

Governor  
**DIVERSITY**

ANNUAL REPORT

**2024-25**

# Introduction

This report outlines the work undertaken by Camden Learning and Camden Council during 2024-2025 to strengthen the diversity, effectiveness, and representativeness of governing bodies across Camden's maintained schools and academies. Strengthening the diversity of Camden's school governors remains central to our shared ambition that school leadership reflects the borough's communities and that all children and families can participate fully in shaping their education.

# Executive Summary

Camden Learning remains committed to the foundation set out in [Building Back Stronger: Camden's Education Strategy to 2030](#) to build an ambitious inclusive education system where leadership and governance reflect the diversity, strengths and lived experiences of Camden's communities.

The Governor Diversity Survey continued to build our understanding of representation across Camden school's governing bodies, with a modest increase in responses on last year. This report summarises this year's diversity findings, analysing four-year trends, and identifying practical priorities for further strengthening representation, participation and leadership across Camden's governing bodies. The data from the last year shows a moderate increase in the proportions of Black and Asian Governors represented on Camden Governing Boards, and highlights areas where further progress is needed.

We are determined to use these insights to build towards long-term, sustainable change. This year's data set provides a clear, evolving picture of representation across Camden's school governors. The data shows a steady and encouraging shift in the diversity of Governing boards, though a continuing underrepresentation of some key groups.

2024-25 has also seen the growth of powerful networks that are shaping a more inclusive leadership landscape in Camden. [The Global Majority Governors Network \(GMGN\)](#) continues to strengthen connection, advocacy and support for governors from underrepresented ethnic backgrounds, while the Young Governors Initiative is building a dynamic new pipeline of diverse young people into school governance.

Alongside these governance focused developments, Camden Learning's [Black, Global Majority, and Heritage \(BGMH\) Educators Network](#) - delivered in partnership with [The London Diocesan Board for Schools \(LDBS\) Platform Programme](#) - is supporting Black and Global Majority Heritage educators to connect, develop and explore leadership pathways across Camden schools. In the Autumn of 2025, Camden Learning also launched a Race Equality and System Leadership development programme for school leaders.

## Priorities for 2026-27 to further strengthen our ongoing work:

While the work is far from complete, Camden is moving in a clear and deliberate direction. We will now build on this work through the following steps to strengthen our ongoing initiatives:

- **Build on our inclusive outreach programmes** including through a new phase of the Young Governors Initiative, supporting entry routes by placing young people from diverse ethnic, gender and socioeconomic backgrounds onto Camden governing boards
- **Strengthen pathways into leadership and governance** including through the ongoing work of the Global Majority Governors Network in enabling connections, peer support and shared learning among Black, Asian and Global Majority governors
- **Enhance outreach and engagement**, to raise awareness of governance opportunities and broaden participation among underrepresented groups, including exploring connections with faith and belief communities, professional associations, and voluntary sector networks
- **Support board level reflections** on composition, recruitment, and succession needs - by building on our signposting of tools, guidance, and support to school governing bodies
- **Reduce practical barriers** by sharing clear and concise vacancy information to help potential governors understand the roles and expectations of joining a governing body

The foundations built over the past four years now provide a strong platform for the next phase of work; one centred on collaboration, representation and meaningful inclusion across every part of Camden's education system.

# Background

Increasing the diversity of governing bodies aligns with two key ambitions for Camden:

## 1. The Camden 2030 Mission

*“By 2030, those holding positions of power in Camden are as diverse as our community - and the next generation is ready to follow.”*

This mission frames representation not merely as an aspiration, but as a borough wide commitment to equity, civic participation and inclusive leadership.

## 2. National expectations for inclusive governance

The [Maintained School Governance Guide](#) emphasises that governing bodies should reflect the diversity of the communities they serve, in line with the [Equality Act 2010](#). A diverse governing body:

- promotes an inclusive school environment
- provides diverse role models for staff and young people
- provides a variety of skills, experiences, qualifications, characteristics, perspectives and backgrounds
- promotes open debate informed by a range of voices and views
- prevents the governing body being dominated by one perspective
- promotes effective decision making

Taken together, these principles reinforce the critical role that diverse governing bodies play in sustaining effective, independent and equitable school leadership. They underpin the value of inclusive governance not only as a matter of compliance, but as a strategic driver of strong challenge, sound decision-making and improved outcomes for pupils and communities. These expectations have therefore directly informed Camden Learning’s ongoing approach to strengthening diversity within school governance.

