



WEST NOTTINGHAMSHIRE COLLEGE
CORPORATION BOARD

Minutes of the Corporation Board meeting held on Thursday 9th May 2024 at 17:00

GOVERNORS

PRESENT:

Kate Truscott, Chair
Andrew Cropley, Principal and Chief Executive Officer
Alison Griffiths
Charles Heaton
Theresa Hodgkinson
Neil McDonald
Spencer Moore
Jane Peacock
Edward Rawson
Keith Spiers (from 17:30)
Scott Smith, Staff Governor (Academic)
Andrew Spencer, Staff Governor (Support)
Amaya Waddingham, Student Governor
Morgan Williams, Student Governor

ALSO IN

ATTENDANCE:

Louise Knott, Vice Principal: Communications, Engagement & Student Experience
Diane Booth, Vice Principal: Curriculum & Quality
Jon Fearon, Finance Director
Gavin Peake, Director: IT, Estates & Learning Resources
Sian Geeson, Head of Human Resources
Eloise Hopkinson, Clerk to the Corporation

		ACTION by whom	DATE by when
1	<u>WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u> Apologies for absence were received from David Gillies, Paul Wheeler and Ben Owen.		
2	<u>DECLARATIONS OF INTEREST</u> The chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.		
3	<u>MINUTES OF THE MEETING HELD ON 8TH FEBRUARY 2024</u> The minutes were reviewed and it was agreed that they were an accurate record of discussions.		

Signed: Kate Truscott Chair

Date: 11/07/2024

AGREED: to approve the minutes of the meeting held on 8th February 2024.

There were no matters arising.

4 ACTION PROGRESS REPORT

The board was happy to note the content of the update provided.

5 SCENE SETTING

The chair briefly set the scene for the meeting, indicating that reports would be taken as read in order to ensure that more time could be allocated to questioning and challenge rather than presenting.

6 BALANCED SCORECARD AND ANNUAL KPIS 2023/24

The principal informed governors that there were more items RAG-rated red on the scorecard than he would usually be comfortable with. Updates were then presented as follows:

Apprenticeships earnings

Issues have been caused by the economy and employers' nervousness to take on new apprentices. When looking at the wider picture, it was clear that finances remained robust. It was expected that there will be a good level of demand in the medium term and in the new academic year, and staff teams were already well-placed to receive this demand.

Attendance

Attendance overall was below where college leaders would prefer it to be, and teams have been challenged to ensure that as much as possible is being done to drive improvements. The national picture also showed lower attendance than historical norms. The principal reminded governors of the fact that the college has deliberately taken on and designed programmes which attract learners for whom attendance is more of a challenge. He indicated that the college should be chasing outcomes rather than attendance, albeit while keeping attendance as high as possible. However, particular improvements were needed to make digital skills sessions more attractive to students.

Progress against target grades

The principal explained that very hard targets have been set, particularly for progress against target grades in English. Nonetheless, there were still concerns about the progress of learners. The quality of teaching is strong, particularly in English, but some students find it difficult to engage with both maths and English. The principal suggested that it would be good for governors to attend site during the summer exam days to see how distressed some young people are by exams, and dates can be obtained from the clerk upon request. That being said, he recognised that there was still a lot of work to do to ensure that students show progress from their mock examinations through to the main exams. The principal informed governors that there has been good

Signed: Kate Tiscott _____ Chair

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engagement with Century Tech, and the vice principal: curriculum and quality and her teams have worked really hard to drive this. Century Tech is a company which provides intelligent tools to support teaching and learning in English and maths. These tools include adaptive initial assessments and identification of gaps in knowledge to help guide learners toward improvement.

