

FURNESS COLLEGE CORPORATION
Principal and Chief Executive: Nicola Cove

MINUTES OF FURNESS LEARNER EXPERIENCE COMMITTEE

Meeting Date: Tuesday 4th March 2025

Venue: TEAMS

Present:

Matt Coward Gibbs (Chair)	External
Nicola Cove	Principal & CEO
Sian Foster	External
Zoe Guest	Academic Staff Governor
Archie Simpson	Student Governor (Sixth Form)

In Attendance:

Kate Colebourn	Vice Principal Curriculum & Quality
Helen Gibson	Director of Student Journey
Keith Wardle	Director of Curriculum & Skills
Joanne Crowther	Clerk to the Corporation

ITEM 1 - APOLOGIES FOR ABSENCE

LE/25/1 Apologies were received from Ellyse Rochford

ITEM 2 - DECLARATION OF INTERESTS

LE/25/2 The Chair reminded Governors of the requirement to declare their interests in any agenda items. For any such declaration Governors would not be eligible to speak or to vote on the matters under discussion.

ITEM 3 - EQUALITY, DIVERSITY & INCLUSIVITY

LE/25/3 The Chair reminded Governors of the College's commitment to equality and diversity and the need to consider these matters along with health and safety in all Committee business.

ITEM 4 - MINUTES OF THE PREVIOUS MEETING

LE/25/4 **RESOLVED** the minutes of the meeting held on 12th November 2024 be **APPROVED** as a correct record.

ITEM 5 - MATTERS ARISING/ACTIONS

LE/25/5 The Chair reviewed the actions from the previous meeting and confirmed all had been completed.

ITEM 6 – PIAP UPDATE

LE/25/6 The Vice Principal Curriculum & Quality summarised the position for Members. She confirmed that the PIAP has now grown both in terms of progress and expansion of key work. She confirmed that SLT review the document on a weekly basis. Also, the PIAP has been taken 'on tour' across all areas of College. Once a level of satisfaction had been received from the DfE, the College wanted to take this to the whole of the College staff to ensure that everyone knows and understands the journey of improvement. Over two weeks, she and the Directors took this into every area of College including all the service areas to ensure all staff were involved.

LE/25/7 QUALITY OF TEACHING:

- The CPD programme for teaching staff has been rolled out on a cyclical programme. Three areas have been delivered, and a fourth is planned, of 6 in total. Training is delivered, and then Heads of Faculty follow this up with a contextualised session relevant to each team. Week 4/5, session visits take place to see if this has had an impact on practice.. Initially, 47% of sessions observed showed impact. In January, the team went back into areas where the standard had not been met, and this has risen to 54% in those areas where no improvement had been seen. W/C 10.3.25 a full re-assessment is planned to check all areas.
- ETLA – heads of area are now in classrooms much more than previously to support underperforming areas and new staff to develop their practice.
- The Teaching and Learning framework has been completed and the draft shared with SLT the NLFE partner, and Pauline Hagen from the FEC team. The College will now use this framework to deliver Furness College Fundamentals.
- The Director of Curriculum & Skills confirmed that it has been a big challenge, as has working out how best to take staff along the journey. There is an awayday planned for all Heads of Faculty and they have been set an exercise looking at the Framework for Excellence so they can take the lead in their own areas. Heads are now in class much more, and know what they are seeing. The outcome from this will be Framework Fundamentals. This will underpin much of what happens next and will take place on the 5th March 2025
- A new piece of work has been identified, as one of the clear recommendations from inspection was how we use feedback to enable learners to improve. A task group has been set up led by the Quality Manager, and this group will report back to SLT by the end of March. It will ask learners how they use the feedback, and what they would like to see in terms of feedback, and what feedback would help them to improve.
- The Academic Staff Governor confirmed that she was on the task group for feedback and this is working well.

LE/25/8 The Chair confirmed that the speed with which things are taking place is impressive. He raised a couple of questions.

- Have students been involved in the development the Framework Fundamentals? The Vice Principal Curriculum & Quality confirmed that once we have the proposed fundamentals in place, we will consult with learners. Also, the team have been able to gather a lot more first-hand

information from students from what they see in the classroom. Looking at whether or not lessons start promptly, are they adapted to meet individual need in the right way etc. The feedback from the Quality Manager will add to a very rich picture of feedback from students which will feed into the Fundamentals Framework. The Chair noted that the FEC have had sight of the Fundamentals Framework, and confirmed that he looked forward to seeing the impact that this will have.

- Looking at the evidence of CPD, what is the follow on from those sessions that do not evidence any impact of training? The Vice Principal Curriculum & Quality confirmed that where no improvement was seen, a further visit was arranged and 54% are now showing improvement. The next round of checks will follow up again and will be crucial in gaining a whole picture.

LE/25/9 ATTENDANCE & RETENTION

The Vice Principal Curriculum & Quality confirmed that it has now been a week since the PIAP was updated and confirmed that she had some new figures to share. The PIAP reports that no improvement has been seen in Attendance and this is still not high enough. She recapped the work that has been done to effect improvement for Member.

