



**MidKent College**

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Author: Clerk to the Governing Body  
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Agreed: 12/12/12 by the full Governing Body

**Governance  
Self-Assessment Report  
2011-12**

Agreed at GB 12/12/12



	<p>In 2011 the Governing Body adopted the Foundation Code of Governance and it strives to comply with all of the requirements.</p> <p><u>Strengths and Weaknesses:</u></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• Strong strategic Governance processes with appropriate challenge and support</li> <li>• Outstanding Financial Management and Control Evaluation (FMCE)</li> <li>• Excellent range and expertise of board members.</li> <li>• Supportive Committee structure and membership</li> <li>• Strong learner voice reported through the Student Union President sabbatical post.</li> <li>• Thorough induction arrangements for new governors with continuous training and development.</li> </ul> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• Not all members meet the attendance target of 80% for board and committee meetings</li> <li>• Governors’ knowledge of the curriculum and student life needs further development.</li> </ul>	<p>Foundation Code action plan</p> <ul style="list-style-type: none"> <li>• <b>GB minutes</b></li> <li>• <b>FMCE grade</b></li> <li>• <b>Skills Matrix</b></li> <li>• <b>Committee mins</b></li> <li>• <b>SU reports at GB</b></li> <li>• <b>Training offered</b></li> <li>• <b>Induction file and SharePoint</b></li> </ul>
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Agreed at GB 12/12/12

**The following addresses the Governor focus in the Ofsted Common Inspection Framework (CIF), Handbook and other items for attention.**

1. Leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance.
2. Leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development.
3. Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap.
4. Leaders and managers safeguard all learners.
5. To what extent do the GB Committees support and feed information to the Board.
6. To what extent does the Governing Body comply with its requirement in the Foundation Code of Governance
7. Points highlighted from the Governor's biannual questionnaire.

1	<p><b>“Leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance.”</b> Where there is a governing body inspectors will consider their effectiveness, including how well they:</p>	
1.1	<p>Know the provider and understand its strengths and weaknesses through appropriate involvement in self-assessment</p> <p>All Committees undertook self-assessment at the end of 2011/12 and have fed into this SAR by way of a working group.</p> <p>The Quality Department conduct 3 surveys a year; Induction (September), Teaching &amp; Learning (March) and end of year (June). The outcomes of these are reported through the Quality Development Panel (QDP) on which the Governor with special responsibility for Quality (Andy Start) sits. The QDP meets once a term to monitor the quality assurance of the procedures. The findings of the QDP are reported to the Governing Body through the Principal’s report at each Governing Body meeting.</p> <p>The SU President presents a Learner Voice report at each Governing Body meeting.</p> <p>The College Self-Assessment report is presented to the Governing Body annually in December and the College Observation report annually in July. In between these two meetings the Key Performance Indicators (KPIs) scorecard and Principal’s report is presented at every meeting to monitor the college’s performance. This enables members to make informed decisions.</p>	<p>Committee minutes</p> <p>Results and minutes are published on the Quality Share point site.</p> <p>GB minutes</p> <p>GB 14/12/11 &amp; 18/7/12 GB minutes inc. P’s report &amp; KPI scorecard</p>

