

**CANTRELL GOVERNING BOARD SKILLS AUDIT**  
**MAY 2024**

Skills audit statement	Average score (4 high / 1 low)	Comments
<b>1a. Strategic leadership</b>		
I have governing experience in a school or in a different sector	<b>3</b>	<i>The sole areas identified as a '2' is for experience in chairing; however there are a number of governors who have expertise and experience.</i>
I am/have been the chair of a board or committee	<b>2</b>	
I have experience and expertise in developing a strategy	<b>3</b>	
I know what the school's strategic priorities are	<b>3</b>	
I can identify key risks and evaluate their potential impact	<b>3</b>	
<b>1b. Accountability</b>		
I am aware of how the school is funded and what the funding is spent on	<b>3</b>	<i>The sole areas identified as a '2' is for membership of the Headteacher's appraisal panel. The appraisal governors are a current and former Headteacher with extensive knowledge about performance management in the education sector.</i>
I can interpret budget monitoring reports and ask relevant questions	<b>3</b>	
I understand how the school's curriculum meets the needs of all pupils	<b>3</b>	
I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions	<b>3</b>	
I feel confident being part of the panel that conducts the headteacher's appraisal	<b>2</b>	
<b>1c. People</b>		
I know how to build the knowledge I need to be effective in my governance role	<b>3</b>	<i>Governors are committed to the role and to the importance of strong relationships both within the Board and with stakeholders</i>
I can build positive, collaborative relationships with members of my board	<b>4</b>	
<b>1d. Structures</b>		
I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other	<b>3</b>	<i>The Board has received training on roles and responsibilities, with governors having a wide range of skills and knowledge.</i>
I know what the governing board's core functions are	<b>4</b>	

I understand how the board delegates its work	<b>3</b>	
I feel confident serving on a panel	<b>3</b>	
I am aware of the board's legal and compliance responsibilities	<b>4</b>	
<b>1e. Compliance</b>		
I feel able to speak up if I am concerned about non-compliance and unethical behaviour	<b>4</b>	<i>This is an area of strength with governors committed to ensuring compliance. The Board has support from a professional clerk and the LA's governance services professionals.</i>
I recognise when independent, expert advice may be required	<b>3</b>	
I know, and can identify with, the community served by the school	<b>4</b>	
I understand the legal responsibilities of governing boards in relation to equalities	<b>3</b>	
<b>2. Equality, diversity and inclusion</b>		
I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policy and practice)	<b>3</b>	<i>The Board has completed a diversity audit which will inform recruitment. The Board has a number of governors with expertise in equality, diversity and inclusion</i>
I have knowledge, experience or training that will help me to promote diversity and inclusion	<b>3</b>	
I can confidently challenge behaviour, attitudes and practices which are detrimental to creating an inclusive culture	<b>4</b>	
I can interpret relevant data and insight to identify issues and ask questions relating to equality and inclusion	<b>3</b>	