

Brooklands College

**Minutes of the Curriculum and Performance Review Committee
co-ordinated remotely via 'Zoom' meeting platform software across various College and domestic
locations, commencing 16.00 hrs on 17 March 2021.**

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|----------------|---|---|
| Present: | Jackie Pearson Mary Hughes Dr Barbara Spittle Teresa Roberts Christine Ricketts | Chair Vice-Chair & Safe-Guarding Governor Vice-Chair of Governors Staff Governor Principal |
| In Attendance: | Simon Lovegrove Andy Russell Dr Stephen Dowbiggin OBE Jonathan Lipscomb | Assistant Principal (Curriculum) Assistant Principal (Apprenticeships, Partnerships and Student Experience) CEO Clerk to the Governing Body |
| Apologies: | Princess Badilla Muhammed Bilal | Student Governor Student Governor |

PART 1

1. Action in the event of fire

Action to be taken in the event of fire was left to the individual.

2. Welcome and apologies

Muhammed Billal (technical difficulties) and subsequently Princess Badilla (timetable clash).

3. Declarations of Interest

Dr Barbara Spittle declared that she is a former Chair of Governors of East Surrey College and had been a Governor of Merton College prior to its merger with South Thames College.

Dr Stephen Dowbiggin OBE declared his position as Chair of the Sainsbury's T-Level Committee.

4. Notification of Any Other Business

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

5. Draft Minutes of the Curriculum & Performance Management Committee Meeting of 25 November 2020

The draft Part 1 minutes of the meeting on 25 November were agreed as a correct record and will be signed by the Chair when circumstances allow.

The draft Part 2 minutes of the meeting on 25 November were agreed as a correct record and will be signed by the Chair when circumstances allow.

[Teresa Roberts joined the meeting at 16.08]

6. Matters Arising and Action Points from the Minutes of the Meeting of 25 November 2020

There were no action points to consider nor any matters arising other than on the agenda.

Items for Consideration and Approval

7. College's on-going response to the COVID Pandemic

Noted:

- i. Following the Government's announcement on Monday 22nd February the College made plans for a return to site commencing Monday 8 March with students taking COVID -19 tests as they return. A full return was then to be implemented on Monday 15 March.
- ii. On 10 March an all staff presentation confirmed the arrangements for a return to site on 15 March by means of a hybrid model of delivery for students (two days on site, one-day remote teaching and learning), though areas such as Construction and Motor Vehicle engineering are operating with three on-site days.
- iii. After an initial three COVID tests in College, students will be provided with two rapid tests to use each week at home. College staff will also be provided with two tests to use each week at home after their return.
- iv. The Principal reported being delighted to hear students back on campus in numbers.
- v. All teaching staff will return to site and support staff will operate on a rota system that will be reviewed at Easter. Those staff who are extremely clinically vulnerable will continue to work from home.
- vi. To support and inform these plans, the had College sought advice from the AoC (Association of Colleges) and other senior leaders in the sector.
- vii. For comparative purposes it was noted that at NESCOL, all staff (including support staff) and students returned to the site on 15 March. East Surrey College, Activate Learning and Guildford College are following a similar model to Brooklands.
- viii. The Wellington Building is being used as a testing centre run for the most part by 30 excellent community volunteers to whom the Principal paid tribute.
- ix. The following week students will move to home testing three times per week (staff are already using home testing kits).
- x. There has been a mixed response from students. The previous week only 65% students had turned up for tests. A meeting the following day will review the latest data on student testing. It is hoped that this there will have been an increase as more students are now on site. Whilst the Government preferred that students complete three on-site tests before reverting to home testing, the advice of the AoC is that there is no statutory basis for this and that it is a decision for individual colleges.
- xi. SEND students continue to study at home for the most part. Testing in their case will be carried out by their teachers.
- xii. The Principal is in the process of liaising with Surrey CCC as the understanding is that all 'Special schools' have vaccinated all staff and students. FE Colleges are lobbying for the same.
- xiii. Members urged the College to ask parents to join the lobby or indeed to approach their GP on an individual basis as 'vulnerable groups' were already eligible for the general vaccine roll-out.