# Evidence base for Camden Learning's approach

Our approach to understanding representation, lived experience and barriers within school governance has historically been shaped by two core strands of evidence.

## 1. Qualitative insight (2021)

*The Experiences of Governors of Black, Asian and Other Ethnicities on Camden Governing Bodies* (Diversity Working Group, November 2021) provided powerful qualitative insight into inclusion, representation and progression, highlighting issues that continue to inform our strategic focus.

## 2. Annual diversity surveys (2021-2025)

Undertaken consistently from 2021 to 2025, the diversity surveys have established a stable four-year dataset tracking demographic patterns across governing boards. These findings - benchmarked against national, GLA and school census data - support reflective practice in schools and provide a reliable basis for understanding long-term trends in governance diversity.

More recently, emerging initiatives and networks have begun to offer additional insight into the experiences of underrepresented groups and the conditions that support participation, confidence and progression.

## 3. The Young Governors Initiative

Provides a proactive entry route into school governance, placing young people from diverse ethnic, gender and socioeconomic backgrounds onto Camden governing boards as associate members. Through targeted recruitment, structured induction, and partnership with [Governors for Schools](#), the initiative offers insight into the motivations and experiences of younger and more diverse volunteers, helping Camden understand the barriers and enablers within the early leadership pipeline and offering evidence on how inclusive recruitment can broaden participation in governance.

## 4. The Global Majority Governors' Network (GMGN)

The GMGN is strengthening representation and leadership among Black, Asian and Global Majority governors, through advocacy, peer support and shared learning. It has created an intentional space for newer and underrepresented governors to take an active role in boroughwide discussions. Through targeted development sessions, networking forums and opportunities to contribute to thematic working groups, governors who might previously have felt on the margins are now more visible, more engaged and increasingly confident in shaping the governance agenda. There is further potential to build this into a fuller leadership pathway over time, but the foundations for a more representative and empowered governor community are already taking shape.

# Importance of Understanding Governor Diversity

Against this national backdrop, Camden continues to develop a clearer evidence base on the diversity of its governing bodies. Since 2021, Camden Learning has collected annual demographic data from governors, enabling year-on-year and multiyear comparisons. The resulting dataset allows Camden to monitor representation, understand emerging trends, identify persistent gaps, and support governing bodies to reflect on their own recruitment and succession planning on year and multiyear comparisons.

The resulting dataset allows Camden to monitor representation, understand emerging trends, identify persistent gaps, and support governing bodies to reflect on their own recruitment and succession planning.

The Camden Education Strategy to 2030 identifies inclusion as one of the four foundations for the borough's future education system:

An ambitious inclusive system breaks down barriers to learning by calling out inequalities, acting to address them, making sure children and young people feel a strong sense of belonging to school and community so that no one is left behind.

## The four foundations for the borough's future education system



A strong  
place-based  
system



**An ambitious,  
inclusive  
system**



A collaborative  
and federating  
system



Think,  
test and  
learn

The foundation of building an ambitious inclusive system establishes inclusion as a system wide expectation. It emphasises that schools, partners and civic leaders must work collectively to remove structural inequalities, ensure equitable access and participation, and uphold high ambitions for every child and family.

Within this strategic framework, diverse school governing bodies are understood as a structural feature of an inclusive system. Representation at board level strengthens accountability, enhances decision making and ensures that leadership aligns with the borough's communities, strengths and lived experiences. The diversity of governing bodies is therefore a core mechanism through which Camden advances its 2030 ambition that local leadership reflects the borough's full diversity and ensures that leadership aligns with the borough's contexts.

# Diversity Survey Findings

In summer 2025, Camden Learning again collated diversity information from governing bodies. A total of 163 governors completed the survey, around 26% of Camden's estimated governing body population. This represents a small but positive increase in engagement compared with last year's return of 25%. The 2024-25 results and methodology are presented in Appendix A.