1.2	<p>Support and strengthen the providers leadership and contribute to shaping its strategic direction</p> <p>The Governing Body agreed the Strategic Priorities including in depth discussion at the Away Day in 2011. The College's Strategic Priorities and Mission is being reviewed in 2012/13 and the Advisory Committees have contributed to this process through a series of workshops to ensure that stakeholders and learners were involved in their production. The proposed amendments to the Strategic Priorities were presented for discussion at the first GB meeting on 17 October 2012 and agreed in principle. Further work is being carried out and the Governing Body will be updated at future meetings in 2012/13.</p>	<p>Strategic Priorities report 17/10/12</p> <p>Advisory working groups 12 &amp; 19 July 2012</p> <p>GB minutes 17/10/12</p>
1.3	<p>Provide challenge and hold the senior leader and other senior managers to account for improving quality of learning and the effectiveness of performance management systems</p> <p>The College Self-Assessment report is presented to the Governing Body annually in December and the College Observation report annually in June.</p> <p>At the meeting on 28 March 2012 the Governing Body approved the staffing strategy which reviewed the approach to teaching and learning improvement by introducing 'Paying more, expecting more'.</p>	<p>Quality reports &amp; GB minutes</p> <p>Items in GB minutes which reference Staffing Strategy</p>
1.4	<p>Work effectively, including having a systematic approach to meeting statutory duties and approving and monitoring priorities that are focused on improving teaching, learning and assessment.</p> <p>The Quality Development Panel (QDP) on which the Governor with special responsibility for Quality (Andy Start) sits meets once a term to monitor the quality assurance of the procedures and progress of the College Self-Assessment Report. The findings of the QPD are reported to the Governing Body through the Principal's report at each Governing Body meeting. At the end of 2011/12 members agreed that further focus is required of the Board regarding teaching, learning and assessment and it was agreed that a Quality Report would be received by the Board at every meeting in 2012/13. It was also agreed that a further member of the Governing Body sit on the QDP and this has been actioned.</p>	<p>QDP minutes</p> <p>GB minutes 18/7/12</p>

<p>1.5</p>	<p>Governors have the skills and experience to fulfil their duties and to ask challenging questions to raise or maintain high standards and secure positive outcomes for learners</p> <p>Search Committee conduct an annual review of the skills audit to ensure that the skills and experience of Governors is that which is required by the Board. Skills range from financial management to engineering. As vacancies arise any skills gaps are addressed and taken into account when appointing new members.</p> <p>In 2011/12 the following Governors were appointed; Ms A Furedi; Mrs A Start; Mr R Aggarwal and Mr B Russell. A new staff Governor was also appointed.</p> <p>Members are encouraged to participate in a Link Governor scheme where they are partnered with a curriculum faculty. As part of the scheme they will observe learning and contribute to the Faculty self-assessment. This scheme helps members understand more at grass-roots level and informs challenging questions at Board meetings.</p> <p>The bi-annual questionnaire asked Governors various questions including their understanding of the College and their roles and the opportunity to ask questions at meetings. All of these had a positive outcome showing a clear understanding which allows Governors to fulfil their duty. New Governors undertake a detailed induction to enable them to participate fully in Board meetings from the start.</p>	<p>Skills audit Questionnaire section 1 question 7</p> <p>Link scheme</p> <p>Bi-annual questionnaire results</p> <p>Induction</p>
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2	<b>Leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development.</b> To make this judgement, inspectors will evaluate the extent to which:-	
2.1	<p>Governors monitor the quality of the experience provided for learners and their outcomes.</p> <p>Every single meeting of the Governing Body includes scrutiny of learners' progress and this is built into the targets for the Principal and other senior postholders.</p> <p>The Remuneration Committee met to agree the Senior Post Holders (SPH) salary and appraisal outcomes in January 2012. The SPH undertake a 360 degree appraisal prior to this meeting and the results inform the Committee. These are recommended to the Board in a confidential item.</p> <p>The senior postholders are all active in ensuring that they receive regular and relevant Continuous Professional Development. This is actively monitored by governors during the appraisal process.</p> <p>“Governors have a clear and well-conceived vision and strategic direction of the college. Governance is good – members of the corporation have a valuable and diverse set of skills. Governors are well informed about progress, have good access to reliable data and are committed to the continued improvement of the college. They are both supportive of, and appropriately challenging to, the principal and senior managers” Quote from the Ofsted inspection 2009.</p>	<p>GB minutes</p> <p>Minutes 12/1/12</p> <p>Inspection reports: (February 2005/March 2009 &amp; monitoring visit 2011) on Ofsted web site &amp; Quality SP site</p>