- xiv. As a positive outcome of COVID, additional funding received and expended is detailed in the report – primarily the acquisition of laptops and other related it. A further similar bid is being finalised.
- xv. Additionally, the College secured funding for additional small group tuition to catch up on learning primarily in English and Mathematics. Further sessions will be held over the Easter break.
- xvi. Asked if Hair & Beauty students should also be in College full-time, the Vice-Principal (Curriculum) explained that the department had been pro-active in correctly assessing the consequences of repeated lockdowns and had front-loaded their practical delivery in the first term.
- xvii. It was also the case that they had not yet been able to move back into the new Ashford salon and so for that reason, learning remained remote. It was believed that after Easter, the ‘two days in and one remote’ model will be sufficient but if necessary, students will return full-time.
- xviii. Ashford’s adult evening students had been transferred to Weybridge.
- xix. The delay in re-opening the salon had been caused by a problem with the need to locate an air conditioning unit on a wall that was not in fact load-bearing.
- xx. Originally it had been envisaged that the temporary accommodation for Hair & Beauty at Ashford would be further extended but legal difficulties over the lease meant that it would be too expensive at £8-9K particularly considering that it would cover the Easter period when no activity would be taking place anyway.
- xxi. The salon will be reoccupied on 8 April. Permission has been given for staff to move in and set up once insurance has been confirmed.

8. Brooklands College Improvement Plan [CP 20/21-08] (CR)

Noted:

- i. The College approval plan with several appendices, was presented for approval.
- ii. The key element to be approved is the monitoring of remote learning.
- iii. Much of the plan had been seen previously but following a remote visit from the FEC team a new recommendation had been added to the College improvement plan: *‘By March 2021, governors need to agree and implement an approach that will enable them to be assured that the quality of teaching and learning and student experience during lockdown periods including student contact hours is robust and sufficient.’*
- iv. Even with the partial return to site it is important that the College’s remote provision remains effective. On 29 January a group of staff from across the college reviewed the College’s remote learning using a very useful OfSTED tool. Strengths and weaknesses were examined to form a development plan.
- v. Additionally, at the performance reviews in February, remote learning was again the focus. The views of students on their experiences were captured. Two Governors attended the performance reviews, and two recommendations came out of that: a development plan should be formalised in synergy with the digital strategy and progression mentors launch a survey to capture the wider student experience of remote teaching and learning.
- vi. On the week commencing 22 March 4 Governors will participate in a number of remote learning visits with Development Coaches.
- vii. Asked if significantly more data had been captured since the most recent performance reviews, the Principal considered that student engagement in the survey had improved but it was not expected that the very positive views expressed previously would change much.

- viii. What will have changed is the view of students at different levels of their programme. It is the case for instance that Level 3 Business Studies students are working well remotely and so the College is delaying their return. When the student experience is broken down by department then it is interesting to see how outcome levels vary and staff are able to respond accordingly.
- ix. The FEC had been querying the number of hours of face to face teaching that students had been receiving and when students had been asked, their initial responses had been surprisingly low. This had turned out to be a consequence of an overly literal interpretation of the question (students are not receiving any face to face teaching during College closure periods). Once it had been made clear that they were to include teacher-led remote learning, the number of hours had increased significantly as one would expect.
- x. Furthermore, agreements differ from course to course. Some students were answered in terms of the number of hours that they had attended rather than those offered. The key question is 'how many hours are you working?'
- xi. Following receipt of FEC feedback, the Principal had e-mailed the Deputy Commissioner who had accepted that his sample had in any event been small and agreed to remove the emphasis on student hours in his recommendations, which seem anyway to be standard to these reports.
- xii. The CEO commented on extremely high levels of the response: 'I would recommend to a friend', in student surveys and this must reflect satisfaction with the College's efforts.
- xiii. Members remained concerned about English and Mathematics. In the report they had been asked to note that quality of education in this area is a risk. However, issues highlighted have been known about for quite some time. These include coding, students not being on the correct courses and funding. The registers were said not to have been sorted out until February.
- xiv. The Principal responded that there are three curriculum areas in intervention.
- xv. In **Functional skills** which includes English and Mathematics, a consultant had been engaged and her initial fact-finding is now complete. Governors were right to raise the matter of ongoing issues with registers and students still on holding codes. What is clear from the work done is that systems and processes are not in place to support leadership in English and Mathematics. The register issues have been largely addressed though one member of staff is still requiring significant support in this area from the Assistant Principal (Curriculum). One of the managers has stepped down to teach full-time and there are significant concerns over Leadership & Management in this area.
- xvi. The Principal had met with the consultant that day. The consultant has been providing coaching support for the remaining managers and professional development support for teachers individually, focussing on the development of Teaching and Learning. It may be that the department has been hiding behind known attendance issues and not tackling the quality of the student experience in the classroom.
- xvii. Capability issues have been raised in respect of two of the three members of the Functional Skills staff and the third is now classified as long-term sick.
- xviii. GCSE Mathematics is however, working well.
- xix. Over the Easter break the College will be running fast-track Functional skills courses, which will start on a Monday and finish with an exam on the Thursday.
- xx. The CEO accepted that it was right for governors to challenge performance in this area but believed that it was correct when placing an area in intervention for the team in that area to be given a chance to resolve any issues and only if resolution is not forthcoming to seek a reference point from a third party and take action. In that way you preserve what is good and build on it. Improvement will be forthcoming.

