



Governing board diversity indicators report

Board of Directors

2024

At the time of sharing the governing board diversity indicator survey there were 9 directors on the board.

8/9 people responded to the survey.

How to use this Information

It is useful for individuals to be aware of their own lived experiences and background when contributing the work of the board and how these can impact their decision making.

During recruitment, the board can use this information to help target people that have the potential to bring insights of a lived experience not currently found on the board.

Summary:

2 thirds of the board is male.

2 board members have a disability but require no additional support.

The majority of the board is over 51, though there are people within each age category.

The majority of the board is White.

All directors are Christian.

Most directors live within 15 miles of the nearest school. One travels further.

Most directors were, or have been parents of children that attended school. 2 were not parents or carers.

Most directors attended state funded school. One attended an Independent school.

1 director has experience of the care system.

All directors continued their education post 16.

One director indicated that they were eligible for free schools during their education.

Recommendations

- Encouraging ethnic diversity on the board could offer a healthy difference of perspectives and help the board become more reflective of the communities they serve.
- Further encouraging gender diversity and applications from people in a younger age bracket can help give a wider perspective.
- Eligibility for free school meals is one of the primary indicators of educational disadvantage and given the demographics of some of our school communities, the board may benefit from having lived experience of how being in receipt of free school meals impacts on someone's experience of school and the support they require.

1. What is your gender?

(0 point)

Gathering this data will allow the board to reflect on its gender diversity and the extent to which this offers a healthy difference of perspectives.

[More Details](#)

● Male	5
● Female	3
● Non-binary	0
● Other	0
● Prefer not to say	0



2. Do you have a disability?

(0 point)

This data will help to ensure that the board is aware of any barriers to full participation in governance caused by disability, including non-visible disabilities.

The Equality Act 2010 defines disability as a "physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities." Long term is defined as lasting, or likely to last, for at least 12 months.

[More Details](#)

- I have a disability and require a... 0
- I have a disability but **require n...** 2
- I do not have a disability 6
- I prefer not to say 0



3. What age group did you fall in on your last birthday?

(0 point)

Young people are currently under-represented in school governance. NGA estimates that 6% of volunteers are aged under 40, including 1% aged under 30.

This data can be used to inform targeted recruitment and succession planning which ensures different generations are represented and gives the board a wider perspective.

[More Details](#)

- 18-35 1
- 36-50 2
- 51-65 4
- over 65 1
- I prefer not to say 0



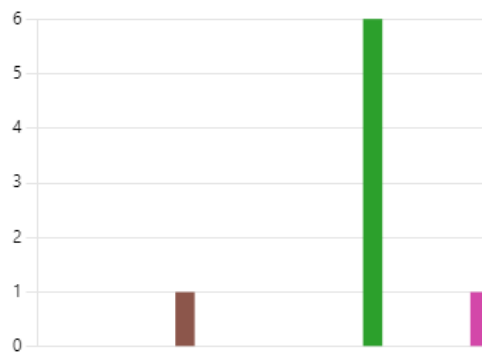
4. What is your ethnic group?

(0 point)

This data will allow the board to reflect on how its composition reflects the communities it serves and society as a whole. All ethnic minorities remain significantly and consistently underrepresented on governing boards. NGA estimates that 93% of those governing are White British. Meanwhile, 34% of primary school pupils, 32% of secondary school pupils and 30% of special school pupils come from an ethnic minority background.

[More Details](#)

● Bangladeshi	0
● Chinese	0
● Indian	0
● Pakistani	0
● Other Asian Background	0
● Black - African	1
● Black - Caribbean	0
● Black - Other	0
● Mixed White and Asian	0
● Mixed White and Black African	0
● Mixed White and Black Caribbean	0
● Mixed Other	0
● White British (English, Scottish, ...	6
● Gypsy or Irish Traveller	0
● Irish	0
● White - Other	0
● Prefer not to say	1