The 2024-25 results show several positive long-term trends, including moderate increases in Asian and Black representation, steady disability representation, and stronger female engagement. Camden also continues to show a more diverse profile than the national picture reported in the NGA's Annual Governance Survey, though - like the national trend - White governors remain overrepresented.

The age profile is a particularly important context this year. Camden's governor population continues to be weighted towards those aged 45 and above, with a noticeable proportion aged 60+. This reinforces the value of initiatives such as the Young Governors Initiative, which is introducing younger and more diverse voices into governance and helping establish a more balanced long-term pipeline.

Taken together, these factors form the strategic context for Camden's approach to inclusive governance:

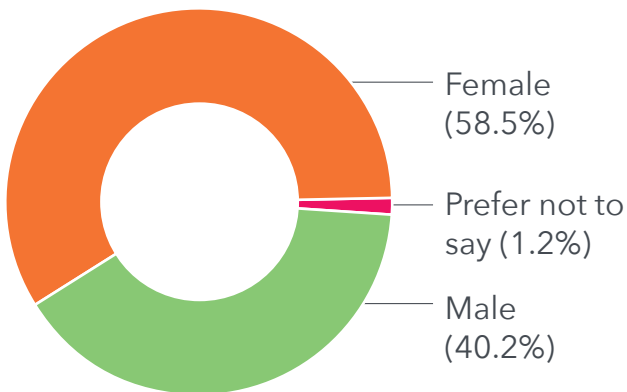
- a clear borough level commitment to representation and equity,
- national expectations around inclusive and independent governance, and
- a growing local evidence base that now supports more targeted and informed action.

Participation in the survey continues to vary across different groups. Some governors now record their demographic information directly on GovernorHub, which may affect whether they choose to complete a separate survey. Camden Learning will review the timing of the survey and how it is communicated for 2025-26 to encourage wider participation and ensure the data remains useful for boroughwide analysis of inclusive governance.

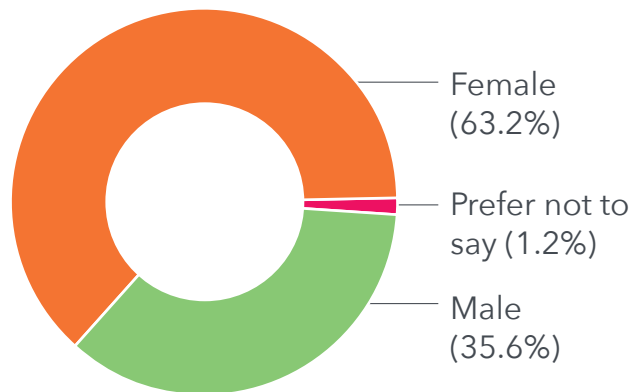
# Year on year comparisons between 2023-24 and 2024-25

## Gender

(2023/24) - All responses



(2024/25) - All responses

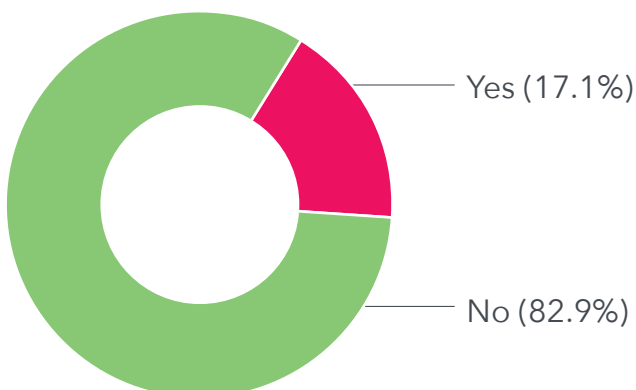


Female governors make up a clear majority in both years, rising from around 59% in 2023-24 to just over 63% in 2024-25, while male representation has fallen from roughly 40% to 36%. This reflects strong engagement from local communities and mirrors wider national patterns, where NGA notes that many boards draw heavily from parent and community networks, often resulting in higher female participation.

