qualify for **Routeway 1** you will need to provide such evidence. There will be an initial pre-assessment screening. This takes an initial look at evidence and also ensures that your school qualifies. You may wish to provide evidence of pupil progress from:

- **Your last Ofsted** (*if it is not more than two years since your last inspection*)
- **The school CVA data (Contextual Value Added). This information is available from your RAISEonline data (schools not having RAISEonline should use other external data).**
- **School tracking data supported by SIP**

Schools without this evidence will follow **Routeway 2**. This process will include an initial assessment and a report to support the governing body to address areas of improvement. The process then allows time for the work of the governing body to impact on pupil performance and for this to be documented. This routeway includes a follow up assessment. Should your governing body be provide evidence of impact on pupil performance at the first assessment you may be awarded Governor Mark immediately and the difference in cost between Routeway 1 and Routeway 2 will be refunded. This may be particularly useful for governing bodies of schools causing concern or in an Ofsted category.

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 arrange a date for the visit.

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.

Following the review of Governor Mark in 2009, you need only submit detailed evidence for criteria 5-8.

You may submit up to 2 pieces of evidence to validate each sub criterion judgment. Pieces of evidence can be duplicated for different sub criteria and will need to be referenced carefully to ensure clarity for the assessor. It is important to help the assessor to understand how the evidence is relevant to the judgment being made.

You should then refer to the most relevant evidence in the broad sections of criteria 1-4

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 the professionals in the school and rubber stamp school initiatives, you will find it hard to achieve this award.

Step 3 School Visit

The on-site 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).**

Step 4

You will be notified by GLM within 4 weeks of the outcome; Award Achieved or Working Towards.

Part 1 – Evidence Grid

Instructions for completing the grid.

There are two sets of four criteria, 'Ethos and Working Practice' (1-4) and 'The inspection Framework' (5-8). All eight criteria can be used as the basis of governing body self evaluation, but for a Governor Mark assessment it is important that you follow the following guidance.

The focus of a Governor Mark Assessment is in sections 5-8, and the impact statements.

This does not mean that sections 1-4 are unimportant, and these may well provide the evidence trail to support the later sections. **You should therefore tackle section 5-8 first**, and you will find that much of it covers the broad requirements of 1-4.

You need to provide evidence against each of the sub-criteria in section 5-8, assessing 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.

For sections 1-4, you need only provide score against each main heading, rather than against every line. Evidence may well be already existing in sections 5-8.

Criterion 1: Organisation and teamwork

	BP	FC	PC	NC	Evidence that the governing body is well organised
Sub criterion 1a The governing body is organised in order for it to effectively carry out its responsibilities					
i) The governing body has an effective committee structure including meeting processes which make optimum use of time					
ii) The governing body has a good working relationship with the head teacher, which facilitates effective leadership and management in the school					
iii) The governing body has an effective chair, who works well with the head teacher. The chair sets effective organisational practices for the governing body					
iv) 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					

	BP	FC	PC	NC	Evidence that the governing body is clear about its role
Sub criterion 1b The governing body is clear about its distinctive role and linked responsibilities are effectively delegated to maximise efficiency and impact					
i) The governing body has considered the respective roles of the GB and Headteacher and has a clear understanding of the governing body responsibilities and structures through which they can be taken forward.					
ii) Committees have explicit terms of reference and membership, which are reviewed annually and Committee members are clear about their delegated responsibilities					
iii) Governors who have specific monitoring responsibilities understand their roles and carry them out effectively					

	BP	FC	PC	NC	Evidence that the governing body works as a team
Sub criterion 1c The governing body works as a team, sharing responsibilities and tasks					
i) The Chair and committee chairs promote a team culture and develop team working actively					
ii) Governing body meetings are well attended					
iii) All governors are valued and encouraged to contribute to discussions and decision-making.					
iv) The members of the governing body share responsibilities and tasks to lighten workload, the burden does not fall on a minority of governors					

Criterion 2: Recruitment and Retention

	BP	FC	PC	NC	Evidence that the governing body manages vacancies
Sub criterion 2a: The governing body has clear plans for recruitment activities and strategies to manage vacancies					
i) Governors are clear about the constitution of the governing body					
ii) The governing body ensures the timely implementation of election and appointment procedures and takes into account its representation of the community it serves in its recruitment activity					