5. If you have ticked 'other' for the question above, please give details here if you wish to do so (0 point)

0

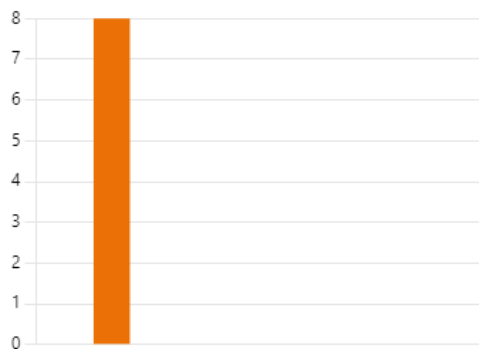
Responses

Latest Responses

6. What is your religion? (0 point)

[More Details](#)

● Buddhism	0
● Christian (including Church of E...	8
● Hindu	0
● Jewish	0
● Muslim	0
● Sikh	0
● No Religion	0
● Other Religion	0
● I prefer not to say	0



7. How close do you live to the school or trust where you govern?

(0 point)

This data will allow the board to reflect on how 'local' their membership is and what opportunities and issues this presents.

If you are a Director or a member of the secondary school board then base this on your closest school

[More Details](#)

● Less than 1 mile	2
● 2 to 5 miles (up to 10min drive)	2
● 6 to 15 miles (up to 30 min drive)	3
● 16 to 40 miles (up to 1 hr drive)	1
● More than 40 miles	0



8. What is your experience of school as a parent or carer?

(0 point)

This data will ensure that the board is aware of the range of parental experience among its membership and takes into account any deficit of experience when considering the impact of (current and future) policy and decision making on family life.

[More Details](#)

● I am a parent or carer of a child ...	3
● I am a parent or carer of a child ...	3
● I am not a parent or carer	2
● I prefer not to say	0



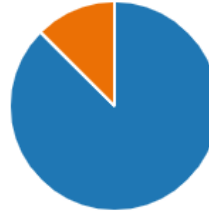
9. Which type of school did you attend between the ages of 11 and 16?

(0 point)

This data will ensure that the board is aware of the different routes its membership took through education and therefore will help avoid 'groupthink' or confirmation bias in policy and decision making. It can also have a bearing on the way that boards approach policy development and stakeholder engagement.

[More Details](#)

- State-run or state-funded school 7
- Independent or fee-paying school 1
- Attended school outside the UK 0
- I prefer not to say 0



10. What is your experience of the care system?

(0 point)

There are over 100,000 looked-after children in the UK. Research suggests that when looked after children are compared with children who have not been in care, they tend to have poorer outcomes in a number of areas such as educational attainment and mental and physical health. Gaining insight from the experience of looked-after and previously looked-after children will help governing boards to meet their responsibilities and hold their schools to account for ensuring they have maximum opportunity to reach their full educational potential.

[More Details](#)

- I was looked after/in the care of ... 0
- I was not looked after/in the car... 7
- I am a parent / carer of a child t... 1
- I prefer not to say 0



11. Did you continue your education after leaving school? (0 point)

[More Details](#)

- Further education (sixth form/co... 2
- Higher education (university) 6
- An apprenticeship route 0
- I did not continue my education 0
- I prefer not to say 0



12. Were you eligible for free school meals at any point during your education?

(0 point)

Eligibility for free school meals is one of the primary indicators of educational disadvantage. Schools receive additional (pupil premium) funding to narrow attainment gaps between disadvantaged pupils and other pupils. Boards may benefit from having lived experience of how being in receipt of free school meals impacts on someone's experience of school and the support they require.

[More Details](#)

● Yes	1
● No	7
● I don't know	0
● Not applicable	0
● I prefer not to say	0



13. An opportunity to comment further Please provide comments on any aspects of board diversity that you feel this form does not take account of. Also, any thoughts you may...

2 Responses

ID ↑	Name	Responses
1	anonymous	Our Board Trust is well represented by people who primarily live within the geographical spread of our schools & therefore have a good understanding of the communities that we serve. Also there are a number of directors that were past pupils of our schools and who have children & grandchildren within some of the schools. As a faith based Trust we also have strong representation in a number of our parish communities.
2	anonymous	I entered yes to carer of looked after children as my whole family fosters and I'm back up carer for them. We are very much part of the foster community