- xxi. He added that the MIS and register systems have not been helping the College. Registers will be much better next year.
- xxii. Members repeated that these were not new problems, but the CEO was firm in reporting that they were now being dealt with and that there would be marked progress both by the end of the year and still further during the following year.
- xxiii. Members recognised that a cultural shift was required and that this will take time.
- xxiv. The Principal agreed that over the past three years, the quality of provision in English and Mathematics has been of concern. OfSTED raised particularly that the quality of Teaching and Learning in this particular area could improve. Higher grade numbers have increased over the past three years and Functional Skills results are above the national average.
- xxv. There had been a dip in results in the previous year in the 19+ range, as there had been nationally.
- xxvi. In the case of GCSE Mathematics there were now in place new experienced teachers. The results of the GCSE English November re-sits were good and in line with National rates.
- xxvii. The Principal remains frustrated at the slow progress with registers, but the consultant is making key recommendations and spending time with the management of that area, helping them to reflect on their own performance.
- xxviii. **Functional skills** are still a risk but there are good elements that we must not lose sight of. The Principal is confident that with the consultant in place, progress will be made. Her contract has been renewed for a further six weeks, to the May half-term and she has a clear remit.
- xxix. The consultant was putting things in place for the new academic year and the Principal was minded to ask her to return at a later date for a short time to ensure that her changes were being implemented. The training programme and the new MIS system being put in place is also going to help.
- xxx. **Construction:** performance had dipped during the previous academic year. It had been decided to try something different and the Director of Service Industries had been helping the Director of STEM; transferring her own good practice to the department.
- xxxi. This may be seen in a new quality assurance framework and training focussed particularly on remote working. On review, the team themselves appreciate that they are working more collaboratively now with a demanding set of short-term deadlines to be met. There is every reason to think that progress will continue.
- xxxii. **Apprenticeships:** The quality of teaching and learning had been under review. In January there had been an internal audit of apprenticeships focussing on compliance and the forecasting of data. The audit team had thought that the monitoring and governance processes were well designed and had been complied with. Two low risks had been identified, namely:
 - a) the quality of the layout could be improved and made more concise; and
 - b) in the case of learner progress panels and contract and compliance meetings – additional training was to be provided where needed.
- xxxiii. The Assistant Principal (Apprenticeships, Partnerships and Student Experience) had been working to improve the relationship with providers, embedding provider culture within the College. The challenge remains and there is still work to be done but matters are moving in the right direction.
- xxxiv. The CEO reminded members that it was important to remember that anything described by the Internal Auditors as 'low risk' is unlikely to have any financial impact.

Approval:

- i. Governors approved of the actions being taken to give them confidence that remote learning is effective in the College with no dissenters.

