

# Brooklands College

**Minutes of the Curriculum and Performance Review Committee  
co-ordinated remotely via 'Zoom' meeting platform software  
across various domestic locations, commencing 16.00 hrs on 3 June 2020.**

|                |   |   |
|----------------|---|---|
| Present:       | Jackie Pearson<br>Mary Hughes<br>Dr Barbara Spittle<br>Teresa Roberts                                     | Chair<br>Vice-Chair & Safe-Guarding Governor<br>Vice-Chair of Governors<br>Staff Governor   |
| In Attendance: | Christine Rickets<br>Simon Lovegrove<br>Andy Russell<br><br>Dr Stephen Dowbiggin OBE<br>Jonathan Lipscomb | Interim Principal<br>Assistant Principal<br>Director of Apprenticeships and<br>Partnerships<br>Interim CEO<br>Clerk to the Governing Body |

Apologies:

## **PART 1**

### **1. Action in the event of fire**

Action to be taken in the event of fire was noted.

### **2. Welcome and apologies**

The meeting was confirmed as quorate.

### **3. Declarations of Interest**

None were declared.

### **4. Notification of Any Other Business**

The Committee Chair had not been notified of any other business.

### **5. Minutes of the Curriculum & Performance Management Committee Meeting**

There being no changes required to the draft minutes, it was agreed that they will be signed by the Committee Chair.

### **6. Matters Arising**

There were no matters arising other than on the agenda.

## **Items for Consideration and Approval**

### **7. Update on current COVID-19 actions and impact on students and staff experience and achievement [CP 19:20-10] (CR)**

The Principal outlined the current status of the College's ongoing response to the COVID-19 pandemic.

- i. The next steps will be concerned with the reintegration of people into college life, incorporating mental health and youth support work
- ii. Financial support from the Government for gaining an impression of College life whilst in 'Year 11' is not detailed in the report as still very much in flux.
- iii. Bringing forward the Autumn term and having a two week break in the middle as has been proposed elsewhere has been discussed. Instead, there will be a Summer transitioning effort for new students including remote tours of the campus on which there is additional work to be done.
- iv. If the opportunity presents itself to allow students onto the campus, then that would be worthwhile. Initial enrolment has been online for example, but the follow-up will be conducted on site, subject to progress in checking the virus outbreak.
- v. Legally the College is only able to have its own students on site and they cannot be formally enrolled as such until 22 August when the GCSE results are issued. Enrolment usually takes a week.
- vi. A significant level of induction will have to be achieved online and some 'Year 11' students are not that knowledgeable technically. Induction will be enlarged to make sure that they are comfortable. Also, many bursary students have no access to IT at home.
- vii. Some schools are being encouraged to start early and whilst the College does not have to follow government advice for schools, Governors were concerned that failure to align ourselves with feeder schools may hinder our efforts to compete for students. The Principal will take that feedback to the weekly continuity group.
- viii. With respect to 'social distancing', the Assistant-Principal's remit is to reduce the number of students on site at any one time, by fifty per cent. Different approaches are being considered e.g. one week onsite, one week remote or two days onsite and one remote, the former being the current preference.
- ix. In the case of English and Mathematics, students come together from different curriculum areas and this presents challenges as the general principle will be to keep groups of students separated.
- x. Schools are operating on the basis of classes of fifteen being capable of social distancing. Courses such as Hair and Beauty tend to have quite small class sizes. Other specialist areas will need to have class sizes reduced.
- xi. Students are being discouraged from using public transport. Further car parking and a 'Drive-in and Drop-off' solution will be required.
- xii. Teaching unions are concerned that 16 to 18 year-olds are not behaving more responsibly and are congregating together. All staff and students will have to complete a short Health & Safety programme and if they do not demonstrate required behaviours then disciplinary action will be taken. Completion of training will be visible on their ID card without which they will not be granted access. The same will apply to parents and carers coming on site.
- xiii. A staff survey for those returning on 15 and 22 June shows mixed feelings. Some staff are not comfortable. Some are concerned about vulnerable partners. The Principal explained that for English and Mathematics, the COVID exposure risk for teachers was higher as instead of being 'bubbled' with a set of students, their teaching would be one element of the input to a number of 'student bubbles'. This had been addressed by allocating one or two teachers to a given curriculum area (e.g. to teach everyone in Sports & Public Services) to limit the number of students taught by each.

