

Diversity indicators form

A guide to evaluating governing board responses

Step 1. Summarise responses

Summarise board members' responses to each question.

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

An optional [evaluation template](#) is provided as an annex to this document.

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.

Available data (such as [local area reports](#) provided by the Office for National Statistics) can be used to help understand the demographic of your community.

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 ‘group think’ 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

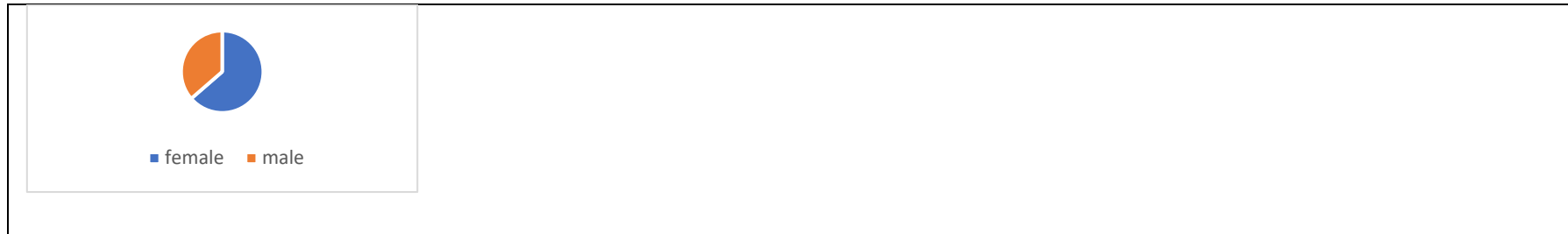
Let pupils, parents, staff and the wider community know the work you are doing and why as well as what change you feel is necessary (and possible).



Annex: Evaluation template

1. Gender	Number of board responses
Female	7
Male	4
Other gender identity	
Chose not to say	

Evaluation comments:



2. Age group	Number of board responses
18 to 40	1
41 to 60	10
61 or over	
Chose not to say	

Evaluation comments:



3. Disability	Number of board responses
Disability/neuro-divergence requiring additional support and or adjustments	
Disability/neuro-divergence requiring no additional support and or adjustments	2
No disability/neuro-divergence	9
Chose not to say	

Evaluation comments:

The governing body serves a school with a high proportion of children with SEND; there are governors with neurodivergence and whilst they are in the minority, it is likely they bring a unique perspective and real-world experience of neurodivergence and education to the governing board. It is possible that governors are parents of children with SEND though this is not asked within this survey.

4. Sexual orientation	Number of board responses
Bisexual	1
Gay or Lesbian	
Straight/Heterosexual	10
Other sexual orientation	

Chose not to say

Evaluation comments:



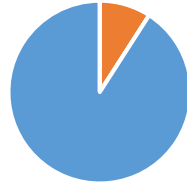
5. Ethnic group	Number of board responses
Asian or Asian British	
Bangladeshi	
Chinese	
Indian	
Pakistani	
Any other Asian background	
Black, Black British, Caribbean or African	
African background	
Caribbean	1
Any other Black, Black British or Caribbean background	

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	

Evaluation comments:

The ethnic profile of governing body is slightly different to the ethnic profile of the school and its community. As of 2021 the demographic of Armley by identified ethnicity is as follows: Asian, Asian British or Asian Welsh 9.5%; Black, Black British, Black Welsh, Caribbean or African 8.2%; Mixed or Multiple ethnic groups 4%; White 75.8%; Other ethnic group 2.4%. White British members are over represented on the board in comparison with numbers of WB children in the local area; there is a significant under representation of Black African and Asian governors in comparison with numbers of children of African and Asian heritage locally. The governing body recognises the importance of diversity and aiming to increase

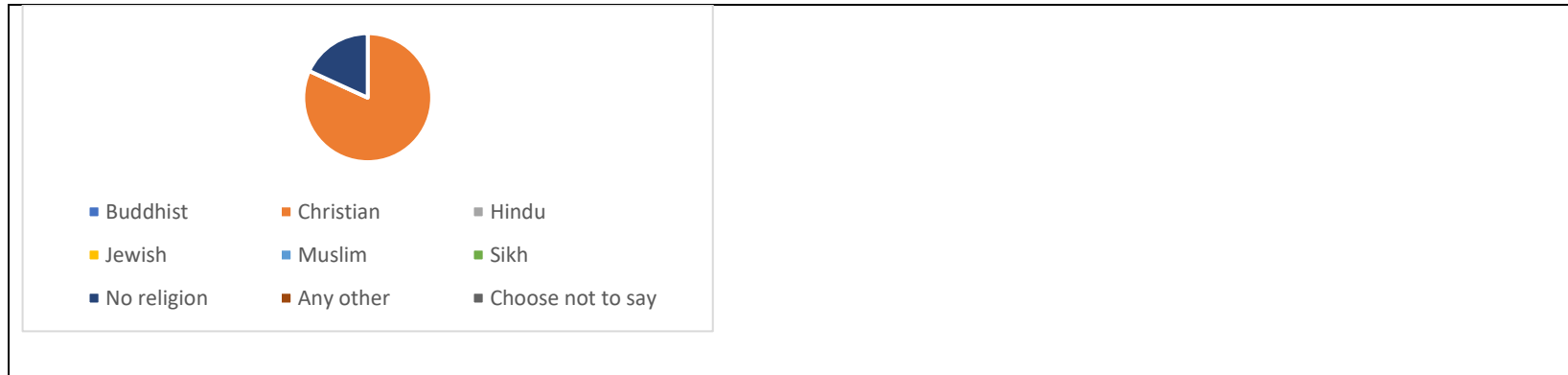
representation from under-represented communities can only serve as a positive for the children, school and governing board.