One governor questioned whether the college has been getting underneath students' reasons for non-attendance. Executive staff assured governors that teachers are speaking to parents and students, and a range of strategies had been implemented in addition to staff following up in this way, but there have been a lot of obstacles. For example, many students have chosen not to attend college after taking their synoptic assessments as they feel they have finished. Staff have been making phone calls and sending text messages, continuously communicating to bring students into college, but these attempts have been unsuccessful in some cases. Governors were informed that there have been common themes across the college, particularly an increase in mental health problems and social anxiety. Some students have needed – and continue to need – to prioritise work above college, but others have simply opted not to attend despite the best efforts of staff to encourage them to do so. Some areas have demonstrated good attendance, and staff in others have been working as hard as possible to bring students in. This issue has been on every Standards Committee agenda, but attendance is simply not improving enough. Governors were informed, however, that the college continues to do everything possible. Senior leaders advised that this was likely to be an issue for the next couple of years as the cohort of young people most affected by the pandemic filter through the system. The principal indicated that the key lies in making the curriculum so good that students simply don't want to miss lessons, meaning that it must be engaging and correctly pitched.

A challenge from one governor was that this lack of improvement is disappointing and that the reasons given for low attendance have been the same for several years. He challenged that, if the reasons behind the poor attendance really have remained the same, the data should have reached a steady state. However, there has been a deterioration this year. He indicated that it would be interesting to see the progress check 5 results, and he challenged again that attendance really must be improved. The finance director indicated that the mix of students has changed since previous years due to the introduction of the Boost, Engage and Mansfield Education Hub provision. This is another factor which will have impacted attendance. The finance director suggested that attendance should be broken down by level, in future, or this newer provision should be omitted from the data when comparing to previous years.

The vice principal: communications, engagement and student experience stated that safeguarding trends reflect the fact that the

VP: C&Q

July 2024

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challenges have greatly increased over the last six years, as had the number of students red-flagged on the at-risk system. She explained that the complexities were now very different to those seen six years ago.

The student governor asked whether students have been spoken to in order to ascertain why they are not attending. The vice principal: curriculum and quality indicated that the standards coach has spoken extensively to students. The outcomes of this have shown that some low attendance is due to behaviour management, so this was an area to work on. Another issue reported was demotivation due to having to resit English and/or maths yet again, particularly where students do not believe that they will ever pass. Again, methods have been implemented to overcome this.

Apprenticeships progress

The vice principal: curriculum and quality was asked to share a detailed update. She advised that retention was 1.1% better than at the same point last year, and fewer learners were at risk than at the same point in 2023. Clear details of interventions were shared by heads of department within the most recent apprenticeships monitoring meeting, and it was identified that learners were particularly struggling with maths. This is predominantly what has been putting them at risk. It was confirmed that learners are now using additional learning support, where needed, and Century Tech. Furthermore, additional lessons have been provided, and students requiring extra support with their endpoint assessments are being helped as needed. Recent OneFile data has been more positive than that seen previously. The vice principal indicated that, in some areas 100% of students' work has been undergoing internal verification, and this will continue until there is confidence that newer staff are marking accurately. This has caused delays, and staff absence has also had an impact. Therefore, although only a slight movement can be seen, it was reassuring for senior leaders to see this positive update.

Governors were also informed that the ESFA lead attended the apprenticeships monitoring meeting and has told the vice principal that he will report back to his colleagues about some of the challenges the college is facing. He sought clarification on how the college calculates its predictions and was impressed by the method applied.

Governors and senior leaders indicated and agreed that apprenticeship progress remains a concern. The principal explained that apprenticeships are very complex and often last up to four years, which is a challenge when many local employers are small businesses and often go out of business or change their structure. Another challenge encountered by the college has been when an employer wishes to employ a specific young person on an apprenticeship but this young person is not yet ready to undertake this learning. This recruitment is

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outside of the college's control, but the college is impacted if the young person struggles with the demands of the apprenticeship and, therefore, goes past their end date or does not complete their apprenticeship at all. The principal assured governors again that the college has been doing everything it can, but the challenges remain.

The vice principal reminded governors that the apprenticeships data is reflected on a four-year cycle and so still includes JTL. If the learners who were transferred to that provision are removed from the data, there is an improvement.

Adult enrolment

Adult enrolment within NG15-NG21 postcodes has fallen below the target set, but this was because of some opportunities to deliver outside of the college's immediate area. Although this has naturally reduced the overall percentage of adult learners within the college's immediate area, governors were assured that this is still a focus.

AGREED: to note the content of the report.

