



The Education and Training Foundation College Board Review (in partnership with Association of Colleges)

SOUTHPORT COLLEGE

10 July 2021

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1 EXECUTIVE SUMMARY

In Summer 2021, ETF in partnership with AoC were asked to undertake an independent review of the board of Southport College. The objective of the review was to gain an understanding of the strengths of the board and the areas that need development. It also aimed at facilitating collaborative effort between the reviewer and members to co-design pathways to improving the effectiveness of the board. The framework used to undertake the review required analysis of Board Composition, Board Structures and Board Interaction. It also included an examination of the extent to which these key areas have contributed to the board's effectiveness as measured against the AoC Code of Good Governance for English Colleges. The process involved interviews with the chair, governance professional and other members of the governing body; a survey; examination of a sample of governing documents and papers; and an observation of a board meeting. This executive summary should be read in conjunction with the full report as the report contains important contextual information and rationale and evidence for the recommendations made.

Summary of conclusions

Board Composition

Board composition is strong. There are some benefits to the Board being quite large, but the effectiveness of this is suggested to be kept under review.

Board Structures

The Board has strong procedural arrangements and excellent constitutional documentation. Board strategic activity is potentially hampered by overly long reports without a sufficient focus on what the key issues are. A number of recommendations have been made to assist here, but early introduction of a dashboard for key reporting is to be encouraged.

Board Interaction

Board interaction is good and there are no recommendations made here, other than to continue to foster the recently re-established team spirit which has been introduced.

Board Impact and Effectiveness

The Board has integrity and a strong focus on decisions to benefit students. It is encouraged to consider how it can place more focus on its strategic responsibilities and carry out effective financial planning in which all governors should have an understanding.

Recommendations

- **The Board is suggested to keep the functioning of the Board at its larger size under review.**
- **The financial understanding of some governors could benefit from specific training.**
- **There is still work to do in understanding risk appetite and thus applying it to decision-making (also see below under Structures)**
- **Genuine executive summaries for reports, with possible training for the executive to assist in these being introduced.**
- **A stronger focus on strategic matters in Board meetings.**
- **Proposed timed agendas, placing focus on time for strategic items.**
- **Potential creation of two sets of papers for Board meetings – a main and a supplementary set - with executive summaries and key information included in the main set, and with other documents provided in the supplementary copy with all full background reports provided, thus enabling all governors to concentrate on the key considerations whilst still giving background to those governors who have more time to review more detailed material if they wish.**
- **In their evaluation processes, governors should consider the impact of their work, a ‘so what’ question. What value are they adding by their activities? There may also be a recording issue to be addressed, as some minutes record considerable items simply for noting, with limited action as a result, whereas the result of meetings may have brought about changes or requests for attention which have not been appropriately documented.**
- **The introduction as soon as possible of dashboards showing key indicators, making sure that conversion rates statistics of enquiring students is included as one of these.**
- **Consideration of risk appetite to assist decision-making**
- **Development of strategic focus and stronger future financial planning**

2 INTRODUCTION

1.1 Introduction and Context for the Review

In February 2020, the DfE announced an investment into “Innovative approaches to boost the skills and improve the governance of college boards to make sure they achieve the best outcomes for students.” ETF and AoC, as organisations rooted in and accountable to the FE sector, collaborated in designing a board review process that would enable boards to systematically reflect on their dynamics and effectiveness and co-design solutions to any issues identified. This Board Review process was the result.

Using the ETF/AoC framework and methodology, up to 30 board reviews were planned to be provided free of charge to colleges. These were based upon the fundamental principles of delivering good governance and maximising board effectiveness enshrined in the Code of Good Governance in English Colleges.

1.2 Review Methodology

The approach to conducting the reviews was developed after extensive research on methods of conducting board reviews and consultations with members of college boards. This was supported by the College Development Network (CDN) who conduct Externally Facilitated Board Effectiveness Reviews for colleges in Scotland.

The process used with the board of Southport College involved:

- An initial planning meeting with the Chair, Principal and Governance Professional to agree the approach to the review, the timelines for the review activities and the focus of our review. It was acknowledged at this meeting that the Board was developing, having made significant changes to and extended its membership, and the college leadership team having changed recently also, that the review should consider the progress made.
- An online Board Review Survey that was issued to all board members. This was completed by approximately half of all board members.
- One to one interviews with 7 members of the board, including Chair, Vice-Chair, Committee Chairs, Principal and a staff governor. The Governance Professional was also interviewed.
- Desk-based review of selected board documents such as the governing documents and minutes. There was also a review of the responses to the board review survey that was completed by board members .
- An observation of a full corporation meeting on 7 July 2021
- A meeting with Chair, Vice-Chair and Governance Professional to discuss findings, recommendations and co-design pathways for development.