9. Teaching and Learning [CPR 20/21-09] (CR)**Noted:**

- i. Tables, setting out the key elements of teaching and learning for each of the curriculum areas, had been included in the report.
- ii. There had been a real focus this academic year on the professional development of all staff through the launch of the professional development centre. There is a range of courses from which they may pick and mix and these are linked to the appraisal process.
- iii. The Principal drew members' attention to the newly published College guidance on and expectations for remote delivery. This is a document produced in response to what had been learned during digital learning visits and was to support teachers, parents and students. The document has been widely shared.
- iv. It gives parents tips on helping a young person to engage whilst deterring them from active participation themselves. It had been the case that some parents had themselves been engaging in the sessions and giving critical feedback to teachers, which has been a common experience across the country, apparently.
- v. It also assists teachers to structure lessons appropriately, and in particular how to differentiate delivery in the more challenging remote working environment. Other Surrey colleges have similar models. The impact has not been assessed as yet.
- vi. Members approved of the document and noted that development coaches report a high level of anxiety among attendees. There remained a difficulty in assessing the overall standard of teaching and learning. No overall judgment is made.
- vii. The Principal reminded members that the College had moved away from graded lesson observations and instead was using learning visits as professional development. The Principal would grade it at 3 not because teaching and learning has declined but because the experience has been so very different. The Principal could not say that currently she could be sure of what is going on in every lesson and how good it is. Without COVID restrictions it would be easier to talk to students informally and to gain a better sense of what is being achieved across the college.
- viii. The College needs to adapt to this change, and it is necessary to find an effective model to capture the effectiveness of our Teaching and Learning. Not every student is having an excellent experience. For example, lock-down means that construction students are completing week after week of theory when at Level 1 the programme should be to a large extent practical.
- ix. An example of this new challenge is that some construction lecturers for example, do not have good computer skills. This has not been important previously but now it is, as remote teaching is completely different. For this reason, in some lessons the quality may not be where we would have expected it to be. Students have only been able to undertake six weeks of practical sessions. They are understandably tired of theory and are becoming frustrated and uncertain.
- x. Governors acknowledged that it is difficult for the staff to devise online sessions appropriate to the skills to be acquired. and that the technology itself is erratic. Grading is difficult and not as relevant as it would normally be.

- xi. Nevertheless, attendance is high, as is student satisfaction. Taking a balanced view, the problems of the past couple of years are set to improve rapidly. It is clear from the student survey that students feel that they are receiving good service.

10. Student Applications 2021/22 [CP 19/21-10] (CR/SL)

Noted:

- i. Student applications for the forthcoming year are 5% down on where the College would expect them to be at this time of year. Student applications would normally be being promoted by schools at this time, but very little assistance of this nature has been offered virtually and some schools are waiting for their students to return.
- ii. The current demographics ought to result in higher numbers of applications from 'Year 11'.
- iii. Areas of growth include media, computing, health and social care – all areas that have demonstrated their importance to society during the pandemic and have flourished.
- iv. By contrast, Business, Public Services, Hair & Beauty and Childcare have been shown to be vulnerable to socio-economic upheaval and are not doing so well.
- v. There are areas that attract similar learners so that for example when applications for Health & Social Care increase, Childcare falls away. The effect of such dynamics may yet be seen in this round.
- vi. In **Sport** there has been a change of curriculum and the College has seen both growth and healthy progression.
- vii. **Electrical Installation** – A 40% increase in applications has led the College to have two Level 2 groups this year, possibly leading to two Level 3 groups next year. This would make Ashford a specialist facility in this area.
- viii. **Art & Design** applications are up by 12%.
- ix. **Hair & Beauty** applications have decreased, the sector having been hit hard by the pandemic. Ashford applications are however in line with last year. The anticipated big launch of the new Ashford salon has not yet taken place. It is hoped though that the re-opening of the salon will coincide with renewed access to such facilities nationally and that this will boost applications.
- x. Adult recruitment for the current academic year is ongoing and there is a risk that the College will not meet the 74% target required to avoid a clawback of funds from the ESFA. A new Adult learning curriculum was launched in the Autumn consisting of mainly online and distance learning courses. This has not attracted levels of applications that the College had hoped for. However, a second phase will after Easter introduce a number of traditional face-to-face courses (e.g. vehicle maintenance, photography, CIPD and Fast Track AAT) as well as new on-line courses, for example 'The Principles of Dementia Care', which may prove popular with the care homes in the area.
- xi. SLT reviews funding against target on a weekly basis.
- xii. There is an exciting development to be called 'Progression Plus', taking in a group of children in year 10 and 11 who are in danger of exclusion. Led by staff who are specialists in behavioural difficulties, this will be a five day per week programme for up to 12 students and schools will pay the College £8.5K per student. The precise curriculum (such as Duke of Edinburgh awards) is still under consideration.
- xiii. The College is working with North East Surrey head teachers on this. There will be a selection panel and not all applicants will be given a place. Surrey CC are working on alternative provision across the County

and are very interested in this initiative. There may be a progression route for such students to come to the College at a later date.

- xiv. Schools are using their exclusion money to fund this. To make it worthwhile financially, a group of 12 will be needed (break-even point would be 8). This will be College-based provision with technical tasters and the possibility of virtual work placements being explored. The students remain on their school rolls and so if the programme doesn't work for any given individual, they will return to their school. The student's results stay with the school. This is a pilot scheme for one year, but it is intended that it will be a long-term development.
- xv. Members asked again about AEB funding and concerns over having made only 40% of target income so far and needing 74%. The Vice-Principal (Curriculum) regretted that it had not been possible to hold face-to-face classes adding that traditionally the College was considered strong on ESOL for example but many of those who would formerly have joined such classes, such as overseas *au pairs* have remained in their country of origin because of COVID. SLT are aiming to run as many courses (including Summer courses) as they can. The most recent numbers are looking positive.
- xvi. Governors expressed their confidence that the management team was doing everything that it could to improve the situation.