7 COMMUNITY PLEDGE 2024/25

The principal presented his covering report and the Community Pledge, which needs to be published and uploaded to the college's website by the end of June 2024.

The principal explained that the basic structure of the document had not been changed since last academic year. However, a small section had been added to include a statement from governors relating to what the college is doing to meet local skills needs. The principal indicated that he was asking governors to comment on the college's ambitions for 2024/25 and how well the conversations from the March strategy day have been covered within the document presented.

One governor fed back that the 'RICHER' acronym has been included in the wrong order. It was agreed that this will be amended. Governors were otherwise happy to approve to document as presented and to delegate authority to the chair to sign the statement on the Corporation Board's behalf.

Principal

May 2024

AGREED:

- to approve the proposed accountability statement with the slight amendment detailed above
- to authorise the chair to sign the document on the board's behalf.

8 QUALITY AND STANDARDS

The committee chair's report was taken as read and opened to any questions from governors. Governors indicated that they were assured of the progress made in respect of the Ofsted areas for improvement.

Signed: Kate Tiscott _____ Chair

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Governors viewed the Talking Heads video presented within the meeting. Apprentices' comments have been summarised below.

- Positive points about apprenticeships
 - Learning new things and being able to earn whilst still being at college; being able to study in a hands-on manner rather than purely academic.
 - Putting learning into context – being able to implement skills learned at work in college coursework, and vice versa. Some of the skills gained in college are things which there may not be time to learn 'on the job', improving wider skills which can then be applied in the workplace.
 - Being able to interact with other learners – learning from their experiences and developing knowledge; having the ability to socialise; cross-referencing and comparing learning and experiences.
 - Sitting exams alongside others makes them less daunting.
 - Having different tutors on the apprenticeship, depending on the topic.
 - Tutors are very supportive and willing to help, even if they are not specifically responsible for teaching that particular student.
 - The apprenticeship touches on a lot of different topics, so apprentices learn a range of skills relevant to their area of study.
 - The support given, both from tutors and workplace settings/employers.
 - Being treated as an adult.
 - Having access to the tools which are appropriate to the trade.
 - Apprentices enjoy studying topics and trades about which they are passionate.
 - Specifically in engineering, the combination of hands-on work and the application of maths.
- Apprentices were asked how what they learn at college links to what they do in the workplace:
 - Techniques learned at college are regularly needed within the workplace, making it easier to perform at work and increasing productivity as well as enabling apprentices to take on more advanced tasks at work.
 - Work is more hands-on, in some subjects, whereas the college provides the more theoretical knowledge behind those skills, enabling more correlation and ensuring things make sense to the apprentice.

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- Assessor visits are valuable and provide apprentices with advice which they can then implement within their workplace setting.
 - College study provides those skills which apprentices may not have cause to use regularly at work.
 - The workplace enables further opportunities to practise skills repeatedly and thereby refine them.
 - Skills learned at college enable apprentices to branch into different but related roles at work, as well as giving them more of an insight into the industry.
- Suggestions to make apprenticeships better:
 - More skills days – e.g. covering the basics of working in the apprentice's chosen industry.
 - Particularly within construction trades, the opportunity to go outside of college and apply skills in 'real life' situations rather than being restricted to the facilities within the college campus.
 - One apprentice had no recommendations for improvement and indicated that they would recommend the college to anyone who was interested in undertaking an apprenticeship.
 - More visitors/guest speakers to give students a wider view of the industry they wish to enter, further boosting their skills and informing them of other courses, training, workplaces, etc. which might be relevant to their aspirations. In summary, more opportunities for further learning.
 - Linked to the above, ambassadors or representatives for the brands used in college to attend as guest speakers.
 - The opportunity to undertake more courses outside of college and work.
 - Next steps – where students can go next and the opportunities which they could possibly pursue within their career and study.
 - More project-based work, and the opportunity to then be graded on a large final project.
 - More equipment within college; newer, more current equipment which has not been used (or, in the case of some courses, dismantled and reassembled) by a lot of apprentices over the years.