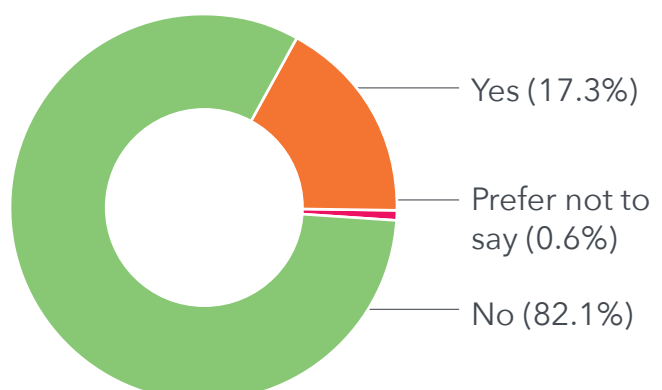
However, the same data can also be read as a signal that Camden should actively broaden recruitment; particularly by encouraging more men, and especially men from underrepresented backgrounds, to join governing bodies. [NGA guidance](#) highlights that underrepresentation in any group should trigger targeted recruitment and outreach, ensuring boards bring a full range of perspectives and lived experience to decision making.

## Disability

(2023/24) - All responses



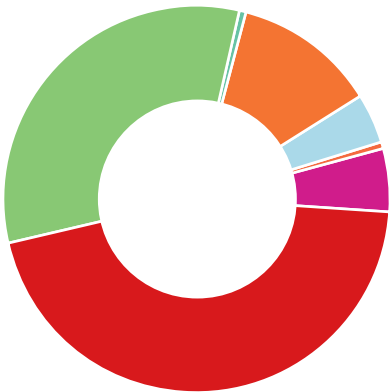
(2024/25) - All responses



The proportion of governors reporting a disability remains stable year on year at approximately 17%. This is unchanged from 2023-24. While this level is higher than earlier estimates of disability representation within the wider Camden population, direct comparison is limited by differences in definitions and self-reporting practices. The data does, however, continue to highlight the importance of ensuring that governance roles and meeting arrangements remain accessible and inclusive.

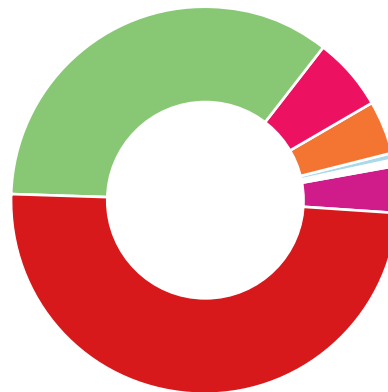
## Religion or Belief

(2023/24) - All responses



- Christian - 45.3% (n=73)
- No religion - 32.3% (n=73)
- Muslim - 0.6% (n=1)
- Jewish - 11.8% (n=19)
- Hindu - 4.3% (n=7)
- Buddhist - 0.6% (n=1)
- Prefer not to say - 5% (n=8)
- Other - 0% (n=8)

(2024/25) - All responses

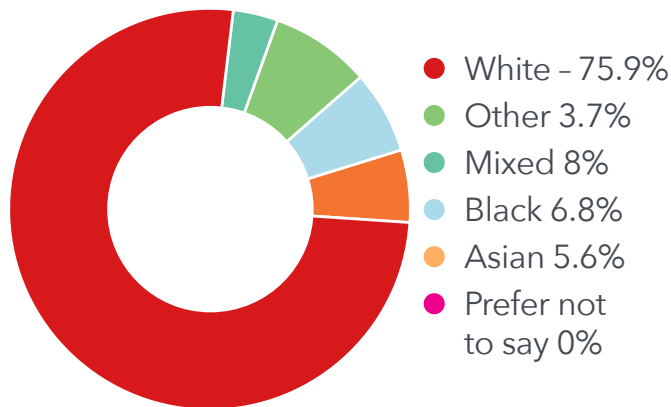


- Christian - 49.7% (n=81)
- No religion - 35% (n=57)
- Muslim - 6.1% (n=10)
- Jewish - 4.3% (n=7)
- Hindu - 0.6% (n=1)
- Buddhist - 0.6% (n=1)
- Prefer not to say - 3.7% (n=6)
- Other - 0% (n=8)