11. Education Case [CP 20/21-04] (CR/AW)

Noted:

- i. The Education Case had been put together to inform the Estates Strategy and extracts have been used to support the bid for 'Transformation Funds'.
- ii. It sets out the strategic direction of the curriculum of the 'New College' going forward.
- iii. There are key references to the FE White Paper, published in January and the 'College of the Future' document of October 2020.
- iv. There is clear synergy between this paper and the estate planning documents, covering the resizing and investment in specialist areas.
- v. The Principal will shortly be meeting with the College Managers Group as this document has yet to be seen by the middle management. She will explain that this is a time for change and outline key curriculum developments around the 'green skills' agenda.
- vi. The meeting will also focus on the work of SLT on the education case, how the wider management team will enable its implementation and the support that they will need in doing so, linking this to the recently completed middle management development programme.
- vii. In summary, it sets out the context and gives an overview of the curriculum. It links to the White Paper through investment in high level technical qualifications and the lifelong learning agenda.
- viii. A focus on local skills plans and priorities will make the College a key provider in the locality very much informed by the COVID recovery.
- ix. The Assistant Principal (Apprenticeships, Partnerships and Student Experience) reported having contacted Surrey University's sustainability department.
- x. Members very much approved of the document and the way that it related so well to the current sector agenda. The point was made however that given current negotiations, some areas of initiative might be held back, to be revealed later in the process.

- xi. The Chair noted that the College was often able to reach those that other institutions could not reach, and yet socio-economic data had been omitted. She urged the Principal to include it to make the College's case stronger.

Resolved:

- i. Formally approved with strong recommendation.

Items for Information

[Barbara Spittle left the meeting at 17.35]

12. Principal's Report [CP 20/21-12] (CR)

It was acknowledged that much of the report had been covered under other headings. Construction, Apprenticeships and Functional Skills continued to be in intervention mode.

Noted:

- i. Prospects for the Heathrow Academy are hard to assess at present. Most of the focus to date had been on fairly successful virtual work-placements.
- ii. The business planning process was launched in October with a target of 1,383 16-18 year olds, up from 1,368.
- iii. The first draft envisaged a contribution rate of 48% but 52% has now been achieved. Members congratulated the Principal on what was a significant change in recent times.
- iv. The Principal is meeting monthly with Dr Ben Spencer, the College's local MP and other principals to discuss coping with COVID. The Chair, CEO and Principal had met with Rt Hon Kwasi Kwarteng MP to talk about the Estate Strategy. He is keen to visit the Weybridge campus with particular emphasis on the 'Green Skills' agenda.
- v. The senior team have had a 'deep dive' into the FE white paper and the outcomes are given in the paper.
- vi. The Principal was asked to review the layout of the KPI chart with the aim of the placing the 'target' column adjacent to the 'progress' column for ease of comparison.

13. Marketing Report [CP 20/21-13] (CR)

Noted:

- i. Much had been covered already but it was again noted that sixth forms are giving open access to their students which is a threat to Brooklands. Will it still be possible for colleges to promote themselves, it was asked? Might it be possible to bolster Brooklands' marketing with posters placed locally, for example in supermarkets?
- ii. The Assistant Principal (Curriculum) reported that by law the schools are required to give Brooklands a degree of access. Even if this access is not well promoted, he was confident that since students choosing FE were often disillusioned with school, the option to remain there was not a major threat.
- iii. He had anyway been invited to record 'question and answer' style videos to be played at assembly for years 10 & 11 to give them an insight into FE.
- iv. The Principal added that where a dip in applications from a given school has been identified, she has written to ask if there is anything that can be done to improve matters. So far two heads have invited the

College to participate in a virtual assembly. The marketing team are always looking at new approaches and the College has a strong social media presence.

- v. The Assistant Principal (Curriculum) reported a partnership with HEON (the Higher Education Outreach Network). The College has repackaged a career coaching platform to engage students from local schools with the concept of FE. This initiative has met with increasing success.

14. Status of Policies relevant to the Committee's Remit [CP 20/21-14] (SL)

The report was received without further comment.