AGREED:

- to note the content of the summary report and the Talking Heads video
- to note the content of the minutes of the meeting

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- to note the content of the reports relating to the Ofsted areas for improvement, attendance and apprenticeships, and safeguarding and Prevent.

9 **EMPLOYER ENGAGEMENT STRATEGY UPDATE**

The vice principal: communications, engagement and student experience presented this update, particularly providing an update in relation to progress against key milestones as follows:

- Eight out of nine employer advisory panels have been held successfully, but the engineering panel has had to be rearranged twice due to low attendance from employers. The main reason for this has simply been other demands on their time. The college has explored using the East Midlands Chamber's app to engage employers in a virtual way rather than requiring physical attendance and it is hoped that this will help. The college has done a lot of work in relation to communication with employers by using LinkedIn, resulting in an increase of followers by just over 2,000. LinkedIn engagement for the college is around 2% better than for other colleges. The vice principal and her team are particularly proud of the supported internship programme and having been successful in winning the National Grid supported internship contract. Colleagues are now exploring how to capitalise on this with other employers.
- The college was less far forward on exploring how to capitalise on the relationship with Nottingham Trent University and how this partnership can be used to provide a full offer from Level 2 to Level 7. Progress has been slow, and this has not moved forward in any significant way. The vice principal advised that recent staffing churn at the university has not helped; however, things should now have stabilised so it may be possible to make progress.
- No progress had been made in relation to the non-apprenticeship recruitment service. However, governors were reminded that this has been included as an objective in the 2024/25 Community Pledge and, as such, will be a priority moving forward.

The vice principal provided governors with an update in respect of Mansfield & Ashfield 2020 (M&A2020), of which the college has been a patron for a long time. M&A2020 has faced significant challenges over the past two years, not least that the number of paying subscribers had reduced over the pandemic to only 87. The college had seconded a staff member into the organisation to support improvements as a short-term measure. However, it has now been agreed that, alongside Nottingham Trent University and the two district councils (Mansfield and Ashfield), the college will take over management of M&A2020 for around two years with the intention to increase paying members and improve the organisation's offer. Governors were informed that this will benefit the college and the university in terms of engagement with

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employers whom it would possibly not otherwise reach. It is hoped that, with this support, M&A2020 will eventually become a separate entity again. M&A2020 does have an operating budget which will transfer into the college. The seconded WNC staff member will manage the operation of the company until it is able to function alone.

The Employer Engagement Strategy was due for revising and will be included within the agenda for the strategy day on 13th June. However, a copy of the document was provided to governors and they were welcomed to comment within the meeting or via email to the vice principal, or wait to provide feedback during the strategy day.

A challenge was raised by the chair in relation to which committee agreed to support M&A2020, and she questioned whether there is any risk to the college. The finance director indicated that the organisation will be funded through the Local Skills Improvement Fund and via partner contributions. There will definitely be no cost to the college within the first year, and the matter will then be reassessed. Governors acknowledged that the activity could be considered complementary to the college's employer engagement process but indicated that, as the college is not a business development organisation, it could be argued that this activity is not a core part of the college's purpose. The principal responded to this challenge, explaining that it is important to find as many ways to engage with local employers as possible, and the 2020 network will enable new engagement opportunities. Through this, the college will build stronger employer links, benefiting employer advisory panels and ensuring that external speakers can be engaged more easily. The college's support of the M&A2020 organisation will be a way of sustaining the network within the local community. The principal indicated that he would still be comfortable that this support aligns with the college's purpose even if there were a cost, but the matter would be brought to governors for approval should any such cost ever arise.

One governor agreed that, while this may not be a typical core part of college business, it does increase the chances of young people being engaged in local employment and work experience opportunities and thereby underpins what the college is trying to achieve and its ability to deliver wider strategic aims. Another governor, whose organisation is also a patron of M&A2020, indicated that all patrons are equal and have all acknowledged the value this brings.

It was suggested that report be brought to the Corporation Board in May 2025 to give assurance and look at ways forward, as there could be a number of options at that time. M&A2020 currently has a good network, and it is hoped that this will only increase; however, it is necessary to retain focus. Governors were assured that feedback from employers will be obtained to ensure the organisation meets need. Mansfield & Ashfield 2020 will be added to the Employer Engagement

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Strategy and an update brought to board every time employer engagement is included on the agenda.