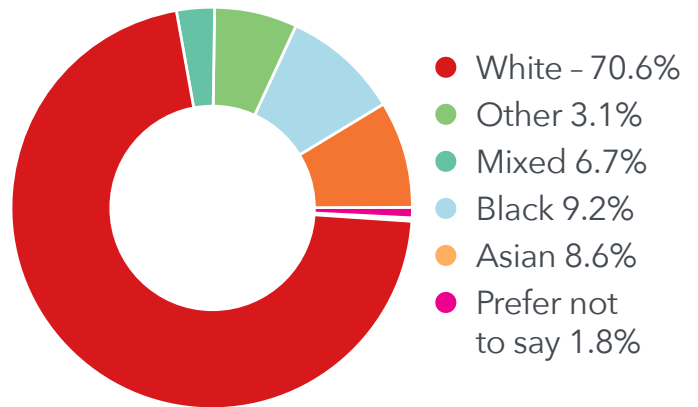
The overall distribution remains broadly stable year on year. Christian and “No religion” continue to account for the largest shares; of those who stated a belief, 2024-25 shows a modest increase in Muslim representation, with other categories broadly steady year-on-year.

# Ethnicity

(2023/24) - All responses



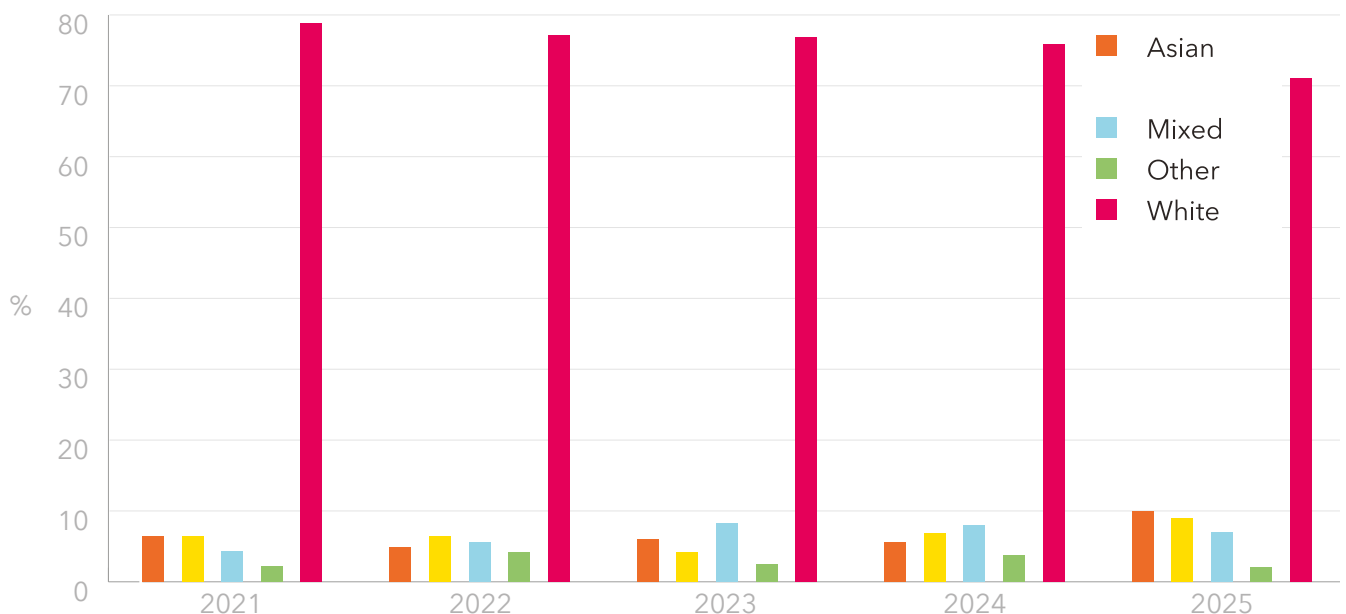
(2024/25) - All responses



Broad ethnicity profile remains similar across 2023-24 and 2024-25, with White governors continuing to make up the majority. Year-on-year, the proportion of governors identifying as White has decreased slightly, while the proportions identifying as Asian and Black have increased. Mixed and Other categories remain smaller but broadly stable. In the most recent available data, 59.5% of Camden residents identified as White, 18.1% Asian, 9.0% Black, 6.6% Mixed, and 6.8% other ethnic groups.