3 BOARD REVIEW FRAMEWORK

According to Macus, A board’s capability to be effective refers to its ability to successfully coordinate develop and use the entirety of a board’s resources (skills, governance arrangements, relationships, etc.) to act competently in steering the corporation.

The board review framework used here identifies three core areas for evaluation: **Board Composition**, **Board Structures** and **Board Interaction**. It relies on the collation of evidence around an overarching question in each area to ascertain an understanding of board dynamics:

1. What attributes (skills, knowledge, mindset/attitude) does the board possess currently and what additional attributes would it need to meet its objectives?
2. Do the current board structures equip members to optimally engage with each other to deliver the objectives effectively, with transparency and in compliance with regulations?
3. Are interactions between board members organised to allow for the most effective deployment of individual and collective skills to meet the college’s goals?

The key features of the core areas are highlighted in the framework as below:



3.1 BOARD COMPOSITION

Board composition refers to the attributes possessed by the board that combine to enable effective strategic leadership. An evaluation of the board's composition involved an analysis of:

- the **knowledge and experience** of members as they relate to key criteria essential for effective college governance (strategy building and execution, oversight and control of finances and corporate leadership/governance)
- specific **skills** necessary for effective strategic oversight of the corporation (strategic thinking, analysis and synthesis of information and communication)
- **attitude and mindset** that fosters independent thought and a commitment to the principles of good governance (independence, curiosity, ethical and mission-focused)

General analysis of Board Composition

The Board of Southport College has recently recruited new members, with four new governors recruited in winter 2020 and a further 3 in Spring 2021. These appointments are the result of a rigorous and extensive recruitment process which were demanding of time and resources, as 16 candidates in total were interviewed and the appointments selected from these for best fit of skills. However, this process has been well rewarded as there is now a good cross section of skills on the Board and the age profile has improved considerably, plus an overall refresh has taken place. Whilst the Board is unusually large, this does help to populate committees and introduces a wider range of perspectives, but it may increase the administrative burden in running the Board and could potentially lengthen debates if all governors wish to contribute.

The skills audit has been recently updated following the new appointments and this gives evidence of the Board make-up. Further evidence was drawn from the Board survey which showed that most governors felt that overall they had the skills across their number to fulfil their functions well.

Of those who responded to the survey, 100 % of governors felt that their Board had the capacity for effective leadership, also that safeguarding is embedded and 93% think that the quality of the student experience is central to the Board's decision-making process. This also came through strongly in the interviews. 86% of those who responded to the survey consider that financial management is robust and the same percentage that equality and diversity is embedded.

Although there were no areas in the survey where a majority of those answering considered that an area was not being addressed, there were two areas where results were markedly not so strong. 36% of respondents felt that their ability to scrutinise decisions and the encouragement to ask challenging questions was only moderate, although the Board does clearly have a strong culture for challenge. 28% of those responding felt that they had limited experience of financial planning. There was also a marked reduction in experience of assessing a board's risk appetite in comparison to other skills questions. Last year's governance SAR also noted the need to develop the assessment of risk appetite.

Governors commented that the Board was now much more locally based and all governors are committed to the development of Southport and the area and excited about how the college can contribute to it.

Examples of effective Board Composition

- The Board has a strong Chair and a Vice-Chair, both with strong curriculum backgrounds and they work well together.
- There is a good mix of skills and experience represented on the Board, as a result of considerable recent attention.
- There are governors who have good financial skills and business experience.
- Students and staff are well represented and one of the staff members takes a role in mentoring the student governors.

Areas for development

- **The Board is suggested to keep the functioning of the Board at its larger size under review.**
- **The financial understanding of some governors could benefit from specific training.**
- **There is still work to do in understanding risk appetite and thus applying it to decision-making (also see below under Structures)**

3.2 BOARD STRUCTURES

Board Structures are the processes, procedures and arrangements that provide the space, opportunities and tools for members to deliver board objectives while acting with transparency and in compliance with the relevant codes and regulations. An evaluation of the board's structures involved an analysis of:

- the **governing documents and arrangements** of the board
- the **transparency** that is evidenced by the access that board members and other stakeholders have to relevant information
- the frequency and rigour with which the board undertakes **evaluations** of individual and board performance

General analysis of Board Structures

The Board has clear governance documents and these have recently been reviewed, as part of a considerable review of processes and documentation. There is excellent material on governance on the college website. The Board has high confidence in its structures as shown by the survey results.