AGREED:

- to note the content of the update.
- to look at employer engagement strategy at June's strategy day
- that Mansfield & Ashfield 2020 will be added to the Employer Engagement Strategy and an update brought to the board every time employer engagement is on the agenda (in addition to the more detailed update in May 2025).

10

PARENTAL ENGAGEMENT

Governors were given a short presentation by the vice principal: communications, engagement and student experience and were asked to comment on where parental engagement should fit, taking into account other priorities. She indicated that, within her presentation engagement had been broken down into pre- and post-enrolment, and she clarified that engagement via Facebook is predominantly for parents as young people no longer tend to use that social media platform.

Governors were informed that past parental engagement activity has been as follows:

- Pre-application:
 - Careers education, information, advice and guidance
 - School options events
 - Open events
 - Targeted information events for parents
 - Social media
 - College website
 - Pre-application visits to the college
 - Education, health and care plan (EHCP) consultations
- Pre-enrolment:
 - Monthly cross-college information evenings for parents
 - Curriculum-specific 'meet the tutor' events
 - Tours and/or transition visits
 - Assessment of support needs (welfare and special educational needs and disability [SEND])
 - Liaison with external professionals
 - Application summaries
 - Student bursary information
 - 'Welcome to West Notts' information booklet
- On programme:
 - Progress reports
 - Parents' evenings
 - Celebrating success (via postcards and letters or social media posts and news articles)

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- Promoting adult learning
- Student awards events
- Careers newsletter
- Calls home in relation to attendance, behaviour and/or safeguarding
- Termly support plan reviews
- Annual EHCP reviews

The vice principal indicated that there is a lot of activity pre-enrolment, but the college has few standardised mechanisms post-enrolment for parents to be regularly informed of progress. She questioned whether this should even be widely available as the students are young adults even when, until they are 18, they are minors. It was agreed that parents would probably wish to at least have information in relation to their child's assignments and deadlines, any kit requirements, and general expectations relevant to the course and college life. It was agreed that parents should be given a one-page 'key facts' summary, and the vice principal: curriculum and quality confirmed that this has already been discussed with assistant principals and will be implemented for 2024/25.

Governors questioned whether the college has involved parents early enough when there are attendance and/or behaviour concerns, and it was confirmed that some areas have been better than others in doing this. It was agreed that these are the two areas for improvement and so should be the focus moving forward.

The vice principal asked governors whether they feel parental engagement should be a strategic objective for 2024/25, but the general agreement was that it should be wrapped into the vice principal's objectives rather than being implemented as a strategic objective in its own right. Governors indicated that, although parents are important, they are not a critical stakeholder post-enrolment if looking at the matter purely from a stakeholder management angle. Nonetheless, it is vital that they be closely involved in respect of attendance and behaviour.

One governor indicated that parents are always part of a student's journey, and they need to be part of the strategy in terms of how the student is managed through their time at the college. Looking at the matter in this way would also dictate what information should be given to the parent and when, and this would change through the course of the year.

A suggestion from another governor was that parents should be used to drive positive change, not just brought in when things are not going well. The college should raise parents' expectations, particularly in terms of university, and help them see how good their young people are so that they can, in turn, raise students' aspirations. The governor

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suggested that having access to a portal to enable parents to monitor performance etc. would help to drive this.

It was agreed that, whilst a strategy is needed to set out how the college should communicate with parents, the board is not yet entirely sure what it wants this to look like. It was agreed that it would be beneficial to pull these ideas together and devise this strategy, perhaps involving parents throughout the process.

The vice principal informed governors of one idea to release a regular briefing to parents, informing them of opportunities and events within college as well as advertising adult education. The principal would perhaps write the introduction for this briefing. Another suggestion made was to organise a HE information evening for the parents of Level 3 students, to both provide information and lift aspirations.

Governors agreed that the board must support some of the engagement currently taking place. The principal warned governors that, while it is the case that more needs to be done, this will come at a cost as the teams that will need to be involved are already very busy. It will be necessary to manage expectations and to ensure that key reporting points are in place to enable impact to be assessed.