# Ethnicity over time

2021 to 2024/25 (% of respondents, excl. PNS)



These changes are modest but consistent with the multi year trend of slow diversification, and they highlight opportunities for governing bodies to focus on targeted recruitment to broaden representation. Nationally, under representation among minority ethnic groups remains longstanding: [NGA's Everyone on Board campaign 2023](#) noted that 93% of respondents to NGA's national governance survey identified as White, indicating that the issue is widespread rather than unique to Camden.

# Summary of Progress

Work undertaken during the last period has contributed to building a clearer picture of representation across Camden's governing bodies and supported the development of activities used to inform the Camden's approach to inclusive governance.

## **1. Embedding the 'collect, count and review' approach**

Annual diversity surveys have now been undertaken from 2021 to 2024-25, creating a consistent dataset and enabling meaningful year on year and multiyear comparisons. This routine process has helped strengthen understanding of board composition across Camden and supports reflective practice at school level year-on-year and multiyear comparisons.

## **2. Promoting and explaining governance roles**

Engagement continued across a range of forums, including local events, community conversations and borough wide training sessions. These activities contributed to raising awareness of governance opportunities and improving understanding of the role among under represented groups.

## **3. Support for Black, Asian and other minority ethnic governors**

This priority area developed significantly during 2023-24 through the growth of the Global Majority Governors Network (GMGN), which now provides a supportive space for connection, advocacy and peer learning. Alongside this, the Young Governors Initiative has introduced a more diverse pipeline of young people into governance, with positive feedback from participants and Chairs. Together, these developments have strengthened support for underrepresented governors and broadened early engagement with governance.

## **4. Improving promotional materials and vacancy communication**

Progress in this area focused on making vacancy information clearer and more accessible, including through the use of plain English messaging and simplified role descriptions. Learning from GMGN and the Young Governors Initiative provides useful insight for refining promotional approaches in future.

## Overall summary of progress

Across these four areas, the work undertaken in 2023-24 helped consolidate the foundations established since 2021. The strengthened annual dataset, the development of GMGN, and the emergence of the Young Governors Initiative now provide a more coherent base for shaping Camden's next phase of work on inclusive governance.

Camden's work on governor diversity has continued to evolve over the past year, supported by an annual dataset, strengthened peer networks, and growing opportunities for collaboration across the wider education system. The four-year data collection cycle has given Camden Learning a clearer understanding of representation across governing bodies and supports the Education Strategy's commitment to building an ambitious inclusive system, where decision-makers better reflect the communities they serve, with increasing numbers of Governors from non-White backgrounds now represented on Governing Boards.

Alongside the survey, the development of the Global Majority Governors Network (GMGN) and the early momentum of the Young Governors Initiative have created new routes into governance for individuals who have historically been underrepresented. GMGN's focus on advocacy, peer support and visibility is helping to strengthen participation and confidence among Global Majority governors, while the Young Governors Initiative is beginning to establish a more diverse early career pipeline of volunteers who bring fresh perspectives to Camden's schools.

Beyond governance, there is also increasing alignment with wider workforce initiatives in Camden schools - most notably the [BGMH Educators Network](#), delivered in partnership with [The LDBS Platform Programme](#). This network provides a supportive space for Black and Global Majority Heritage educators, offering community, professional learning and mentoring pathways, with the aim of increasing diversity in school leadership across the borough. Together, these initiatives demonstrate the value of working collaboratively with partners who share a commitment to representation and inclusion.

# Priorities for 2026-2027

## **Building future pathways:**

The Young Governors Initiative offers a promising route into governance for younger and more diverse residents, many of whom bring valuable lived experience and strong civic motivation. As planning begins for the proposed 2026-27 cohort, there is scope to build on learning from the first cycle and explore how young governors might continue contributing to outreach, visibility and community engagement. Over time, this can support a broader and more diverse pipeline into governance roles.