- xiv. A similar picture was reported with respect to assessors. Engagement is being maintained in apprenticeship areas.
- xv. Intelligence gleaned from AoC forums suggest that Brooklands is in the leading group for returning. Some other Colleges may see the pandemic as an excuse not to try to recruit. Certainly, enthusiasm for staff to return to work is not evident right across the sector. Brooklands by contrast is keen to attempt a return. This is seen as positive.
- xvi. It will be important to have proper half-day of training without students to understand what is required and then to process feedback. The ESFA now say that this is being expounded as good practice.
- xvii. Governors are impressed by this and appreciate the efforts being made to keep students engaged, by remote learning and that staff are working under difficult circumstances.

Resolved:

- i. With Governors were concerned that failure to align ourselves with feeder schools may hinder our efforts to compete for students, the Principal will take that feedback to the weekly continuity group.

## **8. Brooklands College Improvement Plan [CP 19:20-21] (CR)**

- i. Asked if there had been a monthly KPI review mtg with the ESFA, the Principal replied that there had been a meeting two days previously but that it had not covered KPIs. The data in the report is from March and the College has moved on since then in terms of achievement and grading.

### **Quality improvement plan**

- ii. A summary of progress was centred on a digital roadmap, as yet informal. The College has made much progress in respect of staff remote working and student remote learning. There has been positive progression as was seen during 'learning visits' carried out in Term 3. the Principal explaining that as it had not been possible to visit all the lessons during the previous term (Term 3), a different approach would be taken, dipping into lessons, examining resources and talking to both teachers and students. This term a complete learning review of the entire SEND area had been carried out and every teacher had been seen.
- iii. The SEND review is still under completion as it had had to be carried out in a different manner.
- iv. The College had volunteered for an OfSTED national review of remote learning, looking at resources and the strengths developed across the sector. The College will be mentioned as having taken part but not critiqued in the report though we will get feedback. OfSTED will be 'coming in' remotely on 11 & 12 June. The Assistant-Principal and his team have worked very hard on this.
- v. In terms of IT hardware, the College have commissioned Logix to work with the College until September to complete a targeted piece of work on systems, processes, software licenses and efficiencies. After just one month, good progress is already being seen. MIS and IT were in intervention and resource was added, to make progress in a timely manner.
- vi. Following a reported data breach there was a formal investigation in the College, but no action was taken against any individuals. Logix had identified that a third-party company had left a gap in the IT system's defences that potentially would have permitted access. No-one had taken advantage of this, but they could have. Logix have since taken steps to ensure that system is more robust.
- vii. In a separate incident, nine members of staff had revealed their passwords in response to a phishing e-mail. Further training around these targeted attacks is being arranged to reduce risk.

- viii. Progress reviews on the QIP took place in February. Tracking is much more robust than previously which leads to better recording and subsequently claiming, of achievement.
- ix. The proposed attendance project was launched in February but was impacted by the COVID-19 closure. However, a dashboard for attendance data has been introduced.

*[A typical attendance data dashboard was demonstrated to Governors remotely, via their screens. The dashboard is currently hosted on a Google site, but work is being undertaken to place it within the College's management system where it will update itself with data taken directly from that system.]*

- x. The development programme for managers as it stood was also interrupted by the COVID-19 crisis which forced a change of approach. Discussions are being held with Line managers at the time of appraisal, to establish specific areas of focus. Meanwhile CPD bundles are being launched every Wednesday, continually adding to available opportunities.
- xi. With respect to the work to develop middle management. Good progress had been being made by mid-March and was focussed on in-year growth. Despite the disruptions already referred to, targets are being set for recruitment in the coming year. The College will not manage growth in apprenticeships this year nor in Adult Education though the AEB funding will be honoured.

