

Governor Skills Audits

The 2017 and 2020 audits demonstrated a strong set of skills, knowledge and experience as you would expect from a well-educated group of people working in a range of professional roles. All governors are in roles in which they are working with people, building relationships, used to a diversity of views and having a commitment to ethical behaviour and independence of thought.

The 2020 Audit

The scores in the 2020 audit illustrate how much the quality of governance have improved since 2017. We now have a wider range of skills on the governing board and a strong commitment to work with the staff for the good of the school. Governors are much more knowledgeable about areas such as curriculum development, teaching, learning and assessment. In depth work has also been done on SEND, attendance, behaviour and supporting disadvantaged students.

The NGA Self-Assessment Skills Audit 2025

This interactive skills audit enabled governors to work together, sharing views on a range of issues. The results of this activity indicated clear strengths in the governing board e.g. knowledge of safeguarding and areas for further work such as training to support diversity and inclusion. The questions for governors in the self-assessment are given below:-

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| Do we understand how the trust board delegates its responsibilities? |
| Do we know what the school's strategic priorities are? |
| Are we well-informed about the views and needs of key stakeholders? |
| Do we understand the school's requirements relating to the safeguarding of children? |
| Can we monitor provision for pupils with special educational needs and disabilities? |
| Can we speak up if we have concerns about unethical behaviour or a lack of transparency? |
| Do we have knowledge, experience or training that helps to promote diversity and inclusion? |
| Do we know how to build the knowledge needed to be an effective governor? |
| Are we able to form a suitably experienced panel when required? |