## **Strengthening the Global Majority Governors' Network (GMGN):**

Continues to be an important forum for Global Majority governors who want to play a stronger role in Camden's governance landscape. Alongside providing a space to share experiences, the network is increasingly focused on helping members build confidence, visibility and leadership within their own boards. Over the coming year, the network will continue to strengthen how members support each other, share insights and work together on common challenges, while also developing its role in advocacy and outreach. There is potential for members to contribute more actively to wider recruitment, mentoring and community engagement activity, helping ensure that Global Majority governors are not only represented but able to progress and lead within Camden's governance community.

## **Enhancing outreach and engagement:**

There is value in further developing outreach activity by drawing on the insight and experience within GMGN and continuing to explore connections with faith and belief communities, professional associations, and voluntary sector networks. Such engagement can help raise awareness of governance opportunities and broaden participation among groups who remain underrepresented.

## **Supporting board level reflection:**

Governor Services will continue to signpost tools available through GovernorHub that can help boards reflect on their own composition, recruitment practices and succession needs. These resources can support governing bodies to consider potential gaps linked to emerging vacancies and to use role descriptors and skills or lived experience matrices when planning recruitment.

## **Reducing practical barriers:**

Clear and concise vacancy information, written in plain, jargon free language, helps ensure potential governors understand the role and expectations. Combined with flexible meeting arrangements, this supports wider participation and makes governance more accessible to people with differing work and caring commitments.

## **Improving data quality and survey participation:**

Camden Learning will review the timing and communications for the annual survey to encourage wider participation and strengthen future datasets across Camden. Survey summaries will continue to be shared with schools to support board level reflection as part of broader self-evaluation processes.

## **Supporting succession and development:**

Governing bodies and chairs may wish to consider informal approaches, such as buddying or shadowing, that support governors who express interest in contributing to committee or leadership roles. Any such approaches would be determined locally by individual boards in line with their own context and priorities.

# Appendix & Methodology

## Purpose of the Survey

The Governor Diversity Survey provides an annual dataset on the demographic composition of governing bodies across Camden's maintained schools and academies.

The purpose of the survey is to support inclusive governance by:

- understanding the extent to which governing bodies reflect the communities they serve.
- monitoring trends over time from the 2021 baseline onwards.
- informing recruitment, retention and succession planning.
- identifying where representation gaps persist; and
- supporting Camden Learning's commitment to building an ambitious inclusive system.

The survey is voluntary and self-reported. Data is collected annually and shared with governing bodies as part of Camden's support for improving governance practice and strategic leadership.

## Data Sources

This report draws on:

- Annual Governor Diversity Surveys conducted by Camden Learning in 2021, 2022, 2023, 2024 and 2025.
- Governing body records maintained by schools and clerked by Governor Services.
- Demographic comparators from the Greater London Authority (GLA), national datasets, and Camden's education strategy and community data.

The 2023-24 baseline figures are taken from the Governor Diversity Annual Report 2023-24, and earlier years (2021-2023) from the published survey returns and associated analysis.

## Scope and Coverage

The survey covers all governors serving in Camden's:

- local authority-maintained primary, secondary and special schools.
- academies that choose to participate in Camden Learning's shared governance work.
- co-opted, parent, staff, foundation, partnership and local authority governor categories.

Completion is voluntary, and response levels vary by characteristic. As in previous years, not all governors completed every question. This is a known feature of self-reported equalities monitoring and is managed through careful denominator selection.

## Treatment of "Prefer Not to Say" and Missing Data

To ensure consistency with national practice and maintain comparability with the 2023-24 methodology, the following conventions were applied:

- **Ethnicity, Gender and Age:** Percentages exclude "Prefer not to say" (PNS) responses from the denominator. PNS is shown separately.
- **Religion or Belief:** Percentages are calculated *only* from governors who stated a religion or belief. PNS is again shown separately.
- **Disability:** Percentages reflect all governors who stated **Yes** or **No**. PNS responses are shown separately but excluded from the denominator.
- **Rounding:** All percentages are rounded to one decimal place, except where otherwise required for consistency with earlier published data.

"Prefer not to say (PNS) responses are shown separately throughout and are not merged into other categories or suppressed." This approach ensures that reported percentages reflect the views of respondents who provided usable data, while retaining transparency about PNS rates.