3	<b>Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap.</b> To make this judgement, inspectors will evaluate the extent to which and take into account:	
3.1	that training in equality and diversity is effective and governors understand their roles and responsibilities in relation to equality and diversity.  The HR Director gave members a training session regarding Equality Act at the 18 July 2012 meeting to bring them up to date and ensure they were aware of their roles and responsibilities,	E&D training give on 18/7/12 Include in induction
3.2	whether effective action is taken to ensure that the ethnic profile of governors broadly reflects that of the learner population  The Search & Governance Committee monitor the ethnic profile of governors within their monitoring remit and by working with GOSS the Committee works hard to reach candidates from all backgrounds. They have agreed that Equal Opportunities data will be collected from Governing Body members in 2012/13.	Search Committee monitor ethnic profile  E&O data collection
3.3	the arrangements for reporting on the promotion of equality and diversity to governors  HR Director gave members a training session regarding Equality Act at the 18 July 2012 meeting. The Governor with Special Responsibility for E&D contributes well to discussions that promote E&D.	E&D training 18/7/12

3.4	<p>the effectiveness of arrangements to protect learners from bullying, harassment and discrimination, including training for governors on equality and diversity</p> <p>HR Director gave members a training session regarding Equality Act at the 18 July 2012 meeting. The Assistant Principal for Student Support gave Governors a training session on 23 May 2012 which included bullying, harassment and discrimination with regard to the role of the Governing Body. The College has policies in place regarding Bullying, harassment and discrimination including Anti- Bullying and Harassment and an Equality Strategy.</p> <p>The Governing Body has a Governor with special responsibility for E&amp;D and she is an active member of the College Equal Opportunities Committee (EOC) of the Academic Board.</p>	<p>E&amp;D training 18/7/12 Safeguarding Training 23/5/12</p> <p>EOC minutes</p>
4	<p><b>Leaders and managers safeguard all learners.</b> To make this judgement, inspectors will evaluate the extent to which:</p>	
4.1	<p>governors receive appropriate training on safeguarding, which is updated regularly</p> <p>The Assistant Principal for Student Support gave Governors a training session on 23 May 2012. This session is a regular slot on the training cycle for Governors and updates are brought to the Board as required. An annual report was presented in October 2011.</p> <p>All staff that requires a CRB check have been checked or are awaiting confirmation from the CRB office, with risk assessments having been carried out. The HR department monitor compliance.</p>	<p>Safeguarding training 23/5/12 and an Annual Report 19/10/11</p>