AGREED:

- to note the content of the presentation
- that an engagement plan will be devised
- for this to tie in with the vice principal: communications, engagement and student experience's objectives for 2024/25
- for a half-yearly update to be presented to the Standards Committee, with key reporting points in order to assess impact.

11 **FINANCE AND ESTATES**

The committee chair presented his report as read, and governors were invited to raise questions and discussion in relation to any key points.

Tuition Fee Policy

This document was presented for approval with only minor updates made. These were predominantly to clarify points in relation to the use of PayPal and other payment methods to make courses more accessible.

Subcontractor adjustments

The Finance Director clarified that the proposal was for Qualitrain and Chameleon to return to their original offer, meaning a £120k decrease for the former and a £90k increase for the latter. The proposal was for Inspire and Achieve's allocation to increase by £25k due to their recruitment of young people, many of whom were referrals from West Nottinghamshire College.

AGREED:

VP: CESE

Sept 2024

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- to note the content of the summary report
- to note the content of the minutes of the meeting
- to note the March 2024 Management Accounts
- to note the capital projects and estates update
- to approve the Tuition Fee Policy 2024/25 as presented
- to approve the subcontracting adjustments as presented.

12 **REVISED FINANCIAL REGULATIONS**

The finance director presented the college's revised Financial Regulations, following the release of the ESFA's College Financial Handbook in March 2024. Key points of note were as follows:

- This document has been approved by both the Audit Committee and the Finance and Estates Committee.
- The document has been updated to incorporate the College Financial Handbook as an appendix so that the Financial Regulations are always up to date in line with changes to the ESFA's document and the college remains compliant.
- No major changes have been made to the general content of the Financial Regulations. Many of the conditions within the College Financial Handbook had already been incorporated previously to comply with Managing Public Money.
- One quite large change was that the ESFA can now object to individuals appointed as a principal, finance director, or clerk, if they see fit.

AGREED: to approve the revised Financial Regulations as presented.

13 **AUDIT**

The committee chair presented his report as read, and governors were invited to raise questions and discussion in relation to any key points.

- Two internal audits have been positively completed – student records and budgetary control. These received adequate assurance and substantial assurance respectively.
- Audits were running somewhat behind, and the principal and Executive team have been challenged to have these completed in-year, on which the committee is awaiting feedback.
- One comment raised in relation to the risk register was that there should be a specific reference to the website. This is currently behind the standard of other colleges' websites, yet it is a key recruitment medium for staff and students. It was agreed that this risk will be considered, worded and added, and the academic staff governor who raised the issue was asked to send clarification behind his suggestion to the director: IT, estates and learning resources in order to enable this. The chair of the Audit Committee suggested that key points as to why and how the website does not meet the required standard must be discussed. The Audit Committee will have a discussion about

Staff Gov.
(Academic)

June 2024

Clerk

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this during its July meeting, after which it may be necessary to pull together a small working group to look at the issue further.

AGREED:

- to note the content of the summary report
- to note the content of the minutes of the meeting
- to note the up-to-date risk register.

14

PRINCIPAL'S REPORT

The principal presented his detailed report, and key matters particularly highlighted within the meeting were:

- In relation to the Mansfield Strategy, a team from the Department for Levelling Up, Housing and Communities (DLUHC) had arranged to carry out some filming on Monday 13th May, in which the principal has agreed to take part.
- Leaders undertook a positive visit to West Suffolk College. West Suffolk has some very expensive but exciting kit, and the principal indicated that there could be potential for West Nottinghamshire College to adapt and implement some similar ideas. Contacts from West Suffolk College will visit West Nottinghamshire College in the near future.
- At the time of the meeting, the contracts for the procurement projects had not yet been signed and were all with lawyers. There had been some challenge on social media relating to the closure of Prior's Well Brewery, particularly as they had to cancel some events due to the closure. The college responded to the Chad and a balanced article was then published. Leaders and managers have agreed that the college should avoid responding directly to social media comments. The director: IT, estates and learning resources is chasing the lawyers daily, and completion was expected on 10th May for the Brewery and week commencing 13th May for the Four Seasons and Pleasley Mill.
- The ESFA has confirmed that the college was financially 'good' for the previous financial year, following, its review of the college's 2022/23 financial statements, and the emailed letter confirming this has been shared with the board. The finance director expanded on this, informing governors that he has pulled a financial benchmark tool into a PowerPoint and will provide notes for governors so that this can be shared.
- The principal informed governors of upcoming dates of interest, such as the strategy day in June, drama performances, art shows, awards events, etc. He indicated that staff and students really appreciate governors attending these, where possible. Governors were asked to contact the principal's PA, Freya Stokoe, or the clerk if they wish to attend any of these events.