#### **KPIs**

- xii. The College will exceed its target for 16-18 achievement (based on internal assessments of progress and attendance).
- xiii. 19+ achievement has dipped to slightly below national average rates – partly because of a reduction in sub-contracting where a high number of students were enrolled on sub-contracting adult provision.
- xiv. The College has amended its offering, as Governors are aware, and there is now a greater provision on core 16-18 along with Adult Education and internally managed apprenticeships.
- xv. Overall, however, the College's achievement target of 89% will be missed. A rate of 86% is anticipated which is still higher than the national average of 82%.
- xvi. Apprenticeship targets are unlikely to be achieved. COVID-19 has had an impact. Learners remain engaged. Of the College's direct learners, one has been made redundant but there is still time to find another employer, though this will be challenging. New start enquiries continue to be received, particularly in childcare.
- xvii. In terms of growth in direct apprenticeships, several new apprenticeship programmes are being added to the College's offering from September 2020, in line with what have been identified as the needs of the community and the priorities of the LEP. These are in Digital Technology, Customer Service and Business Administration.
- xviii. With respect to intervention in the apprenticeship programme, the team have made good progress as was acknowledged by OfSTED. It is accepted however that Quality Assurance needs to improve and that further work is required in terms of assessment but overall the area is making good progress.
- xix. The first stage of the recruitment process will be on-line, and the Senior Leadership Team have agreed recruitment targets with each of the subject Directors and shared with the various managers.

*[At the request of the Chair, item 15. was taken next.]*

#### **15. Predicted Achievement Report [CP 19:20-28 (SL)]**

- i. There is a change in how achievement is to be calculated this year for the 3,500 registered students.

- ii. OfQUAL have divided courses into three categories for the purposes of assessment and grading.
- iii. Each course will require a mixture of predicted achievement, calculated assessment where this has already taken place (e.g. completed units on a BTEC)
- iv. Tracking sheets are required for everyone on a BTEC, GCSE or Functional Skills qualification These are to be graded individually, moderated by two teachers and a Quality Assurance assessor before being signed off by the by the Principal (Head of Centre) and uploaded on to the portal; all in a two week period.
- v. Those students studying for City & Guilds qualifications, (Motor Vehicle, Construction, Hospitality and Catering and Hair & Beauty) – must complete ‘amended assessments’ so they have to come into complete. Preparations are underway for this process on the assumption that staff will come back. Currently, the carpentry tutor (who lives in Wales) cannot get local accommodation so can’t complete Level 2 & 3 with his students who may not therefore, get through at this stage.
- vi. Students must be comfortable coming back. They will complete in due course, but achievement on overrun will go into next year. Expectation is that the College will offer assessment twice: once in this term for those who come in and one in the future for later returnees. This must be ‘customer driven’. There will be cost implications as well as an effect on achievement.
- vii. Overall, the Assistant-Principal is very happy with predicted achievement across the curriculum. Of fifteen academic areas, ten predict achievement at greater than ninety per cent. Higher grade achievement is up, (GCSE English and Mathematics) and ‘functional Skills’ levels are being maintained.
- viii. Pressed on the veracity of this, the Assistant-Principal explained that it was necessary to rank 270 students of English and 250 taking Mathematics; scored over five categories: mock examinations, coursework, attendance, attitude to work and progression from the level determined at screening upon entering the College. Students are scored out of ten on each and the results averaged. Two further judgements were applied and then students were ranked. No-one can share a ranking and so in the case of equal scores the lecturers determine the final positions. For three or four weeks now, managers have been challenging lecturers to support their judgements. The conclusion is that high grades are not excessive. Results are realistic and evidence-based.
- ix. In Business Studies, achievement is affected by people who were accepted on to the course when application levels were low, some of whom had been rejected by Sixth Form Colleges and who had given insufficient consideration to why and indeed whether they were suited to further study
- x. The Interim CEO commented that ‘success’ comes in a variety of forms. In the case of some of those leaving the course, the simple discipline of turning up at College and attempting a course is part of what has made them fit for the work environment. The confidence that they have gained may have been reflected ultimately, outside the College environment (and we were sorry to lose them). However, the fact that out of nine leavers, five went straight into full-time employment and a further two took up apprenticeships is by any measure a success.
- xi. Overall, the College was predicting 89% achievement but the loss of apprenticeships this year had been damaging. Governors were keen that for future reference, data should be accompanied by explanatory notes with respect to such anomalies and more generally the COVID-19 crisis, to facilitate informed year-on-year comparison.
- xii. In closing, the Principal was keen to remind Governors that the apprenticeship programme had been strengthened considerably, in preparation for the year ahead when new courses of particular relevance to the community will be added.

## **Resolved**

- i. That the College should be prepared to write letters of support to key workers if that will assist in them finding accommodation locally so as to fulfil their teaching commitments.