15. Student Engagement Report [CP 20/21-14] (CR/SL)

Noted:

- i. The Assistant Principal (Apprenticeships, Partnerships and Student Experience) gave a brief overview.
- ii. There had been a restructuring of the Leadership and Management of the student experience so as to coordinate better with the student Council and other student experience groups. This is working well. Student satisfaction with the College overall is positive with just some evidence of concern over progression; understandable perhaps when it is not yet known how awarding bodies will act.
- iii. A student experience rating tool has been trialled to give a snapshot across curriculum areas but it is a difficult environment currently about which to draw conclusions. The next assessment which is due just before Easter will produce a great deal more data.
- iv. There have been virtual representation meetings and these have been used to create documents reflecting student expectations.
- v. In terms of communications there is now a fortnightly news bulletin sent to students via their e-mail. Owing to low engagement rates the format has been changed. A different medium led to much higher 'open rates' but the challenge will be to build on this so that students don't miss out on opportunities. There is to be a new Carers and Parents section on website as is now common in colleges.
- vi. The previous week had been 'Careers Week', an excellent event with some really good employers present, some of whom are ex-students. There had been 1,500 responses to a student survey of those engaged in the week. It was a great success.
- vii. Other matters drawn to members' attention, included Virtual work placements, speakers from schools and the student experience group's activities including the very successful 101 mile walking challenge.
- viii. The Heathrow partnership group is still going strong, and meetings are held with other London partners. A very successful event had been held, using a company called 'Springpod Live' with video sessions on such topics as sustainability and employability.
- ix. Coaching and mentoring – progression mentors are being upskilled for greater impact when trying to turn the most 'at risk' students around.
- x. A careers service triage project to upskill staff in signposting students to the correct path is being developed. The College is being supported by an Enterprise Advisor with impressive credentials, helping those involved to see careers from a strategic perspective.
- xi. Governors were asked to approve the approach and the new 'Careers Education, information, Advice and Guidance' policy. The Committee Chair had already agreed to act as the lead Governor in this area.

Resolved:

- i. The Curriculum and Performance Review Committee approved the 'Careers Education, information, Advice and Guidance' policy and will report having done so to the Full Governing Body.

The Chair thanked staff for the improvement in the standard of reports, all of which were more succinct and targeted. Questions were then invited on the 'Predicted Achievement Report'.

16. Predicted Achievement Report [CP 20/21-15] (JL)

Noted:

- i. Retention and Achievement levels are positive, apart from English and Mathematics where GCSE achievement levels are looking low. This data was assembled before the methodology for assessment was known. The standard achieved at the November re-sits had been quite poor. Hopefully, it will improve.
- ii. Functional skills students have been badly affected with Government appearing to forget that 'functional skills' exists in its own right and not simply as a subset of apprenticeship training. They are committed to formal examinations in this area and with new, harder papers. This is an area of concern, given the lack of contact with teachers.
- iii. The return to the College is being monitored closely to try to ensure that these students re-engage, hence the fast-track functional skills initiative and smaller focussed groups. Attendance to date is at a higher level than at this time last year. The atmosphere on-site is very positive.

17. Student Disciplinary Report [CP 20/21-16]

- i. Management has looked to increase initial intervention meetings and not then see an escalation of conduct issues and this has been achieved. Noticeable in lock-down that there have been many more meetings and encouragement generally. There is clear evidence that early intervention is helping.
- ii. Asked if one might expect fewer problems given that students are absent, the CEO noted that it was still possible for students to be disrespectful online!

18. Climate Change Initiative [CP 20/21-17] (AR)

Members thought the initiative was timely and noted next steps:

- i. The project had made a good start, had been really positive with good progress being made including meetings with key people including local Principals.
- ii. What was needed next was an 'impact project' to involve stakeholders from across the College for early adoption and buy-in.
- iii. A link Governor was being sought and the Committee Chair will air the matter at the forthcoming Full Governing Body meeting to give any interested Governors the opportunity to become involved.
- iv. The Green Skills agenda and the forthcoming Estate Project are the perfect background for the project.
- v. It is also the case that these projects are already popular and may well become mandatory.

19. Any Other Business

There being no other business, Part 1 of the meeting was concluded at 18.15.

20. Date of Next Meeting

The date of the next meeting is 30 June 2021.

Jackie Pearson
Chair of Curriculum & Performance Review Committee

Jonathan Lipscomb
Clerk to the Governing Body