	BP	FC	PC	NC	Evidence that the governing body provides induction for new members
Sub criterion 2b New governors receive a clear induction programme to enable them to play a full role					
i) The Chair provides a warm welcome and deploys the school's induction programme to ensure that newly appointed governors know the school well					
ii) The Clerk provides the new governor with key documentation to assist understanding of the distinctive nature of the school and the work of the governing body					
iii) New governors are encouraged to attend an induction course based on the National Training Programme for New Governors					
iv) New governors are supported to enable participation in discussion at an early stage					

	BP	FC	PC	NC	Evidence that the governing body develops its members' skills and knowledge
Sub criterion 2c The governing body has a strong commitment to the development of its member's skills and knowledge					
i) 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					
ii) Governors who have individual monitoring responsibilities take the opportunity to access appropriate training					
iii) The Chair and committee chairs have a commitment to leadership development					
iv) The governing body ensures that it has knowledge of the full range of development activities available (including suppliers) and makes decisions on the purchase of support					

	BP	FC	PC	NC	Evidence that the governing body seeks to retain good governors
Criterion 2d. The governing body has a commitment to retaining good governors					
i) Governors are valued and encouraged to participate fully in the work of the governing body and their views and contribution to the work of the school are respected, as part of an inclusive culture.					
ii) Data and information required to undertake governor responsibilities is in a form which is easily understood and concise					
iii) The work of the governing body is positively promoted in the community					

Criterion 3: Self-review, Innovation and Change

	BP	FC	PC	NC	Evidence that the governing body reviews its performance
Sub criterion 3a: The governing body undertakes a self-review of both its performance and contributes to school self-evaluation					
i) The governing body has a strong commitment to self-review, as part of the drive for continuous improvement including self-review of its own performance which includes a plan for improvement					
ii) The governing body is engaged with the completion and updating of school self evaluation documentation such as the self evaluation form (SEF) and is aware of the sources of data and information that validate the judgements in these documents.					

	BP	FC	PC	NC	Evidence that the governing body is innovative
Sub criterion 3b The governing body supports, looks for and uses opportunities for innovation, in order to improve performance through change					
i) 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					
ii) The governing body develops innovative approaches to maximise resources and has an approach to maximise the potential of information technology					
iii) The governing body has used workforce reform and staffing structure plans to improve learning outcomes					
iv) 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

	BP	FC	PC	NC	Evidence that the governing body focuses on the school's aims
Sub criterion 4a The governing body focuses on the school's aims and purpose and on outcomes for children and parents					
i) The governing body is clear about the school's aims and purpose and its intended outcomes for children and parents					
ii) The governing body is dedicated to seeing that children and parents receive high quality provision					
iii) The governing body is committed to implementing the principles of best value					

	BP	FC	PC	NC	Evidence that roles are clearly defined
Sub criterion 4b The governing body performs effectively in clearly defined functions and roles					
i) The governing body is clear about its functions and responsibilities and effectively demonstrates accountability					

	BP	FC	PC	NC	Evidence that the governing body promotes the values of the school
Sub criterion 4c The governing body promotes the values of the school and demonstrates the values of good governance through behaviour					
i) The governing body puts school values into practice through the implementation of school policies					
ii) Individual governors behave in ways that uphold and exemplify effective governance					

	BP	FC	PC	NC	Evidence that the governing body takes clear decisions and manages risk
Criterion 4d The governing body takes informed, transparent decisions and manages risk					
i) The governing body uses good quality, advice and support and is rigorous and transparent about how decisions are taken					
ii) The governing body uses good quality information, advice and support					
iii) The governing body ensures that the school employs effective risk management systems and reviews their operation					

	BP	FC	PC	NC	Evidence that the governing body develops its own capacity
Sub criterion 4e: The governing body develops its capacity and capability to be effective					
i) The governing body ensures that appointed and elected governors have the skills , knowledge and experience they need to perform well including the capability of people with specific responsibilities and evaluating group performance					
ii) Developing the capability of people with specific responsibilities and evaluating group performance					