## **9. Student Applications for 2020/21 [CP 19:20-22] (CR/SL)**

### **Noted:**

- i. Summarising his report, the Assistant-Principal stated that applications were currently 3% up on the previous year but that pre COVID-19 they had anticipated an increase of between 10 and 12%.
- ii. Applications had slowed as a consequence of the College not being able to hold 'Open Days'. Two such events are now planned; the first of which will be on 16 June. Enrolments are possible on-line and to date there have been 416 applications for the forthcoming academic year by this route. Students cannot be placed on programmes however until after the examination results have been published in August.
- iii. Of current students interviewed to date, 545 are known to be returning in the Autumn which gives a total of approximately 950 students already looking to come to Brooklands for the next academic year which is quite a strong result.
- iv. Ashford is also looking promising with strong interest in both Business Studies and Electrical Installation and Hair & Beauty also doing well.
- v. In the case of Electrical Installation, there is a need to be strict with entry qualifications and the senior team are interested to see if this year's grades are up as expected. This is particularly the case in GCSE Mathematics where proficiency underpins safety. Nevertheless, good class sizes may be achieved.
- vi. Interest in both Science and Hospitality in Weybridge is holding up which is pleasing given that Hospitality has been an area of concern. Hospitality has benefitted from the closure of rival local courses.
- vii. Applications for Childcare courses is up by 40%, probably because students cannot currently find apprenticeships.
- viii. There are areas of concern. Travel and tourism applications are down by 32% and Computing and Media down 60 and 51% respectively. The Principal and Assistant-Principal are actively reviewing the latter two subject areas.
- ix. Noting Governor observation that interest in front-line healthcare is benefitting from the recent COVID-19 crisis, the Assistant-Principal confirmed that the opportunity will be taken to promote relevant courses at the College, and to respond to the new post-COVID priority sectors
- x. Emphasising other marketing initiatives, the Principal advised that as part of web-based open events, a virtual film tour of the facilities, introduced by the Principal, is being prepared along with another introduction on the website. Work is ongoing to promote awareness with pupils of local schools and via Elmbridge Council.
- xi. The College maintains links with the local Healthcare Trust and offers cadet programmes.
- xii. The College is working in partnership with Spelthorne BC to run courses aimed at re-training or career development. These are largely AEB but with some full-cost as well. The driver here is to manage the potential fallout from any mass redundancies at Heathrow, the impact of which would be felt heavily in the area.
- xiii. This is being promoted on the College website and after only twenty-four hours, already fifteen enquiries have been received. The Director of curriculum, Sara Clancy, who will in future lead on all Adult

Education, will oversee the College's response. It is intended that similar initiatives will be explored with both Runnymede and Elmbridge.

- xiv. Details of the College's new apprenticeship provision, particularly Business Administration and Customer service, will also be shared with Spelthorne. It has already been demonstrated that there is interest in courses leading to CIPD qualifications.
- xv. There are barriers to retraining in trades where a 'license to practice' is required such as carpentry or brickwork. It takes a year full-time to complete a 'Level 3' course and longer if candidates have other commitments.
- xvi. There is a new initiative in the Hair & Beauty sector to see if adults could complete courses in a faster time.
- xvii. The College does not offer Painting and Decorating currently.
- xviii. The College has had links with Heathrow in the past via its apprenticeship offering but currently that programme remains suspended, though it may yet revive. If organisations such as the BAA are to make people redundant, they might promote retraining packages as part of a severance package.
- xix. The AoC are taking a plan to the Government to empower colleges to help with recovery – significant investment is being sought via the Adult Skills budget and the government appears minded to support this. Previously it has been the case that colleges have been paid on the basis that their students find work.

## **Sport**

- xx. The Assistant-Principal reported being very happy with 'Sport' in general. Applications are up, with 18 enrolled for the first year at Level 3 and in addition, a Level 2 course was being proposed for the following year. He was confident that sport will be healthy for forthcoming academic year.

