

GOVERNOR MARK TRAINING TOOL 1:



Introduction to Governor Mark

This is a short piece of guidance to help local governor trainers provide an introduction to the Governor Mark award, either to an individual governing body or a wider group. It is not a step by step trainer script, and the presenter will need to prepare an appropriate programme for the particular audience.

There are two elements:

- PowerPoint presentation – this will take about 45 minutes depending on how many questions are taken at the end.
- Case Study – High Mountain School. This uses part of Training Tool 5 (Impact Statements) and provided governors with an activity if the trainer wants to give them some practical work.

If the case study is not going to be used, the trainer should remove slide 15 from the PowerPoint presentation.

Delegates will need to have with them a copy of the Governor Mark Standards Document (download available from website – hard copy available £4 per copy plus p&p) , and of course the trainer can also provide handouts from the presentation slides. For an individual governing body the trainer can just use printed PPT handouts if using a projector is not practical.

Information is up to date in July 2009, and trainers can contact GLM for any updated figures, as well as any further information.

Fore more information contact info@glmpartnership.org

High Mountain School Impact Statement – Cribsheet

Impact statements raise two different questions in the minds of assessors.

- **'So what?'** This is definitely the question raised by the High Mountain statement.
- **'Show me'** – the better statements prompt this question. They will be focused on the right things, and the assessor will be looking for the 'evidence trail' supporting the statement.

For High Mountain, there is evidence of lots of governor activity, busy committees, etc. Processes in themselves are not the same as impact. Examples of good activity by this governing body are:

- changing the committee structure;
- doing GB self evaluation;
- reflecting on the grade given to governance by Ofsted;
- establishing link governors;
- having a Governance Development Plan;
- using the SEF in meetings;
- considering Every Child Matters outcomes;
- having a governor handbook;
- joining the NGA.

In taking feedback from delegates on what assessors will be looking for, give top marks and a prize to the person who says that assessors will be looking to see **what the governing body are doing to improve standards in Maths**. All the activities mentioned are means to an end, and this is what they are actually for.

Some of the activities look great on paper, but assessors will test them, first for any substance, and secondly for impact.

Activities tested for substance could be the establishment of link governors – many governing bodies do this, but it is rare for every link to work effectively, especially if everyone is expected to sign up. Assessors will in this case be interested in the link with Maths, because Maths is an improvement issue in the school.

Activities tested for impact could be the way the SEF is covered through the year. In the SEF that Ofsted have been using before September 2009, Governors only really need to focus on section A7, where the overall strategic improvement issues are recorded. Of course there will be oversight of other sections, not least section A3 (standards), section A4 (ECM), section A6 (leadership – governors should contribute to this), and section C, the delivery of statutory duties. But Section A7 of the SEF will articulate the key issues for improvement, and this should inform governor agendas more than the process of reviewing the SEF as a document.

The 2009 SEF is shorter and much sharper as a self-evaluation document. Again, governors need to be involved in the process of school self evaluation itself, i.e. talking about what needs to improve, rather than just signing off the SEF at a meeting.

The way the governors deal with the RAISEonline report is also important. If a school does not have a RAISEonline report, other external data should be used in the same way. Assessors will want to know if anything further happened following the head's presentation of the RAISEonline report in March 2008. Governors will normally need this to be interpreted to them, but they also need to have access to it (i.e. their own copy?), and most important, the issues for improvement shown by RAISEonline should prompt sharp questioning and discussion, shown in minutes, and governors should be talking about how they can ensure that the necessary improvements are being made.