In recent years there has been a high turnover of postholders in the Clerk's position, but in Feb 2021 an excellent appointment was made to this post and it is evident that this new postholder carries out her job extremely well and is knowledgeable and diligent in ensuring that the Board is well supported. She is rightly highly regarded by governors and she has worked extremely hard since her arrival to make necessary improvements to governance which is very evident from the current observed position.

The Board is provided with comprehensive and extensive reports and whilst these generally have a cover sheet or summary, many of the examples of these seen were simply a description of what the report was, rather than providing a summary of the key points of the report. Reports provided are very long and whilst some governors may have the time and inclination to read the extensive detail provided, succinct executive reporting would enable governors to identify the key points much more readily and may also save report writers from having to provide so much detail. The new executive team is committed to providing meaningful information to assist the governors in their work. It is hoped to introduce more dashboard reporting soon and this would be welcomed by governors; it would provide a clear visual summary of performance. All governors interviewed commented that Board packs were too long, with some using words like 'unmanageable' and 'too much'. Recent Board packs seen by the reviewer bear out their considerable size. The work to develop dashboards and summary reporting is strongly recommended to be concluded as soon as possible as a way of summarising information clearly. A number of governors interviewed were also concerned that there was no clear way at present to identify whether the college was on target in its recruitment until a year had started. Whilst this is an area to which the executive and the Board has recently given attention through a specific task and finish group, there is clearly more work to do to give all Board members assurance. In recognising how important the conversion rates of applications to recruitment is annually to the college, this area would benefit in being a key focus as a performance indicator.

Recent task and finish groups with governors have been very successful and can show governor impact. Work in these has helped identify large resource savings, thus making significant impact on the college's financial strength.

Very good minutes of meetings are taken, which show evidence of governor questioning and challenge, but overall they are often long and the information they contain and the evidence of governor challenge and support could be summarised and streamlined without losing key reporting, overall messages and agreed action.

The meeting which was observed included a report/training session from a department which was very informative and took up about a quarter of the meeting's time. Whilst keeping in touch with and understanding the college's work is an important part of being a governor it would be useful to reflect with governors whether this type of presentation could be provided in a different way which could free up time in formal meetings, if needed. However, it is recognised that having such presentations as part of Board meetings increases attendance and enables a greater number of governors to be briefed.

It is clear that the governance of the college is highly dominated by committee activity and much of the detailed work goes on there. There has recently been work undertaken to ensure that the committee cycle fits sensibly with reporting into the Board, which had been successful. The meeting observed contained reports from committee chairs which took up about half of the meeting and it is suggested that this could be streamlined through time limits, especially given that the minutes of the meetings being commented on had been circulated with the agenda.

Key content items for the observed Board meeting were the recommended budget for the forthcoming year and the Strategic Plan update. The budget was approved in the space of 3 minutes and there were no key questions asked. Whilst this on the one hand shows a confidence in the work of the Resources Committee which recommended it, with the lack of an executive summary to indicate aspects such as key trends, areas for growth, potential pressure points, levels of risk, it may have been difficult for a non-committee member to understand what was proposed and therefore to test out their confidence in the proposed budget and what it was designed to achieve for the college. Likewise, the Strategic Plan update was dealt with in five minutes through a verbal summary by the Principal and there were no substantive questions asked. It was unclear whether this document had been through a committee or discussed previously before, but even so, this should have been a key focus of discussions or at least a clearer summary reminder of the main aspects which could have been provided by a presentation. As all governors interviewed had commented that there was insufficient time available to consider strategic matters, the college would benefit from considering how an item like this could be presented in a way which would encourage questions and careful thought before approval. Likewise, the marketing strategy had been considered at committee level and given its importance, a summary report to the Board might have been of benefit, so that all governors are fully aware of and can actively support its direction.

The agenda from the observed meeting was very clear and the procedure to go through the items was very carefully laid out.