	BP	FC	PC	NC	Evidence that the governing body is accountable to its community
Sub criterion 4f The governing body engages children, parents and the community and makes accountability real					
i) The governing body takes an active and planned approach to dialogue with, and accountability to, the community.					
ii) The governing body takes an active and planned approach to engaging effectively with children, parents and staff					

Criterion 5: Strategic Leadership

Sub criterion 5a The governing body is at the heart of strategic planning,	BP	FC	PC	NC	Evidence reference
i) The governing body in consultation with the head teacher and senior leadership team determines the strategic priorities for school improvement based on rigorous school self evaluation					
ii) 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					
iii) The governing body in consultation with the head teacher and senior leadership team reviews and determines: a) the staffing complement and structure when appropriate e.g. when vacancies arise and b) the leadership structure. Reviews will include consideration of alternative structures					
iv) The governing body can effectively apply the procedures for the appointment of a new head teacher					
Totals for 5a					You must have at least 50% BP or FC

Sub criterion 5b The governing body is actively engaged in both Policy formulation and review					Evidence reference
i) 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					
ii) 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					
iii) The governing body has evidence that actual practice reflects policy					
Totals for 5b					You must have at least 50% BP or FC

Sub criterion 5c The governing body deploys resources effectively in support of the school development cycle	BP	FC	PC	NC	Evidence reference
i) The governing body has achieved the Financial management Standards in Schools (FMSiS)					
ii) The governing body has a clear timetable for school development/improvement planning and organises meetings to fit in with the development/improvement cycle					
iii) 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					
iv) The governing body effectively and efficiently deploys resources to achieve value for money					
v) The governing body is adept at longer term budget planning, including capital spending and Asset Management priorities					
Totals for 5c					You must have at least 50% BP or FC

Criterion 5d The governing body is active in target setting and promoting the raising of standards	BP	FC	PC	NC	Evidence reference
i) The governing body is focused on raising standards and promoting the personal development and well-being of all learners					
ii) The governing body sets challenging targets including statutory targets and include these in the school improvement/development plan					
iii) The governing body receives a report from the school improvement partner and acts upon them					
iv) The governing body is focused on raising standards including the setting of challenging performance targets					
Totals for 5d					You must have at least 50% BP or FC

Sub criterion 5e Performance Management and pay	BP	FC	PC	NC	Evidence reference
i) The governing body has a performance management policy and ensures that all teachers, including the head teacher, and staff are appraised in accordance with statutory requirements.					
ii) The governing body receives a report annually on the implementation of the performance management policy for all staff, and ensures it is fit for purpose					
iii) The governing body appoints performance management governors for head teacher appraisal and they work effectively with the school improvement partner in the appraising head teacher performance and setting of objectives consistent with school improvement priorities					
iv) The governing body is clear about its responsibilities with regard to staff pay					
Totals for 5e					You must have at least 50% BP or FC
TOTALS for CRITERION 5					You must have at least 15 BP /FC overall in criterion 5.

Criterion 6: Statutory Responsibilities

Sub criterion 6a The governing body ensures that the school complies with the statutory requirements relating to the Curriculum (brackets refer to part C of the SEF)	BP	FC	PC	NC	Evidence reference
i) The governing body ensures that every learner receives the full statutory curriculum that the school must provide (C1)					
ii) 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 (C2)					
iii) 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 their children and, where relevant, 6 th formers of their own right to withdraw (C3)					
iv) The governing body has ensured that the school meets its statutory responsibilities relating to sex and relationships education (C4, C5 & C6)					The inclusion of all learners is central to the vision of the governing body and it is successful in pursuing this and removing barriers to learning
v) The school meets fully the learning and development requirements of the Early Years Foundation Stage (C7)					
Totals for 6a					You must have at least 50% BP or FC