FD

May 2024

One governor raised a question in relation to the award nomination for the bus scheme. This event will take place on the strategy day in June,

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so no one from the Executive team can attend. As none of the staff who were closely involved in the project were able to attend either, governors were informed that Kirsty Walsh, assistant principal: engineering, will represent the college.

The principal confirmed that he has written to the elected mayor, Claire Ward, and to those candidates who were not successful.

Governors extended their gratitude to teams for the ongoing work and the distance travelled. They agreed that the college is providing wonderful opportunities for the community and students.

AGREED: to note the content of the update.

15 **ACTION PLANS**

The clerk presented the action plans from both governor feedback received in autumn 2023 and the external governance review which concluded in December 2023. Governors were asked to feed back and comment on both the actions proposed and the progress made. The priorities within the action plan resulting from the external governance review requires particular approval from the board before being taken forward further.

Governors were pleased to note and approve the suggested actions and the progress made. They were assured that regular updates would be provided to enable them to monitor further progress.

AGREED:

- to note the action plan resulting from feedback given by governors in autumn 2023
- to approve the action plan resulting from the external governance review concluded in December 2024.

16 **GOVERNANCE**

The clerk to the corporation presented her report, detailing four matters of business.

- 1) The written resolution concerning the brewery purchase has been pulled into a brief document which was presented for information only.
- 2) Governors were made aware that the final interviews took place today, and the panel concluded that Rob Simcox, Nick Butler, Kit Salt and Kudzai Muzangaza. Redacted CVs will be shared confidentially with external governors via ShareFile. Governors were assured that the process was robust and the interviews were rigorously conducted.

Signed: Kate Trcott _____ Chair

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	In relation to the fifth vacancy which will arise as of August 2024, it was agreed for the chair and principal to consider this and for a recommendation to be brought to the first Senior Postholder and Governance Committee of the next academic year. The chair and clerk informed governors that they will now give consideration to an updated induction process and possible committee appointments.	Chair/Clerk	June 2024
	3) The draft calendar of meetings was presented for governors to note. The clerk asked board members to raise any issues with her directly before late June as the intention is to present the final calendar at July's board meeting and then to issue formal calendar invitations via Outlook. Governors were asked to hold any of the dates which fit their schedules whilst the calendar and invitations are finalised and sent. A slightly different calendar will also be issued once dates are finalised, to include other meeting and engagement opportunities as well as the usual board and committee meetings, etc.	Governors	June 2024
	4) Governors were asked to indicate their availability against the scheduled dates for the internal validation of position statements in November 2024. Governors were asked to contact the clerk directly so that the vice principal's personal assistant can then include them within the invitations. It is hoped that releasing these dates in advance will ensure governors are available.	Governors	Sept 2024
	AGREED: - to approve the appointment of Rob Simcox, Nick Butler, Kit Salt and Kudzai Muzangaza to the Corporation Board - to note the updates provided - that governors will confirm to the clerk before 28th June if they are unable to attend on any of the proposed committee or board dates - that governors will confirm to the clerk which (if any) of the internal validation dates in November 2024 they can attend.		
16	<u>AOB</u> There were no items of additional business.		
17	<u>DATE AND TIME OF NEXT MEETING</u> Thursday 11th July 2024 at 17:00. Staff and student governors left the meeting at 18:50. Meeting closed at 19:00.		

Signed: Kate Tinsley _____ Chair

Date: 11/07/2024