The Governance Self Assessment report for 2019/20 identifies that the risk appetite is not widely understood and this was also seen in the recent survey conducted with governors. The proposed action to address this is a dashboard of key data on quality and resources. It is noted that this dashboard is currently being developed and this is to be welcomed. However, the Board may find another helpful activity to understand risk appetite in order to use this concept proactively, would be to debate and determine the levels of risk it might wish to approve for various types of activity. For instance, with safeguarding – the risk appetite would be likely nil, whereas for commercial development work it might be relatively high. Such determinations in principle would help form approaches to be taken.

Examples of effective Board Structures

Good governance constitutional and procedural documentation, recently updated

Clear committee structures

An experienced Chair and Vice-Chair

A very able Clerk

Clear, well set out agendas

Good governor induction

An explicit and well presented training plan

Effective use of Task and Finish groups

The use of a governance self-assessment plan and action plan, separate from that of the overall College SAR.

The introduction of an evaluation process for governance.

Areas for development

- **Genuine executive summaries being provided for reports, with possible training for the executive to bring this about.**
- **A stronger focus on strategic matters in Board meetings.**
- **Proposed timed agendas, placing focus on time for strategic items.**
- **Potential creation of a main and a supplementary set of papers for Board meetings – with only executive summaries included in the main set, with other documents provided through the supplementary copy with all full reports provided, thus enabling all governors to concentrate on the key considerations whilst still giving background to those governors who have more time to read the details in background reports.**
- **In their evaluation processes, governors should consider the impact of their work, a ‘so what’ question. What value are they adding by their activities?**
- **The introduction as soon as possible of dashboards showing key indicators, making sure that conversion rates statistics of enquiring students is included as one of these.**
- **Consideration of risk appetite to assist decision-making**

3.3 BOARD INTERACTION

The behaviours, interactions and team building strategies which allow for a diverse and inclusive culture which encourages both effective challenge and impactful collaboration. An evaluation of the board’s interaction involved an analysis of:

- **Inclusive team building** strategies which include the recruitment, development and deployment of diverse members in line with established principles of inclusion and good governance
- **Productive relationships** based on a culture that allows for a good balance between challenge and collaboration underpinned by evidenced based decision-making processes

- **Collective responsibility** of the board that is based on a clear delineation of responsibilities and accountabilities, alongside the agreed processes that allow for joint ownership of decisions

General analysis of Board Interaction

The Board clearly works well together and is inclusive and welcoming. All members interviewed felt that the student was at the heart of its decision-making and Board members interviewed all felt involved properly. A governor commented that where governors had comments or questions, they would raise them, whereas in previous times, if governors were dissatisfied, they would simply complain to each other and not take significant action.

There is clearly a strong focus on the centrality of the student.

Staff and student governors are fully included in all aspects of the governing body apart from the minimal number of items where they are not entitled to be included.

In recent recruitment , the Board has tried to improve the diversity of Board members and has succeeded in recruiting some younger governors. The process of using a search process has been successful and where in future further governors are required, either this or wide publicity of vacancies should be considered again.

Examples of effective Board Interaction

The Board works well as a team and is welcoming and inclusive.

Areas for development

None.

4 BOARD IMPACT AND EFFECTIVENESS

According to the DfE, the core functions of a corporation board include:

- setting and communicating a college's educational character, strategy and goals
- holding executive leaders to account for the educational performance and quality of a college, and for the performance of staff
- exercising effective control to ensure that funds and assets are protected, and legal obligations are met

To comprehensively evaluate whether, and the extent to which, the board is performing effectively, it is important to understand the key governance outcomes that flow from the above core functions. To

accomplish this, the review process uses the key principles of the AoC Code as the basis for reflecting on whether the board's work has translated into impact. The key principles used in the Board Review Framework are:

- **Integrity:** Commitment to Nolan Principles and the AoC Code (or other relevant code)
- **Strategic:** Setting a clear direction and objectives for the organisation
- **Quality:** Progress and achievement of students effectively monitored and scrutinised
- **Financially Sound:** Robust financial system and processes
- **Responsive:** The board engages and has positive partnerships within the local community
- **Collectively Accountable:** Responsibility for strategy and decisions and compliant with regulations
- **Inclusive & Diverse:** Equality, diversity and inclusion are central to decision-making and impact is measured
- **Reflective:** Board and individual performance and impact are thoroughly reviewed
- **Student Experience:** Student voice is valued, and student experience and safeguarding are central to decision-making

The evidence from the review shows that the board of Southport College has some positive impact on the college's outcomes and there is strong evidence that it is proficient in some of the key effectiveness features outlined above.

