

# NGA skills dashboard

2024/25

For maintained school and federation governors, trustees of single academy trusts and academy committees

We recommend that the governance professional (clerk to the board) collates individual audit scores and then supports the chair, or another designated member of the board, to evaluate the results.

## How to use this dashboard

1. [Click here to enter your board's individual audit scores](#) and then return to this dashboard overview
2. Your board's average scores will then be shown below.
3. Evaluate the scores and identify any priority areas (lower scores indicate where action may be needed).

Individuals should also be encouraged and supported to reflect on their responses and make their own development plans.



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| Skills audit statement   | Average board scores<br><small>Scores calculate automatically</small> | Your comments and proposed actions  | NGA resources<br><small>NGA membership / Learning Link subscription may be required</small>          |
|--|---|---|--|
| <b>1a. Strategic leadership</b>  |   |   |  |
| <a href="#">Find more strategic planning resources</a>   |   |   |  |
| 1 I have governing experience in a school or in a different sector   | 3   | <i>This might include participating in training, making use of NGA resources and/or recruiting new board members to help you to fill any gaps.</i><br><br><i>Other sources of support and development include those provided by your local authority, diocese or trust.</i><br><br><i>We recommend that you identify up to three priority areas for the board in order to ensure your plans are manageable.</i> | <a href="#">NGA guidance: developing your induction programme</a>                                    |
| 2 I am/have been the chair of a board or committee   | 2   |   | <a href="#">NGA guidance: succession planning</a>  |
| 3 I have experience and expertise in developing a strategy   | 3   |   | <a href="#">NGA guidance: Being Strategic</a>  |
| 4 I know what the school's strategic priorities are  | 3   |   | <a href="#">Learning Link e-learning: Strategy</a>   |
| 5 I can identify key risks and evaluate their potential impact   | 3   |   | <a href="#">NGA guidance: risk management</a>  |
| <b>1b. Accountability</b>  |   |   |  |
| 6 I am aware of how the school is funded and what the funding is spent on  | 3   |   | <a href="#">NGA financial oversight resources</a>  |
| 7 I can interpret budget monitoring reports and ask relevant questions   | 3   |   | <a href="#">Learning Link e-learning: effective financial governance</a>                             |
| 8 I understand how the school's curriculum meets the needs of all pupils   | 3   |   | <a href="#">NGA guide to curriculum effectiveness</a>  |
| 9 I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions                            | 2   |   | <a href="#">Learning Link e-learning module: stakeholder engagement</a>                              |
| 10 I feel confident being part of the panel that conducts the headteacher's appraisal  | 3   |   | <a href="#">NGA guide to executive leader appraisal</a>  |
| <b>1c. People</b>  |   |   |  |
| 11 I know how to build the knowledge I need to be effective in my governance role  | 3   |   | <a href="#">NGA training and consultancy</a>   |
| 12 I can build positive, collaborative relationships with members of my board  | 4   |   | <a href="#">NGA guide to effective teamwork</a>  |
| <b>1d. Structures</b>  |   |   |  |
| <a href="#">Find more resources about the board's role</a>   |   |   |  |
| 13 I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other  | 3   |   | <a href="#">NGA guidance: What governing boards and school leaders should expect from each other</a> |
| 14 I know what the governing board's core functions are  | 4   |   | <a href="#">NGA training session: understanding your role and responsibilities</a>                   |
| 15 I understand how the board delegates its work   | 4   |   | <a href="#">Learning Link e-learning: your role, responsibilities and organisation</a>               |
| <b>1e. Compliance</b>  |   |   |  |
| 16 I feel confident serving on a panel   | 4   |   | <a href="#">Learning Link e-learning: an introduction to panel work</a>                              |
| 17 I am aware of the board's legal and compliance responsibilities   | 3   |   | <a href="#">Learning Link e-learning: compliance modules</a>   |
| 18 I feel able to speak up if I am concerned about non-compliance and unethical behaviour  | 4   |   | <a href="#">NGA ethical leadership resources: framework, podcast and e-learning</a>                  |
| 19 I recognise when independent, expert advice may be required   | 4   |   |  |
| <b>2. Equality, diversity and inclusion</b>  |   |   |  |
| <a href="#">Find more equality, diversity &amp; inclusion resources</a>  |   |   |  |
| 20 I know, and can identify with, the community served by the school   | 4   |   | <a href="#">NGA research report: Increasing representation in school and trust governance</a>        |
| 21 I understand the legal responsibilities of governing boards in relation to equalities   | 4   |   | <a href="#">NGA guidance: equality and diversity</a>   |
| 22 I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policy and practice) | 4   |   | <a href="#">Learning Link e-learning programme: equality, diversity and inclusion</a>                |
| 23 I have knowledge, experience or training that will help me to promote diversity and inclusion   | 4   |   | <a href="#">Tools to support equality, diversity and inclusion</a>                                   |
| 24 I can confidently challenge behaviour, attitudes and practices which are detrimental to creating an inclusive culture   | 4   |   |  |
| 25 I can interpret relevant data and insight to identify issues and ask questions relating to equality and inclusion   | 4   |   |  |
| 26 Is there any training or support you would like to increase your contribution to promoting equality and diversity in your school?   | See respondents' comments   |   |  |
| <b>3. Self-evaluation</b>  |   |   |  |
| <a href="#">Explore NGA's evaluation tools</a>   |   |   |  |
| 27 What do you need to do over the next 12 months to increase your governance knowledge and skills?  | See respondents' comments   |   |  |
| 28 What specific skills or experience do you have that could be utilised by the board?   | See respondents' comments   |   |  |

**NGA consultancy is here to help**  
 If your board has identified a number of gaps in skills or competency, NGA's team of governance consultants are available to provide bespoke support.  
  
[Find out more about NGA's consultancy service](#)