Sub criterion 6b The governing body ensures that the school complies with the statutory requirements relating to equality and diversity	BP	FC	PC	NC	Evidence reference
i) The governing body ensures that the school does not discriminate against learners, job applicants or staff on the grounds of sex, race, disability, sexual orientation, religion or belief, marital status, or age (C8)					
ii) The governing body has a gender equality scheme, has arrangements to monitor its implementation and assess its impact on staff, learners and parents (C9)					
iii) The governing body has a race equality policy, has arrangements to monitor its implementation and assess its impact on staff, learners and parents (C10)					
iv) The governing body has a disability equality scheme, has arrangements to monitor its implementation and assess its impact on staff, learners and parents (C11)					
Totals for 6b					You must have at least 50% BP or FC

Sub criterion 6c The governing body ensures that the school complies with the statutory requirements relating to Special Educational Needs (SEN)	BP	FC	PC	NC	Evidence reference
i) The governing body ensures that the school has regard to the Special Educational Needs Code of Practice when meeting learners difficulties and/or disabilities (C12)					
ii) The governing body publishes and informs parents/ carers of its accessibility plan and disability equality scheme and reports annually on progress (C13)					
iii) The school has a SENCO who has received training (C14)					
Totals for 6c					You must have at least 50% BP or FC

Criterion 6d The governing body ensures that the school complies with the statutory requirements relating to health, safety and well-being of staff and pupils	BP	FC	PC	NC	Evidence reference
i) The governing body has robust procedures for ensuring that the school meets all relevant health and safety legislation (C15)					
ii) The governing body ensures that the school has procedures for safeguarding which follow the requirements of the Local Safeguarding Children Board (or equivalent) , is made available on request to parents/carers, and that this compliance is monitored regularly. (C16)					
iii) Where food is provided, current DCSF standards are met (C17)					
iv) The school complies with welfare requirements for the Early Years Foundation Stage (EYFS) (C18)					
v) The school provides appropriate careers education, information and advice (C19)					
Totals for 6d					You must meet criterion 6d(ii) and have at least 50% BP or FC

Sub criterion 6e: The governing body ensures that the school complies with the statutory requirements when informing parents/guardians	BP	FC	PC	NC	Evidence reference
i) The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies (C20)					
ii) The governing body ensures that every year a report on each pupil's educational achievements is forwarded to their parents/guardians (C21)					
iii) The governing body ensures that the school keeps parents and prospective parents informed by publishing a school prospectus (C22)					
Totals for 6e					You must have at least 50% BP or FC

Sub criterion 6f The governing body ensures that the school complies with the statutory requirements relating to leadership and management	BP	FC	PC	NC	Evidence reference
i) i) Where applicable, the governing body has met financial management standards in schools (C23)					
ii) 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 (C24)					
iii) The governing body has a performance management policy and monitors its implementation (C25)					
iv) The governing body has secured appropriate employment conditions for teachers and the head teacher, including performance management and induction. (C26)					
v) The governing body has all relevant complaints and appeals procedures, as set out in the DCSF Guide to the Law (C27)					
vi) The governing body fulfils the requirement to promote Community Cohesion (C28)					
vii) The governing body meets the current government requirements on safer recruitment (C29)					
viii) the governing body ensures that all child care is registered where this is required by the Childcare Act 2006, and complies with necessary registration requirements. (C30)					
Totals for 6f					
TOTALS for CRITERION 6					You must meet criterion 6d(ii) and have at least 20 BP /FC overall in criterion 6.

Criterion 7: Strengths and Weaknesses

Sub criterion 7a: The governing body has a planned and robust approach to monitoring and evaluation	BP	FC	PC	NC	Evidence reference
i) The governing body (and committees of the governing body) has agreed how it will effectively monitor the quality of provision within the school					
ii) Governors know how and when the school compares nationally and with similar schools					
iii) Governors know how staff evaluate pupil standards and track pupil progress					
Totals for 7a					You must have at least 50% BP or FC

Sub criterion 7b The governing body uses performance data as a basis for evaluating the school					Evidence reference
i) The governing body collects and analyses the views of learners, parents/carers and other stakeholders					
ii) The governing body collects and analyses performance data on achievement and standards (e.g. RAISEonline data, etc) including data relating to attendance and behaviour					
iii) The governing body effectively monitors and evaluates school progress					
iv) The governing body has evaluation measures to measure the overall personal development and well-being of the learners					
Totals for 7b					You must have at least 50% BP or FC