## **Football Academy**

- xxi. This was thought to be in abeyance owing to the current crisis, but the Assistant-Principal was able to report having been contacted by Brentford FC that morning with potential movement. As the club returns to training, some workers are being un-furloughed, and the club are seeking a meeting with the College at the earliest possible date.
- xxii. Any conversation with Brentford will centre on how quickly the proposed academy can be established. They are proposing to run two academies with us – ladies (L3) and possibly a mixed (L1&2) because students who don't get the grades for L3 can't go into Brentford's academy at West Thames. Those students don't then get into the team and so the club loses out.
- xxiii. This is an exciting prospect of a five day a week programme with a mix of training time up at the stadium and use of the College's facilities.
- xxiv. The Chair wished to see more detail on costs and risks to ensure sustainability.
- xxv. Concern was raised that whilst such programmes deliver to young men and women what they want. It is accepted that the supply chain is oversubscribed and that there will be insufficient opportunities to fulfil the aspirations of most students. Brentford will be very selective about who they retain. There is a need to consider the College's reputation and to encourage Brentford to widen the curriculum.
- xxvi. In the late 1970's early 1980's, the FA encouraged apprentices to train in another trade in parallel. Sports academies need to have core transferable skills for wider employability.

- xxvii. The Interim CEO made a comparison with the study of animal welfare in that whilst only one in fifty secure a job with the RSPCA, nevertheless one in five do find work with animals.
- xxviii. On such courses, students find a path for themselves and develop skills, motivated as they are by their enjoyment of the subject.
- xxix. Governors cautioned that it remained important that those on such courses receive career guidance and understand the breadth and the wealth of what they are being given so that success is not narrowly defined.
- xxx. The Assistant-Principal accepted this but pointed out that these courses were promoted through Brentford FC's community programme and that the primary aim is for students to play sport whilst studying and to gain a recognised personal training or sports coaching qualification. They were to develop leadership and management skills. There was not much expectation of any of them playing for Brentford. It was not in Brentford's interests to raise hopes unnecessarily.
- xxxi. The example of performing arts was also given, where the fact that few students will make it to the stage does not invalidate the worth of the course.
- xxxii. Transparency over prospects is nonetheless important.
- xxxiii. Ultimately the courses must be sustainable and offered for the right price.

## **10. Teaching and Learning [CP 19:20-23] (CR/AW)**

### **Noted:**

- i. The report provided by the Head of Professional Development is a summary of CPD and Teaching and Learning for the academic year. It covers Term 1 and part of Term 2, identifying opportunities for development and CPD for staff.
- ii. Learning visits have proceeded normally, albeit in remote form during Term 3.
- iii. Report identifies outcomes from the increased use of remote learning. It is planned to use these findings to shape a blended approach (online and face to face) to the curriculum for the new academic year.
- iv. The Head of Professional Development has just written an 'opinion piece' for FE Week on the subject of teaching and learning which captures teachers' experiences during this period. It is a very positive report, continually reflecting the fact that teachers love to teach whatever the challenges faced.
- v. This period has required teachers to innovate creatively in the classroom and it is intended that this will inform our revisiting how we teach in future and to think about how we can do things differently.
- vi. Development Coaches have continued their support during the COVID-19 lockdown period. They have worked with some teachers to improve their confidence in these new circumstances, either by assisting with preparation or by dropping into lessons to deliver tips. These are then shared with everyone. They may be simple things such as the need for remote participants to raise their hands if they wish to speak.
- vii. Governors noted that there had been a good level of preparation for virtual Teaching and Learning even before COVID-19 was known about and it is clear that some students quite enjoy it as part of their learning experience.
- viii. Different approaches will be developed so as to improve the overall. Particularly in Media Studies, it has been seen that technicians are able to intervene online to assist the teacher with practical advice on best practice and smoother operation.



- ix. The specialist mathematics teacher has continued to work with small groups on mathematics development.
- x. For these reasons, the Principal had been keen for the College to be a part of the OfSTED review.
- xi. There is a need to ensure that blended learning suits everyone.
- xii. In English and Mathematics, it can be difficult to promote classroom attendance, but students might be more willing to engage online from home. The Assistant-Principal was keen to develop an online classroom space.
- xiii. The Director of Apprenticeships and Partnerships was keen to move what could be moved, even of functional skills, online. There was no appetite to revert to a totally face-to-face offering. The College needed to progress to a virtual offering and to keep moving in that direction.

## Items for Information

### 11. Marketing Report [CP 19:20-24] (LW)

The Chair commented that much of the contents of the report had been covered already and asked for any further comments. None were forthcoming.

#### Noted:

- i. A strong effort had been made, successfully to make internal College communications effective.
- ii. Governors extended their thanks for all the hard work undertaken to keep the College in the community eye using 'Instagram' and other social media tools.

