



1. What is your gender?

Of governors and trustees responding to the NGA annual survey, 61% identify as female and 39% as male.

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.

Female	4
Male	4
I prefer not to say	

Other gender identity, please detail:

2. What was your age group on your last birthday?

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.

18 to 40	1
41 to 60	7
61 or over	1
I prefer not to say	

3. Do you have a disability?

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.

I have a disability and require additional support and or adjustments in order to fully participate as a member of the governing board	
I have a disability but require no additional support and or adjustments in order to fully participate as a member of the governing board	1
I do not have a disability	8
I prefer not to say	

If you prefer to comment, please do so here:

4. What is your ethnic group?

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.

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong.

Asian or Asian British

Bangladeshi	
Chinese	
Indian	
Pakistani	

Any other Asian background, please detail:

Black, Black British, Caribbean or African

African background (detail below)	
Caribbean	

Any other Black, Black British or Caribbean background - please detail:

Mixed or Multiple ethnic groups

White and Asian	
White and Black African	
White and Black Caribbean	

Any other Mixed or Multiple background, please detail:

White

English, Welsh, Scottish, Northern Irish or British	9
Gypsy or Irish Traveller	
Irish	
Roma	

Any other White background, please detail:

Other ethnic group

Arab	
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Any other ethnic group, please detail:

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I prefer not to say	
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5. What is your religion?

The multiplicity of religions found in our society offers very specific challenges and opportunities to schools, especially schools where many heritage groups and faiths are represented.

This data will allow the board to evaluate which faith groups are represented among its membership and where additional support and insight may be needed.

Buddhist	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	4
Hindu	
Jewish	
Muslim	
Sikh	
No religion	5
I prefer not to say	

Any other religion, please detail:

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

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

Approximately:

Less than 1 mile (walking distance)	5
2 to 5 miles (up to 10 minute drive)	4
6 to 15 miles (up to 30 minute drive)	
16 to 40 miles (up to 1 hour drive)	
More than 40 miles	
I prefer not to say	

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

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.

Principally:

State-run or state-funded school	7
Independent or fee-paying school	2

Attended school outside the UK	
I prefer not to say	

Any other education setting (such as home schooling) – please detail:

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8. Did you continue your education after leaving school?

Further education (sixth form/college)	2
Higher education (university)	6
An apprenticeship route	
I did not continue my education	1
I prefer not to say	

If you prefer to comment, please do so:

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

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.

Yes	2
No	7
I don't know	
Not applicable	
I prefer not to say	

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 have on how your governing board ensures that the people participating in decision-making and oversight understand the experiences of the community served and offer a healthy difference of perspectives.

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