

NGA Skills dashboard

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



Using this dashboard

Each member of your governing board should already have completed a skills audit.

1. Enter your board's individual audit scores here and then return to this dashboard.

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.

2. Your board's overall (average) score will be shown in the highlighted column below.

3. Evaluate your overall scores and identify any priority areas where action is needed.

[Download skills audit forms here](#)

Using the results from this dashboard

Feedback your evaluation to your governing board, together with a summary of identified areas for improvement and a plan to develop these areas.

Development opportunities and resources including NGA guidance, training and e-learning are signposted throughout the dashboard below.

This dashboard is designed to provide an overview of the board's scores and signpost helpful resources

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

© National Governance Association 2021

	Statement	Overall score	Development opportunities and resources	Comments and proposed actions
Section 1a. Strategic leadership These statements relate to the core function of boards to set vision and strategic direction.	1 I have governing experience in a school or in a different sector	-	NGA induction resources for new governors and trustees (includes advice for developing your induction programme)	Use this space to detail any action you plan to take this academic year. This might include participating in training, making use of NGA resources and/or recruiting new board members to help you to fill any gaps. Other sources of support and development include those provided by your local authority, diocese or trust. We recommend that you identify up to 3 priority areas for the board in order to ensure your plans are manageable.
	2 I am/have been chair of a board or committee	-	NGA guidance: Preparing your board for the future	
	3 I have experience and expertise in developing a strategy	-	NGA guidance: Being Strategic	
	4 I know what the school's strategic priorities are	-	Learning Link e-learning: Strategy	
	5 I can identify key risks and evaluate their potential impact	-	NGA guidance: Risk management	
Section 1b. Accountability These are the competencies that the board needs in order to hold executive leaders to account for the educational and financial performance of the organisation	6 I am aware of how the school is funded and what the funding is spent on	-	NGA financial oversight resources	
	7 I can interpret budget monitoring reports and ask relevant questions	-	Learning Link e-learning: finance modules	
	8 I understand how the school's curriculum meets the needs of all pupils	-	NGA curriculum resources	
	9 I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions	-	Learning Link e-learning module: stakeholder engagement	
	10 I feel confident being part of the panel that conducts headteacher appraisal	-	NGA guide to headteacher appraisal	
1c. People People that govern need to form positive working relationships with their colleagues to	11 I know how to build the knowledge I need to be effective in my governance role	-	NGA induction guides	
	12 I can build positive, collaborative relationships with members of my board	-	NGA guide to effective teamwork	
1d. Structures Understanding governance structures is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.	13 I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other.	-	NGA guidance: What governing boards and school leaders should expect from each other	
	14 I know what the governing board's core functions are	-	NGA training session: understanding your role and responsibilities	
	15 I understand how the board delegates its work	-	Learning Link e-learning: your role, responsibilities and organisation	
1e. Compliance All those involved in governance need to understand the legal frameworks and context in which the organisation operates, and all of the	16 I feel confident being part of a panel to make decisions (such as on pupil exclusions or complaints)	-	Learning Link e-learning: an introduction to panel work	
	17 I know how the board meets its legal and compliance responsibilities	-	Learning Link e-learning: compliance modules	
	18 I feel able to speak up if I am concerned about non-compliance and unethical behaviour	-	NGA ethical leadership resources: framework, podcast and e-learning	
	19 I can identify when independent, expert advice may be required	-		
2. Equality, diversity and inclusion This section is about the board's role in encouraging diversity and ensuring equality; in determining ethos and culture; when recruiting executive and senior leaders; as employers of all staff; and in evaluating the impact of decisions on pupils and other stakeholders.	20 I know and empathise with the community served by the school	-	NGA research report: Increasing representation in school and trust governance	
	21 I understand the legal responsibilities of governing boards in relation to equalities.	-	NGA guidance: equality and diversity	
	22 I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policies and practices).	-	Learning Link e-learning module: equality and diversity	
	23 I have knowledge, experience or training that will help me to promote diversity and inclusion.	-		
	24 I can recognise and challenge behaviour, attitudes, policy and practice which go against the inclusive culture we want for our school.	-		
	25 I understand how to use relevant data and insight to identify and resolve issues relating to inequality.	-		
	26 Is there any support or training you would like to engage in to help you promote equality and diversity in your school?	See respondents' comments		
3. Self-evaluation Reflect on your contribution to your governance role and identify further development opportunities.	27 What are the areas you feel you need to prioritise to develop your governance knowledge and skills?	See respondents' comments		
	28 Are there any additional areas of the board's responsibilities which you would like to contribute to in the future?	See respondents' comments		
	29 Do you have any further comments on your development needs and/or your continuing contribution to the governing board?	See respondents' comments		

Are you an NGA member?

NGA members have instant access to the Knowledge Centre, the area of our website that contains a wealth of guidance and resources to support effective governance.

Annual NGA membership starts at just £99 per governing board.

[Find out more about NGA membership](#)

NGA consultancy is here to help

If your board has identified a number of gaps in skills or competency, NGA's team of knowledgeable and experienced governance consultants are available to provide bespoke support.

[Find out more about NGA's consultancy service](#)

NGA Learning Link

Access e-learning to help governors and trustees develop their governance skills and knowledge. With over 50 e-learning modules, Learning Link provides flexible e-learning anytime. Discounts are available for NGA members

[Find out more and sign up for a free trial](#)

Copy scores from each completed skills audit and paste into the highlighted columns below (Any columns that are not required can be left blank)

	Respondent A	Respondent B	Respondent C	Respondent D	Respondent E	Respondent F	Respondent G	Respondent H	Respondent I	Respondent J	Respondent K	Respondent L	Respondent M	Respondent N	Respondent O
1 I have governing experience in a school or in a different sector															
2 I am/have been chair of a board or committee															
3 I have experience and expertise in developing a strategy															
4 I know what the school's strategic priorities are															
5 I can identify key risks and evaluate their potential impact															
6 I am aware of how the school is funded and what the funding is spent on															
7 I can interpret budget monitoring reports and ask relevant questions															
8 I understand how the school's curriculum meets the needs of all pupils															
9 I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions															
10 I feel confident being part of the panel that conducts headteacher appraisal															
11 I know how to build the knowledge I need to be effective in my governance role															
12 I can build positive, collaborative relationships with members of my board															
13 I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other.															
14 I know what the governing board's core functions are															
15 I understand how the board delegates its work															
16 I feel confident being part of a panel to make decisions (such as on pupil exclusions or complaints)															
17 I know how the board meets its legal and compliance responsibilities															
18 I feel able to speak up if I am concerned about non-compliance and unethical behaviour															
19 I can identify when independent, expert advice may be required															
20 I know and empathise with the community served by the school															
21 I understand the legal responsibilities of governing boards in relation to equalities.															
22 I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policies and practices).															
23 I have knowledge, experience or training that will help me to promote diversity and inclusion.															
24 I can recognise and challenge behaviour, attitudes, policy and practice which go against the inclusive culture we want for our school.															
25 I understand how to use relevant data and insight to identify and resolve issues relating to inequality.															
26 Is there any support or training you would like to engage in to help you promote equality and diversity in your school?	See respondents' comments														
27 What are the areas you feel you need to prioritise to develop your governance knowledge and skills?	See respondents' comments														
28 Are there any additional areas of the board's responsibilities which you would like to contribute to in the future?	See respondents' comments														
29 OPTIONAL: Do you have any further comments on your development needs and/or your continuing contribution to the governing board?	See respondents' comments														