### 12. Student Engagement Report [CP 19:20-25] (CR/SL)

#### Noted:

- i. Governors were gratified that participation seemed much stronger, something they had queried in the past. There having been over one thousand responses to the student survey was encouraging.

### 13. T-Level Strategy [CP 19:20-26] (CR)

- i. The College is not being allowed to participate
- ii. The Principal said that she was very disappointed and hadn't completely ruled out the possibility of overturning the decision. In any event, when the next window opens, the College will again submit an expression of interest.
- iii. The Interim CEO reported that the College's concerns have been lodged formally in a meeting with the ESFA. It is illogical to correct the grade that is properly based on the P&L for 2020/21 and is 'good', so as to take into account the 'Funds at risk'. As such the result is not reflective of the effectiveness of the College.
- iv. The College is working hard on this and will take it further.
- v. Governors agree that this is illogical and would be grateful for an explanation from the ESFA.

#### **14. Safeguarding Report [CP 19:20-27] (TM)**

##### **Noted:**

- i. Report demonstrates that the College is going to considerable lengths to protect students under the prevailing circumstances.
- ii. The Safeguarding Governor reported having researched whether the College reports on attempts to access inappropriate material online. Attempts are measured but the statistics remain within MIS and are not reported to the Safeguarding Committee. The COO will ensure that this report comes forward to the Safeguarding Committee in future.
- iii. The HR manager now attends safeguarding meetings to talk about safer recruitment strategies.
- iv. Overall, the College has managed safeguarding very effectively during this difficult period, with for example, all progression mentors maintaining contact. Only a few student-related concerns are highlighted in the report.

#### **16. Student Disciplinary Report [CP 19:20-19] (SL)**

##### **Noted:**

- i. The report was received without comment.

#### **17. Feedback from Audit Committee on Internal Audit Report on Curriculum Planning [CP 19:20-30] (CR)**

##### **Noted:**

- i. The Clerk explained that he had intended to publish an extract from the draft minutes of the Audit Committee meeting on 20 May. Those minutes had indeed been drafted, but he had sought the Chair of Audit's permission to release them to this committee. Permission had not yet been forthcoming and so he had felt obliged to withhold the draft.
- ii. The interim CEO supported the Clerk's decision to await the Chair of Audit's confirmation and it was agreed with the Committee Chair to defer the matter until it can be circulated with an invitation to send comments to the Committee Chair who may decide on any action to be taken; for example to hold a short meeting to discuss it.
- iii. The Principal reported having drafted a report summarising the key areas of Internal Audit Report together with a summary of actions taken by the College and that she had forwarded it to the Clerk who had not included it in the pack for the meeting, pending the approval of his work which he would have appended to this paper.
- iv. The Committee Chair thanked the Principal for her work and apologised that it had not yet been seen.

##### **Resolved:**

- i. The Clerk would clear the extract from the minutes of the Audit Committee meeting on 20 May and appending it to the Principal's report, would circulate it to members for comments to come back to the Committee Chair within a week.

#### **18. Committee Governance [CP 19:20-31] (JL)**

##### **Noted:**

- i. The Chair presented the revised Committee Terms of Reference.

**Resolved:**

- ii. The revised Committee Terms of Reference were approved.

**19. Any Other Business**

- i. The Chair summed up the Committees thanks to all involved in keeping the college going during this difficult time.
- ii. It had been good to have the extra level of communication being received of late from the Executive Assistant, to give everyone a clearer idea of day-to-day activities in the College.
- iii. This is the final Curriculum and Performance Review meeting of the academic year but if the Committee can be of any further assistance to the senior team at any time then an additional remote meeting can easily be arranged over Zoom.
- iv. Governors are there to offer whatever support they can or to facilitate general discussion.
- v. The Interim CEO suggested that individual governors might usefully attend one of the induction sessions with staff as a matter of personal and collective assurance that these are effective.
- vi. The Principal added that all Governors will be required to complete the training if they are to visit the College site.
- vii. If the Executive Assistant would remind Governors of the 'virtual open day' on 16 June, then it might be beneficial for them to join in.

*[Meeting closed at 18.05.]*

**20. Date of Next Meeting**

The date of the next meeting has yet to be agreed but will be made known at the meeting of the Full Governing Body on 1 July 2020.

Jackie Pearson  
Chair of Curriculum & Performance Review Committee

Jonathan Lipscomb  
Clerk to the Governing Body