The Board has integrity, is highly committed to the Nolan principles and has due regard for the Code of Governance. The Student Voice is valued and the student experience and safeguarding are central to decision-making. The progress and achievement of students is effectively monitored and scrutinised through committee.

The Board is encouraged to develop its strategic focus and its financial planning.

5 RECOMMENDATIONS AND DEVELOPMENT PATHWAYS

Evidence based recommendations

- **The Board is suggested to keep the functioning of the Board at its larger size under review.**
- **The financial understanding of some governors could benefit from specific training.**
- **There is still work to do in understanding risk appetite and thus applying it to decision-making (also see below under Structures)**
- **Genuine executive summaries for reports and possible training for the executive in report writing skills.**

- **A stronger focus on strategic matters in Board meetings.**
- **Proposed timed agendas, placing focus on time for strategic items.**
- **Potential creation of main and supplementary sets of papers for Board meetings – with only executive summaries included in the main set, with other documents provided through a reference copy with all full reports provided, thus enabling all governors to concentrate on the key considerations whilst still giving background to those governors who have more time to read background reports.**
- **In their evaluation processes, governors should consider the impact of their work, a ‘so what’ question. What value are they adding by their activities? Likewise, a sample from the minutes of the Spring term Curriculum Committee shows that all the items were for noting and there was limited action as a result.**
- **The introduction as soon as possible of dashboards showing key indicators, making sure that conversion rates statistics of enquiring students is included as one of these.**
- **Consideration of risk appetite to assist decision-making**
- **Development of strategic focus and stronger future financial planning**

List of actions

[See Annex 2](#)

Board Priorities

Streamlined reporting

Strategic focus

6 ANNEX

1. *Document Review*

- Instrument and Articles of Government
- Standing Orders
- Terms of reference of Committees
- Sample Board papers
- Sample minutes
- Various policies on the college website

2. Annex 2: Agreed Action Plan



Southport College ERG Action Summary

1 OVERVIEW AND CONTEXT

The College invited the FEC team in to conduct a diagnostic assessment, which resulted in a recommendation for an external review of governance, provided through the ETF in partnership with the AOC .

This review was conducted in the summer term of 2021, following a number of changes across the SLT and the Board. Whilst the review recognised the strengths of the Board and recent progress, there are some areas to develop further, to support the Board in its pursuit of excellence.

The review was undertaken as late as funding would permit, to allow the new SLT and clerk to facilitate planned changes ahead of the review commencing and as a result, a number of the recommendations were already in progress and actions dates reflect this.

2 ACTIONS

Detail of recommendation	Action	Intended Outcome	Named Lead	Timescale
1) The Board is suggested to keep the functioning of the Board at its larger size under review.	<ul style="list-style-type: none">• Staff and student governors to be reduced to 2.• I&A updated to be a maximum of 15 rather than 20 independent governors• Renewal of terms will only be where there is a genuine business need	Board size will reduce to no more than an average of less than 14 independent members.	Clerk	July 2021 July 2021 Throughout 2021/22

		This will ease administrative burden and ensure meetings remain effective		
2) The financial understanding of some governors could benefit from specific training.	<ul style="list-style-type: none"> AOC contacted re financial seminars Targeted training information sent following the skills audit and annual reviews SFCA management accounts training invite sent to Res Cttee Brought forward finance training within the training plan from May to Dec More detailed finance training for all members in the May strategy day 	All governors without a financial background will undertake at least one finance training session in 21/22 and so have more confidence to question and challenge financial decisions	Clerk Clerk Clerk/Res Cttee Clerk/ Dir F&F Dir F&F	June 2021 June 2021 July 21 st Dec 2021 May 2022
3) There is still work to do in understanding risk appetite and thus applying it to decision-making (also see below under Structures) Consideration of risk appetite to assist decision-making	<ul style="list-style-type: none"> Risk framework incl risk register to be revised with the support of the IAS Strategy day to include risk training, interactive workshop and analysis of risk appetite 	The Board and SLT will have an aligned understanding of and approach towards risk. This will better inform strategic decisions	Dir F&F Dir F&F IAS	Nov 2021 February 2022
4) Genuine executive summaries for reports, with possible training for the executive to assist in these being introduced.	<ul style="list-style-type: none"> Res Cttee Chair attended training by AOC. Ideas and best practice fed back to Dir F&F to improve finance reporting Improved management accounts to include visual representations with support from Res Cttee Chair & external training Further SLT training by MB at the first exec meeting of the year around report summaries External support and training on report writing to be researched Feedback and follow up from governors and reassess progress midyear 	Member satisfaction will improve attention will be drawn to key areas and questioning more effective as a result.	Res Cttee Chair/Dir F&F Res Cttee Chair/HoF/D F&F Principal Clerk/Principal Board	June 2021 July 2021 August 2021 July 2021 Feb 2022
5) A stronger focus on strategic matters in Board meetings.	<ul style="list-style-type: none"> Exec summaries to highlight the strategic objective and draw attn. to and highlight the need for focus and scrutiny Items considered strategic priorities to be 'presented' in meetings to members 	More strategic discussion in meetings to be evidenced in minutes.	SLT SLT Chair/Members	Oct 2021 Sept 2021 Ongoing