## Small Number Considerations

Because this report presents borough-level aggregated data, not school-level breakdowns, small numbers do not pose a risk of indirect identification. As in the 2023-24 report, all categories are presented transparently, including those with fewer than five respondents. This approach is consistent with Camden Learning's equalities monitoring methodology and national practice for reporting self-declared diversity data.

## Year on Year Comparison and Trend Analysis

The report provides:

- Year on year comparisons between 2023-24
- Multi-year trend analysis from 2021 onwards

Where relevant, Camden's results are considered in relation to national patterns identified in the [National Governance Association's Annual Governance Survey 2025](#).

## Limitations

While the data provides a valuable picture of representation across Camden's governing bodies, the following limitations apply:

- Response rates vary year to year.
- Some demographic categories have low numbers, which limits the strength of conclusions.
- Self-reporting creates inevitable gaps and may underrepresent particular groups.

Despite these limitations, the dataset remains robust for monitoring trends, highlighting areas of underrepresentation and informing strategic action.

# Appendix

Disability, Health Condition or Learning Difference	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
With a disability	19	11%	44	17%	43	14%	28	17%	28	17%
Without a disability	152	89%	219	83%	265	86%	136	83%	133	83%

Note: % Return is calculated as % of all responses.

Ethnicity - Based on Census high-level ethnic groups	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
Asian, Asian British, Asian Welsh	12	6%	13	5%	19	6%	9	6%	16	10%
Black, Black British, Black Welsh, Caribbean or African	12	6%	17	6%	13	4%	11	7%	15	9%
Mixed	8	4%	15	6%	26	8%	13	8%	11	7%
Other	4	2%	11	4%	8	3%	6	4%	3	2%
White	149	80%	206	77%	243	77%	123	76%	115	71%
Prefer not to say	2	1%	6	2%	5	2%	0	0%	3	2%

Note: % Return is calculated as % of all responses.

## Gender

	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
Female	112	60%	167	63%	198	63%	96	59%	103	63%
Male	72	39%	98	37%	114	36%	66	40%	58	36%
Other (Please describe)	1	1%	0	0%	0	0%	0	0%	0	0%
Prefer not to say	2	1%	0	0%	1	0%	2	1%	2	1%

Note: % Return is calculated as % of all responses.

## Religion

	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
Buddhist	2	1%	4	1%	0	0%	1	1%	1	1%
Christian	62	37%	115	43%	131	42%	73	45%	81	50%
Hindu	3	2%	2	1%	4	1%	7	4%	1	1%
Jewish	13	8%	24	9%	31	10%	19	12%	7	4%
Muslim	10	6%	10	4%	15	5%	1	1%	10	6%
No religion or belief	57	34%	101	38%	120	39%	52	32%	57	35%
Other	4	2%	0	0%	0	0%	0	0%	0	0%
Prefer not to say	16	10%	11	4%	10	3%	8	5%	6	4%
Sikh	1	1%	0	0%	0	0%	1	1%	0	0%
Not disclosed	0	0%	0	0%	0	0%	0	0%	0	0%

## Sexuality

	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
Bi	2	1%	7	3%	10	3%	7	4%	2	1%
Gay/Lesbian	15	9%	20	7%	29	9%	13	8%	12	7%
Heterosexual	125	74%	233	87%	258	82%	138	85%	142	87%
Prefer not to say	19	11%	7	3%	16	5%	4	2%	7	4%
Prefer to self-describe	8	5%	0	0%	1	0%	0	0%	0	0%

Note: % Return is calculated as % of all responses.

## Age

	Governors Returning the Survey									
	2021		2022		2023		2024		2025	
	Number	% Return	Number	% Return	Number	% Return	Number	% Return	Number	% Return
18-25	1	1%	0	0%	0	0%	0	0%	1	1%
25-34	7	8%	13	5%	19	6%	12	7%	11	7%
35-44	11	12%	42	16%	61	20%	26	16%	26	16%
45-54	29	31%	96	36%	105	34%	48	30%	47	29%
55-64	28	30%	63	24%	69	22%	32	20%	31	19%
65 and over	15	16%	50	19%	55	18%	44	27%	41	25%
Prefer not to say	2	2%	3	1%	3	1%	0	0%	6	4%

Note: % Return is calculated as % of all responses.

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