

THE FURTHER EDUCATION CORPORATION OF MIDDLESBROUGH COLLEGE

CONFIRMED MINUTES OF THE GOVERNING BODY TRAINING SESSION OF 7 FEBRUARY 2022

PRESENT: S Brown (EM), C Cannon (EM), A Coleman-Cooke (CG), R Davies (CG and Chair), M Ellis (Staff Governor), M Gaze (CG), E Kunonga (CG), M Laidler (CG), M McClintock (CG), Z Lewis (Principal/Chief Executive), D Lusardi (CG), P Lynn (CG), E Rennison (CG), D Still (Staff Governor), P Sharp (CG), A Stephenson (EM), P Studd (CG), I Wright (CG).

OFFICERS: A Adamson (VP), J Chance (VP), G Cumiskey (DP), Z Foster (Clerk), K Parkinson (ED), S Marshall (ED), M Russell (VP), M Telling (Dir.).

KEY: CG College Governor EM External Member DP Deputy Principal
VP Vice Principal Clerk to the Corporation ED Executive Director
Dir. Director

1. Apologies for Absence – R Davies

R Anderson (CG), H Ashton (CG), L Holdsworth (EM), S Lane (CG), S Mirsalehi (CG), S Mudd (Student Governor), J Robson (EM), S Wilson (EM).

2. Declarations of Interest – no declarations

3. How We Make Our Judgements

Z Lewis outlined the key ways that the College made their judgements (self assessment) and drew attention to the main regulator priority and accountability factors; future policy direction; Teaching and Learning; Data; and Staff, Student, Parent and Employer views which all impacted on this.

She then detailed the triangulation of information through the various strands of input from the Governing Body and CMT which assisted forming the picture of self assessment.

The Ofsted Education Inspection Framework (EIF) was detailed and governors were then asked to identify their three priority areas for future investment through a Menti Survey and results were presented with Employability, Destinations and Staffing/Wellbeing the top three.

SLTT had come up with Careers, Destinations and Preparation for next steps as their top three.

Further discussion on the priority areas would take place at the May Strategic Planning meeting.

4. Personal Development Behaviour and Attitudes

A Adamson gave a comprehensive update on this key area and the changes to Ofsted's approach to measure it, which centred less on data and more on the person and included deep dives into quality to understand the learners' experience.

She then detailed the College's approach to the key areas of Safeguarding; PEDP; Enrichment; Careers; Behaviour and Transition.

Governor questions and discussions included: the triangulation methods used by Ofsted to assess this area; overcoming of the difficulties in restricting of mobile phones in classrooms; ensuring that the technology supported learning and staff and student competency with digital; Transition Team and progression process; how HE fit into Ofsted assessments; the complexities of tracking of students from schools and colleges and related impacts; the increase of NEETs locally and nationally

and possible reasons why; tracking performance and social mobility/wider equality and diversity with the key groups being outlined for Governors.

5. Safeguarding Training for Governors

A Adamson gave a detailed session which included:

- full detail of the Safeguarding Team and responsibilities
- the role of staff in Safeguarding
- Governor responsibilities of assurance; reporting and scrutiny to ensure the safeguarding of all learners
- Safeguarding Children including outlining the huge number of areas safeguarding children included with mental health currently the primary concern
- Adult Safeguarding and key approaches by the College
- Prevent with a focus on local threats and in-College referrals
- Sex, Violence and Harassment – specifically the College approach post the Ofsted Review

An enlightening governor based activity took place in relation to text speak.

Governor questions and discussions included: difficulty in recruitment of men to the Safeguarding Team; support for Safeguarding Team; comparative values for previous years in safeguarding incident reporting; consequences in place for incidents of sexual violence and harassment and complexities particularly in relation to peer to peer incidents; how racist interviews were dealt with; whether the increase in incidents meant a worsening situation or an environment of increased awareness (the second being considered the more likely); anti social behaviour in and out of College; and online safety and related digital safeguarding and educating of parents.

All governors would be forwarded the required link to Part 1 of the Keeping Children Safe in Education (KCSIE) guidance to read and confirm understanding post meeting.

6. Teaching and Learning Update

G Cumiskey gave an overview of the Teaching and Learning strategy and capital investment; its key themes and timings, golden threads and related CPD sessions.

G Duffy-McGhie (Director of Teaching and Learning) and the three Heads of Teaching and Learning – S Donnison, S Sutcliffe and A Heaney-Merryweather, were introduced to Governors and G Duffy McGhie gave the background to the strategy in practice thus far.

Each of the Heads of Teaching and Learning presented their area of practice using the Pecha Kucha style of presentation as introduced at CPD on 8 April 2022:

- S Donnison – PDEP overview of how staff are enhancing learners' employability skills and workplace behaviours through enrichment and tutorial support

Governors asked about linkages with secondary schools and it was confirmed that the College started afresh to ensure everything had been covered in a standard way.

- S Sutcliffe and S Forster (VPAC English & Maths Coordinator/Digital Mentor) – SAMR in practice – how staff are increasing formative assessment whilst reducing their personal workload through targeted use of digital technologies.

Governors queried the role of handwriting and it was confirmed that a blended approach was taken.

- A Heaney-Merryweather – on Subject Specialist Knowledge – how Future CPD will enhance teachers' pedagogic decision making by focusing on i) what do I want my students to learn? ii) why is it important my students know this?

Governors asked how the team follow up in respect of quality and impact? A Heaney-Merryweather confirmed that they worked closely with the Head of Quality and also outlined the 'positivity corner'. Z Lewis added that G Duffy-McGhie's summary to Curriculum and Standards Committee also included such information.

Governors also asked about the effect of CPD and learning conversations and teaching and learning pop ins. A number of ways were outlined for the MC6 team including: verbal feedback; 'Mingle in March' – professional conversations; Teaching and Learning hubs; Iris where ideas could be shared with others and an open door policy. More widely there were TIG; pop ins with instant feedback.

Workload was also raised in response to the changes (particularly in respect of wellbeing) and G Cumiskey and Z Lewis outlined the additional CPD time, support from mentors and the opportunity to pick and mix options.

Governors thanked the Teaching and Learning Team for their innovative and lively presentations.

7. Outcomes including Destinations – J Chance

Due to time constraints the item in full was not presented. J Chance would record a video to share with governors to explain the KPIs and more information would go to Curriculum and Standards Committee.

Z Lewis and J Chance gave a brief overview which included:

- that the College now had a better understanding of the key destination data, how to develop students' preparation for their next steps; safeguarding and teaching and learning
- the link governor role and benefits
- how destination was collated (through a outside company) and the resulting rich data which looked at whether student destinations was linked to the sector in which they studied

Governors' questions and discussion included: the difficulties in getting in touch with students if they leave the area etc. and it was confirmed that data was that of 'known destinations'; the differences for adults and school leavers in respect of destinations; the level of detail and related areas of relevancy which might not be picked up directly and how to account for transferable skills.

Z Lewis confirmed that destination data would be presented in a higher level way in the future to better assist Governors.

Z Lewis also drew attention to national policy and the impact of possible accountancy measures and the softer skills that students also pick up outside their qualifications.

8. Date and Time of next Meetings this Term

8.1 Thursday 17 March 2022 at 6.30pm – Governors Social Evening

8.2 21 March 2022 at 5pm (Ordinary)

9. Matters for Publication - No restricted matters were identified.

- the presentation would be added to the papers in Board Intelligence post meeting

10. Any other Urgent Business – none taken

The meeting ended at 8.10pm