<p>4.2.</p>	<p>governors fulfil legislative requirements, such as those for disability, safeguarding, and health and safety</p> <p>Governors are presented with an annual update from the Health &amp; Safety Committee. Members receive updates and training regarding Equality &amp; Diversity and Safeguarding as stated above.</p> <p>The Governing Body has a Governor with special responsibility for Safeguarding and one with responsibility for Health &amp; Safety.</p>	<p>H&amp;S update given 26/1/12</p> <p>Designated Governor with special responsibility for:-</p> <p>H&amp;S/Safeguarding</p> <p>E&amp;D training 18/7/12</p> <p>Safeguarding training 23/5/12</p>
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<p>5</p>	<p><b>To what extent do the GB Committees support and feed information to the Board:</b></p> <p>The GB has the following Committees:-</p> <p><u>Audit &amp; Risk Committee</u></p> <p>The management of strategic risk is a real strength of the Audit Committee and in this year they have added ‘Risk’ to their title. Strategic Risk owners are invited to the meetings to present a ‘deep dive’ report regarding their risk. The Committee self-assessed at the end of the year and all agreed that the focus on strategic risks through a ‘deep dive’ report has increased management focus and committee understanding. The Committee recommended a full review of the risk register during this year and as a result the register has improved. Parallel to this the Strategic Priorities have also been reviewed and the new register reflects these changes. Regular closed sessions with internal and external auditors report an excellent relationship with the College Management Team.</p>	<p>Audit &amp; Risk Minutes</p>
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<p><u>Finance &amp; General Purposes (F&amp;GP)</u>  F&amp;GP closely scrutinised the management accounts at every meeting. A key activity in this year has been the monitoring of the redevelopment at the Maidstone Campus and considering the viability of new investment projects. They have considered and agreed the funding for the Live Room which has provided a state of the art rehearsal and performance space for music and media students. After self-assessing against their terms of reference the F&amp;GP Committee have made some improvements to their remit including regularly receiving papers regarding Facilities, Learner Numbers and Partnership Contracts.</p> <p><u>Search Committee</u>  The Committee have recruited well to the vacancies this year and have improved the gender and BME balance of the Board. It has conducted a full review of the terms of reference and agreed that their remit must encompass Governance issues such as the Foundation Code. As such it has been agreed that they will continue as the ‘Search &amp; Governance’ Committee to broaden their scope. Their terms of reference have been amended to reflect this.</p> <p><u>Advisory Committees</u>  These Committees were set up to gain the feedback of local community members and employers. In 2011/12 they have been fundamental in the review of the College’s Strategic Priorities. Both Committees conducted a review of the work they had carried out in 2011/12 and agreed the focus for 2012/13. Their strength has been focusing on issues local to their campus and gaining the views and experience of local stakeholders. Although not an official Committee of the Governing Body, this forum has become increasingly important to the Board and College as a link to the community that the College serves.</p>	<p>F&amp;GP Minutes May &amp; July 2012</p> <p>Search Committee Minutes May &amp; July 2012</p> <p>Minutes June 2012</p>
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6	<p><b>To what extent does the Governing Body comply with its requirement in the Foundation Code of Governance?</b></p> <p>The Governing Body adopted the Foundation Code on 28 March 2012. To comply with the Code the Governing Body must fulfil all the requirements as defined in the Code as their 'role'. The College already met a significant number of these requirements but a minority are only partially completed. An action plan was put in place to progress these and an update is illustrated in the Improvement Plan to this document. The Clerk monitors the Code and the Search &amp; Governance Committee periodically review the outstanding actions. There is currently no regulatory Body to check that the Governing Body is compliant with the Code but it is seen as good practice and the Board strives to achieve all that it includes.</p>	
7	<p><b>Outcomes of the Governor's bi-annual questionnaire.</b></p> <p>76% of Governors completed the questionnaire including new members of the Board resulting in some 'don't know' answers which have affected the % outcomes to some questions. The questions highlighted many strengths. For example:-</p> <p>Question – I understand the strategy and objectives of the college, Result =25% agree and 75% strongly agree.</p> <p>Question - Governing Body papers are adequate and strike a good balance between brevity and detail. Result = 13% agree and 75% strongly agree.</p> <p>Question - Governing Body meetings are managed effectively. Result = 81% strongly agree.</p> <p>Question – All Governors are able to contribute fully at Governing Body meetings. Result = 81% strongly agree.</p>	

<p>Question - Discussions at the Governing Body are free, open and transparent. Result = 13% agree and 75% strongly agree.</p> <p>Question - The chairman ensures that the business at the Board meetings is conducted effectively and efficiently. Result = 81% strongly agree.</p> <p>Question - The Governing Body operates to a high standard of corporate governance. Result = 81% strongly agree.</p> <p>The following three questions highlighted the need for improvement and these are addressed in the GSAR improvement plan.</p> <p>Question – There are no gaps in governors’ expertise or experience that need filling at present. If there are, please state what you believe these gaps to be – free responses to be considered by the S&amp;G Committee. Result = 19% disagree and 19% strongly disagree.</p> <p>Question – The Governing Body routinely review and identifies topics for discussion. Result = 19% disagree</p> <p>Question – All governors do contribute fully at Governing Body meetings. Result = 13% disagree and 12% strongly disagree.</p>	
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Corine Burkin - Clerk to the Governing Body – Nov 2012

