



Governing board diversity indicators: A guide to evaluating and reporting responses

Step 1. Summarise responses

Summarise board members' responses to each question. For example, question one:

Gender	Number of board responses
Female	2
Male	7
Other gender identity	0
Chose not to say	0

Be careful to handle responses sensitively and confidentially –evaluate each question in turn to avoid identifying individuals by their responses.

Step 2. Highlight issues

Not every question will highlight an issue, but in some cases the data and comments will prompt discussion or should be addressed by the board. For example:

- The ethnic profile of the school and its community is markedly different from the ethnic profile of the governing board.
- The majority of the membership live outside the local area.
- The school has a high proportion of pupils who are eligible for pupil premium, but the board lacks lived experience of claiming or being in receipt of free school meals.
- The faiths that the school or trust caters for are not reflected on the governing board.

Highlighting an issue is not making a judgement that the board lacks diversity, rather it creates an opportunity for reflection and discussion about how the board diversifies and increases participation in their context.

Step 3. Provide a short commentary

Make comments alongside your summary of responses and refer to the issues you have highlighted, including:

- Potential risks to credibility, reputation or 'groupthink' affecting decision making.
- Opportunities to increase board diversity or address diversity issues.

Detail any action you feel is needed such as:

- Targeted recruitment to address gaps in experience and diversity.
- Developing and adapting board practices to ensure full participation.
- Prioritising training and awareness-raising in identified areas.
- Seeking wider advice and perspectives on current and upcoming opportunities and risks in order to address potential 'blind spots'.

Step 4. Present findings to the board

It is important to present findings and proposed actions to the board and allow discussion. This enables any concerns to be raised in a transparent way, encourages collective ownership, and helps to ensure that intention turns into practice.



Step 5. Talk to your stakeholders

Let pupils, parents, staff and the wider community know the work you are doing and why as well as what change you feel is necessary (and possible).

Further reading and resources

- [The right people around the table](#): a guide to recruiting and retaining governors and trustees
- [Increasing participation in school or trust governance](#) research report
- NGA [resources to support stakeholder engagement](#)
- [Equality, diversity and inclusion Learning Link e-learning programme](#)



Annex: Evaluation template

1. Gender	Number of board responses
Female	4
Male	6
Other gender identity	
Chose not to say	

Evaluation comments:

2. Age group	Number of board responses
18 to 40	2
41 to 60	4
61 or over	4
Chose not to say	

Evaluation comments:

3. Disability	Number of board responses
Disability requiring additional support and or adjustments	
Disability requiring no additional support and or adjustments	2
No disability	8
Chose not to say	

Evaluation comments:



4.	
5.	
6. Sexual orientation	Number of board responses
Bisexual	
Gay or Lesbian	
Straight/Heterosexual	8
Other sexual orientation	
Chose not to say	2

Evaluation comments:

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7. Ethnic group	Number of board responses
Asian or Asian British	
Bangladeshi	
Chinese	
Indian	
Pakistani	
Any other Asian background	
Black, Black British, Caribbean or African	
African background	
Caribbean	
Any other Black, Black British or Caribbean background	
Mixed or Multiple ethnic groups	
White and Asian	
White and Black African	
White and Black Caribbean	
Any other Mixed or Multiple background	



White	
English, Welsh, Scottish, Northern Irish or British	10
Gypsy or Irish Traveller	
Irish	
Roma	
Other ethnic group	
Arab	
Any other ethnic group	

Chose not to say	
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Evaluation comments:

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8. Religion	Number of board responses
Buddhist	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	9
Hindu	
Jewish	
Muslim	
Sikh	
No religion	1
Any other religion	
Chose not to say	

Evaluation comments:

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9. Proximity to the school or trust	Number of board responses
Less than 1 mile (walking distance)	3
2 to 5 miles (up to 10 minute drive)	6
6 to 15 miles (up to 30 minute drive)	1
16 to 40 miles (up to 1 hour drive)	
More than 40 miles	
Chose not to say	

Evaluation comments:

10. Experience of school as a parent or carer	Number of board responses
I am a parent or carer of a child/children currently of school age	4
I am a parent or carer of a child/children who have completed their education	3
I am not a parent or carer	3
Chose not to say	
Further comments on parental experience	

Evaluation comments:

11. Type of school attended	Number of board responses
State-run or state-funded school	8
Independent or fee-paying school	1
Attended school outside the UK	
Chose not to say	1
Other type of education setting	



Evaluation comments:

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12. Experience of the care system	Number of board responses
Looked after/in the care of the local authority during all or some of my period of school education	
Not looked after/in the care of the local authority	10
Chose not to say	

Evaluation comments:

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13. Continued education after leaving school	Number of board responses
Further education (sixth form/college)	
Higher education (university)	7
Apprenticeship route	1
Did not continue education	1
Chose not to say	1

Evaluation comments:

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14. Eligibility for free school meals	Number of board responses
Eligible	1
Not eligible	7
Don't know	1
Not applicable	1



Chose not to say	
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Evaluation comments:

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Further comments:

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