Sub criterion 7c The governing body gathers information from the head teacher and other professionals, allowing them to evaluate the school	BP	FC	PC	NC	Evidence reference
i) Reports from the head teacher have a clear purpose and contain relevant information, meeting the needs of the governing body and assisting in monitoring, evaluation and decision making including information about the quality of teaching and learning					
ii) The governing body receives information indicating how well the curriculum and other activities meet the range of needs and interests of learners					
iii) The governing body receives information about how well learners are guided and supported					
iv) The governing body receives information about the overall effectiveness and efficiency of staff leadership and management					
v) The governing body receives information from outside the school that corroborates information provided by the school					
Totals for 7c					You must have at least 50% BP or FC

Criterion 7d. The governing body has a structured and purposeful approach to school visits	BP	FC	PC	NC	Evidence reference
i) The governing body has an agreed policy and code of practice for visits to the school, and how such visits are recorded and reported					
ii) Such visits are related to school improvement priorities and statutory responsibilities, and information gained from school visits is shared with the governing body in a structured way					
iii) School visits contribute to the evidence base for decision making by the governing body					
Totals for 7d					You must have at least 50% BP or FC

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

Sub criterion 8a The governing body and the head teacher create the climate whereby both support and challenge can be provided	BP	FC	PC	NC	Evidence reference
i) There is a high level of trust and respect between the head teacher and the governing body and the head teacher is open to questions and suggestions from the governing body					
ii) There are clear ground rules for discussions and decision making, including the required confidentiality following decisions					
Totals for 8a					You must have at least 50% BP or FC

Sub criterion 8b The governing body is skilled in asking relevant questions, which provide the evidence required for decision making					Evidence reference
i) The governing body acts as a sounding board for head teacher thinking through the use of appropriate questioning					
ii) Governors hold the headteacher and school leadership to account by robustly challenging underperformance. They do this by asking questions in a positive and constructive manner					
Totals for 8b					You must have at least 50% BP or FC

Sub criterion 8c There is an effective partnership between the governors and the school leadership	BP	FC	PC	NC	Evidence reference
i) Governors have a clear focus on raising standards and improving the quality of teaching and learning and have a clear structure for engagement with the school's leadership					
ii) The governing body is able to discuss openly and frankly with the schools' strengths and weaknesses					
iii) The school's leadership team has the opportunity to work with governors on improvement issues and the implementation of policies					
Totals for 8c					You must have at least 50% BP or FC
TOTALS for CRITERION 8					You must have at least 6 BP /FC overall in criterion 8.

Appendix 1 identifies possible sources of evidence to support a school judgement that the good practice standards have been complied within each criterion.

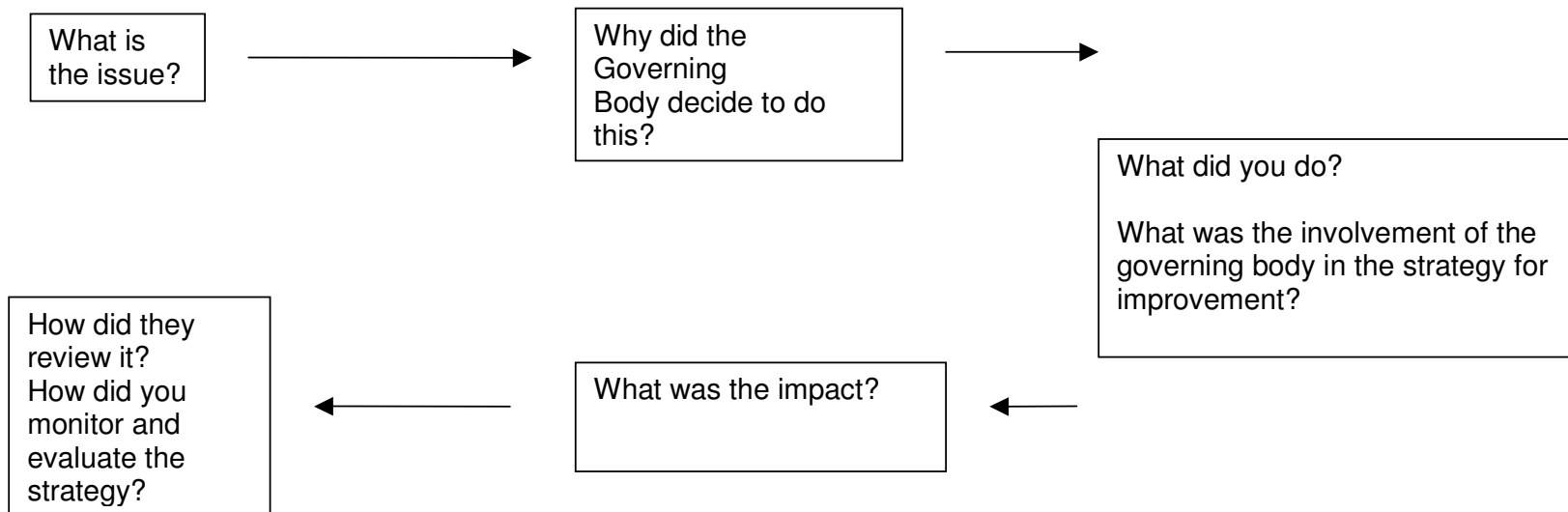
Part 2 – The influence of the governing body

