



# Governor Mark

Recognising high quality school governance.

Short Guidance and Section 7 - **Strengths and Weaknesses**



Supported By the DCSF

## Governor Mark – Short Guidance and Section 7

Governor Mark is a broad ranging governing body self-evaluation tool. It evaluates impact as well as systems. Early experience has shown that the greatest challenge in meeting the standard for many schools, both in the eight criteria and the Impact Statement, is in the impact of the governing body on school improvement.

Section 7, whose focus is strengths and weaknesses of the school, is a good place to start if yours is a governing body exploring the possibility of using Governor Mark as a self-evaluation activity. To complete the form the governing body needs to evaluate its work within these four grades:

FC – Fully compliant with the standard

PC – Partly compliant with the standard

NC – Not compliant with the standard

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

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

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

For example if a governing body grades itself as ‘fully compliant’ in 7b(ii) (which is about using data), and cites RAISEonline in its evidence, an assessor will want to see evidence that RAISEonline is actually used by governors. It is not enough to know what RAISEonline is, or to have done a course on it. The assessor will have looked at your RAISEonline report, will be aware of issues facing the school, and will want you to show how your governing body is addressing them. The sort of evidence sought will be minutes of meetings showing that governors have seen and are discussing the report. Furthermore, if, for example, numeracy is identified as an issue for improvement, it is important that governors are talking about it at meetings, asking the head for updates on progress, and identifying strategies for improving numeracy in the school.

Governor Mark is a standard, a quality mark managed by a partnership of three local authority governor services teams – Cambridgeshire, Oxfordshire and Warwickshire, under the name ‘GLM’ (Governance, Leadership and Management). All Governor Mark documentation as well as sources of advice and guidance are free and can be found at [www.glmpartnership.org](http://www.glmpartnership.org)

## Criterion 7: Strengths and Weaknesses

<b>Sub criterion 7a: The governing body has a planned and robust approach to monitoring and evaluation</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
<b>Totals for 7a</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 7b The governing body uses performance data as a basis for evaluating the school</b>					<b>Evidence reference</b>
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					
<b>Totals for 7b</b>					<b>You must have at least 50% BP or FC</b>

<b>Sub criterion 7c The governing body gathers information from the head teacher and other professionals, allowing them to evaluate the school</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
<b>Totals for 7c</b>					<b>You must have at least 50% BP or FC</b>

<b>Criterion 7d. The governing body has a structured and purposeful approach to school visits</b>	<b>BP</b>	<b>FC</b>	<b>PC</b>	<b>NC</b>	<b>Evidence reference</b>
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					
<b>Totals for 7d</b>					<b>You must have at least 50% BP or FC</b>

<b>TOTALS for CRITERION 7</b>					<b>You must have at least 10 BP /FC overall in</b>
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