	<ul style="list-style-type: none"> Continued use of task and finish groups to focus on key areas 			
<p>6) Proposed timed agendas, placing focus on time for strategic items.</p>	<ul style="list-style-type: none"> Timed agendas are ordinarily in place and will be utilised for all meetings Actions will include improving the promptness of papers by the introduction a late paper process embedded into the paper protocol for 21/22 	All meetings to include timed agendas and greater strategic focus.	Clerk Clerk/Principal	July 2021 July 2021
<p>7) Potential creation of two sets of papers for Board meetings – with only executive summaries included in the main set, with other documents provided through a reference copy with all full reports provided, thus enabling all governors to concentrate on the key considerations whilst still giving background to those governors who have more time to read background reports.</p>	<ul style="list-style-type: none"> Proposal from July Corporation meeting to be actioned to include separation of executive summaries to be introduced in Sept 2021 where appropriate See action 4 re exec summary training 	Members will have more time to focus on key areas. Drafting of the executive summary will also focus SLT on the impact and actions from the data and not just the data	Clerk/SLT	Sept 2021
<p>8) In their evaluation processes, governors should consider the impact of their work, a ‘so what’ question. What value are they adding by their activities? Likewise, a sample from the minutes of the Spring term Curriculum Committee shows that all the items were for noting and there was limited action as a result.</p>	<ul style="list-style-type: none"> As resolved in June Standards, the Committee is to introduce an end of meeting impact assessment including a post meeting survey to ensure effectiveness and impact is continually assessed Asking Powerful questions and Board Effectiveness documents already incorporated into the handbook with members directed to these SAR questionnaire to be re-written to focus members on governor actions and impact to self-assess for improvements Clerk to meet with ERG assessor to analyse the minutes in question and look at more effective ways to capture and record actions and impact 	Greater clarity on governor impact.	Clerk/ Standards Chair Clerk Clerk Clerk/ Heather Cross	Sept 2021 Sept 2021 Written Jul 21 issued May 2022 July 2021
<p>9) The introduction as soon as possible of dashboards showing key indicators, making sure that conversion rates statistics of</p>	<ul style="list-style-type: none"> Governor input and feedback obtained in the strategy day Conversion rate target added to all marketing reports 	Dashboards to be implemented by SLT Oct – Admissions Dec – Quality	Board AP SE & W	May 2021 June 2021

<p>enquiring students is included as one of these.</p>	<ul style="list-style-type: none"> Recruitment added as a standing item for resources and Corporation Ideas and intentions for the dashboard reviewed at the FEC diagnostic visit. Further ideas for inclusion in the development of the dashboards provided 	<p>Finance - TBC</p>	<p>Clerk/ Res Cttee Chair FEC/SLT</p>	<p>June 2021 June 2021</p>
<p>10) Development of strategic focus and stronger future financial planning</p>	<ul style="list-style-type: none"> See actions above relating to recommendations 2 and 5 Full year training mapped to focus on key areas and to include two strategy days 	<p>Better governor understanding and questioning around financial issues. A broader input on financial issues from members with a range of experience, resulting in improved financial health</p>	<p>Clerk/Chair</p>	<p>Jun21 (strat Feb & May)</p>

3 FOLLOW UP

Feedback and actions will be embedded into the SAR of the Corporation in Autumn 2021.

Actions will be monitored as a standing item at meetings of the Governance Committee and fed back to the Audit Committee and Corporation.