- Asian/British Asian
- Black/Caribbean
- Black/African
- Mixed/multiple ethnic groups
- White
- Other
- Choose not to say

6. 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	2
Any other religion	
Chose not to say	

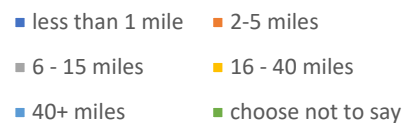
Evaluation comments:



7. Proximity to the school or trust	Number of board responses
Less than 1 mile (walking distance)	4
2 to 5 miles (up to 10 minute drive)	5
6 to 15 miles (up to 30 minute drive)	
16 to 40 miles (up to 1 hour drive)	1
More than 40 miles	1
Chose not to say	

Evaluation comments:

The majority of governors live within a 5 mile distance of school, suggesting they are in some way part of the local community and would therefore be more familiar with the demographics, opportunities and challenges within the local area. It is also said that governors who live within the school catchment area are more able to effectively represent the community's interests and ensure the school is accountable to the area it serves.



8. 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	5
I am a parent or carer of a child/children who have completed their education	3
I am not a parent or carer (of children who attend the school)	3
Chose not to say	
Further comments on parental experience	

Evaluation comments:



- Parent or carer with children of school age
- Parent or carer children completed education
- not a parent/carer or children did not attend this school
- choose not to say

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

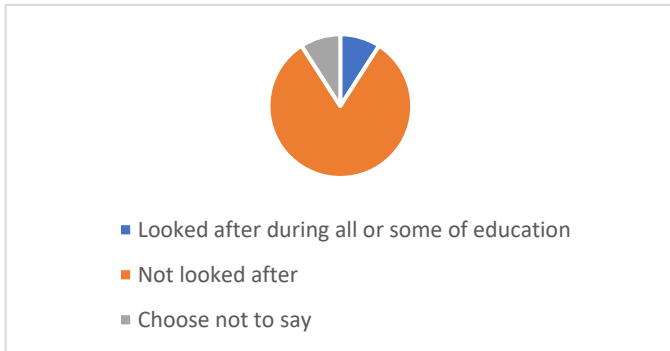
Evaluation comments:

All governors attended a state funded school during their own education, mirroring the type of education offered at Whingate.

10. 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	1
Not looked after/in the care of the local authority	9
Chose not to say	1

Evaluation comments:

Care experienced people make up approx. 1% of the national population, there is care experience representation on the governing body at Whingate; people who have experience of children’s social work offer an unique perspective on accessing education whilst dealing with social, emotional and other barriers.



11. Continued education after leaving school	Number of board responses
Further education (sixth form/college)	7
Higher education (university)	6
Apprenticeship route	
Did not continue education	1
Chose not to say	1

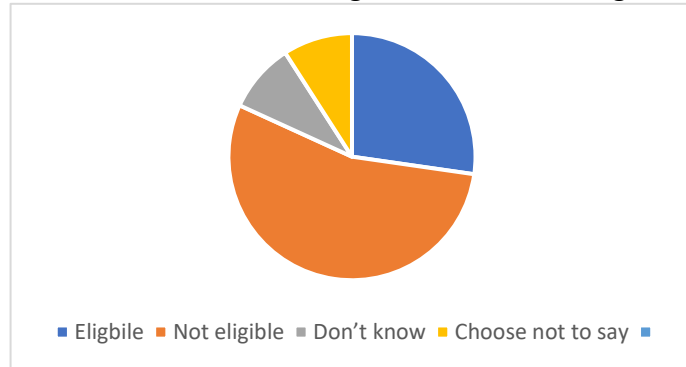
Evaluation comments:



12. Eligibility for free school meals	Number of board responses
Eligible	3
Not eligible	6
Don't know	1
Not applicable	
Chose not to say	1

Evaluation comments:

The school has a high proportion of pupils (**37.8%**) who are eligible for pupil premium and the board has experience of being in receipt of free school meals during their own schooling with 27% of governors having been eligible for free school meals.



Further comments:

The governing body at Whingate is diverse in many ways and includes a range of people with differing life experience. This audit has been completed alongside a skills audit, effectiveness audit as well as a financial skills audit in order that ongoing governor recruitment can be targeted to ensure gaps identified in skills, effectiveness and diversity can be considered when appointing new governors. It will be important for the board to consider how best to engage under represented communities in recruitment as well as considering how any future training and awareness raising can fill any identified gaps in knowledge.