Middlesbrough College Group

EXTERNAL BOARD REVIEW ACTION PLAN – approved 8 July 2026

Areas for Development	Actions What are you going to do about it?	SMART target (What would success look like?)	Progress measures (How will progress and impact be measured throughout the year?)	Strategic lead	Operational lead
Develop a skills profile for each committee to further support recruitment	1) Head of Governance to elicit sector examples of good practice to use as a basis for committee skills profile development 2) Work with Search and Governance/Chairs to develop required skills profile for Committee (use of current skills profile, TOR and egs from other like colleges where available) 3) Update as required once Governors leave/Join committees with recommendations following to S&G for recruitment/succession planning purposes (throughout year and ongoing) 4) Regular assessment on Committee profile alongside GB profile at each meeting of S&G	Skills analysis for Committees created by October 2026 S&G meeting for finalising and implementation; skills gaps for Committees can be quickly attended where vacancies occur to ensure appropriate and swift recruitment/enable succession planning - assessed at every S&G meeting; thereby ensuring that both Committees and Board are balanced	1) Updates as governors leave / join which is analysed either by S&G or Chair/Vice Chair /SLT Lead and Head of Governance to inform future recruitment 2) Committees operate well and vacancies are planned and appropriate 3) Skills audit checked to ensure capturing relevant information (May-June meeting of S&G)	Search and Governance Committee	Committee Chairs/CEO/Head of Governance
Timed agendas and better balance between presentations and discussion	1) all agendas to include timings for items 2) SLT and Chairs to work together to develop specific focus of presentations as part of agenda setting process 3) Chairs to ensure items run to schedule during meetings 4) Add 'Members Discussion' for all Committee meetings (as per A&R) to allow for private considerations	Agenda items and meetings run to time and strategic discussion developed (as evidenced by decision making/minutes/recommendations)	Review after every meeting and adjusted accordingly across all areas; business of meetings is evenly spread across the agenda items as planned and meetings do not overrun	Committee Chair/SLT Lead	CEO/Head of Governance/Chair
More context required in some papers	Ensure all reports have an Executive Summary (most do) and where appropriate, 1) specific linkage to the risk register 2) clearly and consistently highlighting areas which will be of interest/concern to governors 3) inclde impact assessment for disadvantged groups of students (alignment with Ofsted Framework) 4) 3 year trend data so that a relative position can be understood 6) where relevant, a short paragraph giving relevant sector and college specific context (eg. background info) possibly via hyperlink to a further document 7) Ensure Recommendations sheets also include relevant contextual information to enable decision making	Clear, consistent reports with Executive Summaries and relevant contextual information which all governors find accessible to enable discussion/decision making	More comprehensive reports which provide appropriate levels of detail for the various cohorts of governors identified by reduction in clarification questions in meetings and clear decision making discussions. Development after every meeting where required (dicussion wtih Chair/Principal/report writer	Committee Chair/SLT Lead	SLT Lead/Head of Governance/ Report Writers
Shorter committee meetings and minimal introduction to papers	1) Chairs of Committee meet with SLT leads to develop approach to shorten meetings where considered appropriate 2) Report writers and presenters follow Chair instruction on presentation of updates/reports	Committee meetings are shorter with more purposeful presentations enabling time for strategic debate	Review after every meeting and adjusted accordingly across all areas	Committee Chair/SLT Lead	CEO/Head of Governance/Chair

Areas for Development	Actions What are you going to do about it?	SMART target (What would success look like?)	Progress measures (How will progress and impact be measured throughout the year?)	Strategic lead	Operational lead
Development of collective risk appetite and annotation of the risk register	1) Training and whole Board exercise for Governing Body with Collective Risk Statements developed at October 2026 Strategic Planning 2) possible additional training for Audit and Risk Committee members/key SLT on Risk Appetite and Risk Management 3) Consideration of approach alongside the new Risk Management system	A strengthened approach to Risk Management with clear Risk Management Statements and an annotated Risk Register (Strategic)	Confidence between governors and SLT; a collective approach to risk appetite; new governors are clear on approach to risk; used as a measure of management's control of risk (Audit and Risk Committee); review within Risk Management Annual Report 2025-2026	Audit and Risk Committee/SLT lead for Risk (VP of Finance, Registry and Risk)	SLT Risk Champion/Head of Governance
Externally facilitated Chair's appraisal	By summer 2026, put in place a Chair's appraisal process which meets current FEC guidance and complete a first cycle 2025-2026 academic year ideally in line with SPH appraisal process timelines	Chair's appraisal in use for 2026-2027 academic year with appropriate review points and evaluation to develop an established system	Appropriate Reviewer sourced ideally in Summer ; Review planned Summer/early Autumn; Progress against objectives throughout the year	Vice Chair/Head of Governance	Head of Governance
Chairs to facilitate contributions from all members	Chairs to ensure at each meeting that all governors are invited to contribute (at least where their skills/areas of expertise are evident) - this may be tailored depending on the meeting; decision; governors	Ensuring that all new governors feel onfident to offer contributions with Chairs facilitating this directly at meetings and also via individual meetings with new governors; that the Chairs and Head of Governance ensure online attendees are included equally; that full discussion from all is evident from discussion and resulting minutes	All governors contribute to meetings and feedback (via one to one or individual meetings) supports the inclusive culture demonstrated by the Chair of Committee	Chair of Governors and Committee Chairs	Chair of Governors and Committee Chairs supported by Head of Governance
Emerging Skills Needs - Development of Governors' questionning skills and knowledge of neurodiversity	1) Consider the approach for questioning skills as part of the 2026-2027 training session (Feb 2027) with sharing of appropriate information such as https://www.good-governance.org.uk/publications/insights/how-to-ask-the-right-questions generally and 2) via induction/individual development for some governors where this is a new or developing skill 3) considering training on neurodiversity (particularly in relation to impact on resources and safeguarding) for a future general training topic	Governors provide clear questions for Senior Staff to respond to without further clarification required and resulting actions are clear and appropriate /	Minutes and Matters Arising confirm clear questions and resulting actions are as required by Governors to inform discussion/decision making	Chair/Vice Chair/Head of Governance/Deputy Principal of Curriculum and Students	Chair/Vice Chair/Head of Governance/ Deputy Principal/VP of HR
Emerging Skills Needs - knowledge of neurodiversity	Consider training on neurodiverity (particularly in relation to impact on resources and safeguarding) for a future general training topic	Governors have a clearer understanding of the various elements within the umbrella of neurodiversity and impact on key areas such as Safeguarding/Inclusion	Governors are mindful of the impact of neurodiversity across the College and in their monitoring of key areas such as inclusion/attendance/safeguarding/staff	Deputy Principal Curriculum and Students/Head of Goverance/Chair	Deputy Principal Curriculum and Students/Exec. Dir Inclusive Learning