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 25. 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 improvement 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.

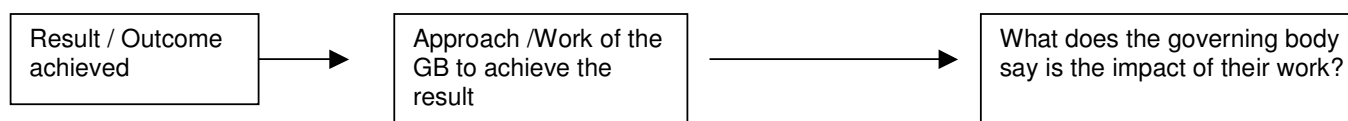
Assessors will use the following factors to assess impact:

- 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 extent to which the governing body works with and supports other schools in their locality.

This is particularly important. The impact statements should prompt the enquiry 'show me' from the assessor. If the question raised in the assessor's mind is 'so what?' it is likely that the evidence trail is weak. Examples of weak impact statements would include those that focus on governing body organisation ('we revised the terms of reference for the Curriculum Committee...') rather than outcomes for children ('we decided that maths was a priority...').



The assessor will consider the outcome and track the audit trail to the work of the governing body and the evidence suggested in sections 5-8 of the evidence grid. If most of these factors are well covered the area of impact will be judged to 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 area of impact will be satisfactory or inadequate.

Impact statements

School Improvement

Include information on:

- Positive Trends
- Objectives / targets
- Coverage (trends over a number of areas)
- Use of benchmarking

Every Child Matters

Include information on:

- Positive Trends
- Objectives / targets
- Coverage (trends over a number of areas)
- Use of benchmarking

The Life of the School

Include information on:

- Positive Trends
- Objectives / targets
- Coverage (trends over a number of areas)
- Use of benchmarking

The Community

Include information on:

- Positive Trends
- Objectives / targets
- Coverage (trends over a number of areas)
- Use of benchmarking



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).

Application	Contact details	
	Evidence grid	
	Impact statements	
Self-Evaluation Form	PDF or Word document	
Raise Online	PDF document	
Ofsted Inspection	Date of last inspection	

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

2009/10 charges:

Routeway 1	£645
Routeway 2	£985

Name (Chair of Governing Body)

Date

Return to: info@glmpartnership.org

Appendix 1 Sources of evidence.

1 CRITERION: ORGANISATION AND TEAMWORK

Sub criterion 1a

Governing Body Training Record (especially Chair's record over 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 (over 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(over 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 or Development 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 or Development 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 an audit trail
Governing body agenda and minutes

Sub criterion 3b

Governing body/committee agenda and minutes – to provide an audit trail
Finance and Personnel Committee agenda, minutes and terms of reference
Monitoring Reports
Surveys' responses
Feedback means 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 an 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
Certificate showing a governor has done the Safer Recruitment training
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, Fischer Family Trust data, or other external 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