**Governance Improvement Plan (GIP)**  
**Issues arising from the Weaknesses of the Self-Assessment Report**

	<b>Weakness</b>	<b>Target</b>	<b>Action</b>	<b>Action Owner</b>	<b>Completion date</b>
	Not all members meet the attendance target of 80% for board and committee meetings	To increase the number of members reaching the 80% attendance target from 75% to 85% (2 more people)	Ensure members are aware of the 80% target. Ensure when the draft dates are circulated to members they are asked to state if they cannot attend.	Monitored by the Clerk and S&G Committee	July 2013
	Governors' knowledge of the curriculum and student life needs further development	<p>Increase the effectiveness of the link scheme</p> <p>Introduce the classroom visits scheme where Governors can 'drop in' to view a lesson</p> <p>Increase the attendance of Governors at College events</p>	<p>Link the volunteer Governors with Faculties where they can have the most impact.</p> <p>Ensure the HoF and Governors have all the support they require to make the link beneficial for both parties.</p> <p>Set up a schedule of classroom visits</p> <p>Continue to invite members to all College events as early as possible and remind members regularly through an events calendar.</p>	<p>S McLeod/Clerk</p> <p>Clerk</p> <p>Quality</p> <p>Clerk</p>	<p>January 2013</p> <p>On-going during the scheme in 2012/13</p> <p>To be introduced in 2012/13</p> <p>On-going in year</p>

**Other Issues arisen & further developments**

	<b>Issue</b>	<b>Target</b>	<b>Action</b>	<b>Action owner</b>	<b>Completion date</b>
	That effective action is taken to ensure that the ethnic profile of governors broadly reflects that of the learner population	Increase the number of BME Governors	S&G to continue to search for BME members  Continue to specify in the GOSS advert	S&G	July 2013
<b>Foundation Code of Governance</b>					
	1.4 Role descriptions should be made available and kept up to date including time commitments for both governors the Chair and other governors holding offices	To fulfil the requirement in the Foundation Code 1.4	Write role description for Governors and Governors with special responsibilities as a defined role	Clerk/S&G	May 2013
	1.8 The governing body should agree and maintain a public value statement that describes how the College seeks to add value to the social, economic and physical well-being of the community it serves	To fulfil the requirement in the Foundation Code 1.8	Write a public value statement	J Jones	January 2013



	<b>Issue</b>	<b>Target</b>	<b>Action</b>	<b>Action owner</b>	<b>Completion date</b>
	2.1.4 Establish its own clear rules for the appointment and re-appointment of governors. These rules should be publicly available	Establish and publish the requirement in 2.1.4 of the Foundation Code	Include clear roles of appointment in the S&G terms of reference and publish them on the College website	S&G	Dec 2012
	2.2 undertake a regular skills analysis as needed to identify areas of expertise. It should plan for succession for the office of Chair, and other offices held by governors.	To fulfil the requirements of the Foundation Code 2.2	Update the skills audit more regularly.  Plan for succession of the Chairman and other offices held by governors.	Clerk  S&G	July 2013
	Regular effectiveness assessment: 3.1.1- The Governing Body should publish its overall assessment of performance annually; 3.1.2 The reputation of the College and the views of stakeholders.	To fulfil the requirements of the Foundation Code 3.1	3.1.1 Publish the GSAR and CSAR on the College website.  3.1.2 publish the strategic priorities	3.1.1 Clerk  3.1.2 Marketing	January 2013  March 2012

<b>Governors bi-annual questionnaire completed in October 2012 Responses to questions that require action:-</b>					
<b>Issue</b>	<b>Target</b>	<b>Action</b>	<b>Action owner</b>	<b>Completion date</b>	
Question 13 section 1 – There are no gaps in governors’ expertise or experience that need filling at present. If there are please state what you believe these gaps to be.	Consider the gaps highlighted by members	S&G to consider the free responses made.	S&G	As vacancies arise	
Question 6 section 2 – The Governing Body routinely review and identifies topics for discussion.	Offer the opportunity to review and identify topics for discussion	When reviewing the cycle of business ensure all Governors are consulted.	Clerk	April 2013	
Question 3 section 4 – All governors do contribute fully at Governing Body meetings	Ensure all members have the knowledge and opportunity to contribute at meetings.	Chairman to allow every member the opportunity to contribute.	Chairman	Every meeting	
		Continue to offer training to all members to increase their knowledge to allow them to contribute.	Clerk	Every meeting	

Corine Burkin, Clerk