- January review days. Before teaching started, there was a huge focus. An attendance and punctuality a new strategy was launched by the Director of Student Journey to understand the barriers to attendance
- Automatic text messaging was set up so when learner fail to attend they are contacted immediately
- Work is underway to increased parental engagement. There have been improvements made to Parents' Evenings. These now target those parents the College needs to see and an extra parents evening was delivered targeting parents of those learners with low attendance

LE/25/10 The Vice Principal Curriculum & Quality confirmed that in terms of figures, this has crept up from 80% to 80.5%. This is a small, but it is a sign of improvement and at tutorial level it is possible to see some significant improvements

LE/25/11 Work has been underway to improve attendance at English and Maths led y the Director of Student Journey. A task and finish group has been established to look at areas with low attendance. A range of strategies have been employed.

- Curriculum staff drop learners off for English and maths
- Curriculum staff now also monitor attendance at maths and English as well as the curriculum area
- An Engagement Officer has been employed and more phone calls home are being made
- English and maths staff use desk time to call learners who fail to attend

LE/25/12 As a result, there has been an improvement in Construction which traditionally has low attendance and this has improved by 5% This has been managed by working with the PPC team who have worked with level 1 students. A report will be made to SLT.

LE/25/13 Members asked about the impact of the work done in safeguarding in terms of attendance. They asked if is there a correlation between those learners involved in safeguarding and low attendance. The Director of Student Journey

confirmed that there are some links between the two. She confirmed that there are a lot of services working with learners who are safeguarded and the College works very closely with them to support attendance. Members noted the work done and asked if it was possible to look at what good practice can be transferred to other learners. The Director of Student Journey confirmed that the College is considering Student Mental Health Ambassadors who will have training in how to listen effectively and pass on concerns so that services can be brought in where needed.

- LE/25/14 **QUALITY ASSURANCE**
The Vice Principal Curriculum & Quality confirmed that the College is developing an approach for the tracking of learner progress in year. This was another task and finish group to ensure that leaders and managers have good oversight of learner progress across college. Now we have looked at an approach that is quality assured and can be used by all. The College had already introduced a process of risk indicators prior to Ofsted. This was designed recognising how factors affecting poor attendance go on to affect achievement. This has now been developed further. Risk indicator window 3 has now passed, and all learners have a target grade and a predicted grade. Staff can now begin to hone predictions and create interventions for those not on track to achieve their targets. It has allowed managers to triangulate information – results / retention / attendance/ and identify why learners are at risk. This is working well. It is not complete, and it will continually evolve, but this week managers have seen the benefits of this piece of work.
- LE/25/16 **UNDERPERFORMING AREAS**
All underperforming areas have had a deep dive to identify the issues affecting performance. There is an enhanced review process, and an outcome of this is that those leaders who have underperforming areas meet on a weekly basis with the Quality Manger to keep a tight watch on development.
- LE/25/17 **PERSONAL DEVELOPMENT**
Ofsted noted that not all learners benefited from a PD programme. Further, the College was not tracking the extensive CEIAG offering to ensure it was access in all areas. There is now a system for tracking and monitoring all CEIAG activity across all areas and this is now reported to SLT. As of last week, the team undertook a further deep dive across College talking to learners from all provision types to ensure that the work undertaken is having impact.
- LE/25/18 **EFFECTIVENESS OF GOVERNANCE**
A key target was to ensure that that Governors understand what it is like to be a learner at Furness College. To achieve this, all Governors have been invited to come into College to a wide variety of events to participate, spend time with staff and learners, and gain a wider understanding of what it is like to be a student. Governors are now coming into College and those who have been in report that the process has helped them. Staff and students who met and spent time with Governors appreciated their involvement. Also, a recent Governor Development Day was held with all Governors to further support understanding.
- LE/25/19 **CONTRIBUTING TO LOCAL SKILLS NEED**
Work is underway to ensure that the curriculum offer in all areas supports the local skills need. A draft strategy has been put in place, and this has been

paused as we are making sure that that the curriculum offer for 2025/26 has a golden thread of skills running through it.

LE/25/20 The Chair thanked the Vice Principal for the report and noted that there is a clear tapestry that links all aspects of ongoing development together. It is important to hear the work undertaken to effect improvement, but we must also look at the impact of that work and see what that is telling us.

LE/25/21 RESOLVED – the paper was NOTED

ITEM 7 – PERFORMANCE MONITORING REPORT

LE/25/22 The Vice Principal Curriculum & Quality confirmed she would talk through the executive summary of the report so that Members can pick up on any areas they wanted to discuss in more detail. She confirmed that building on feedback from FEC and visits to other Colleges has enabled the team to begin reporting against provision types. By adding a RAG rating to this it is possible to see where the focus needs to be. Baseline data is also included either from College in year, national data, or from a local college for comparison. In the week and a half since the report was written, an upward trend is now starting to show in some areas. Regardless of this, attendance remains too low against a target of 87%. The report pulls out specific areas for concern and these are:

- Construction
- Craft Engineering
- Hair and Beauty

Also, attendance at the Sixth Form is lower than we would wish it to be. Retention is holding. It has dropped slightly since the last meeting, but it was still 2% ahead of where it was at the same point in the previous year. Apprenticeship performance is on Track. November resits for English and maths are included in the data, but this is not compared to national averages as they are anomalous. Instead, comparisons have been made to learners who re-sat last year. A key piece of work has been managing the resits and as we feel we have not got this right yet, so we continue to work with other Colleges who have had more success.

LE/25/23 Members noted that attendance is still too low and also noted that this was the case at the Sixth Form. They asked if there was any particular reason for this? The Vice Principal Curriculum & Quality confirmed that attendance for a Sixth Form should be in the 90s. However, it is important to note that the Sixth Form Campus also delivers provision to level 2 learners (known as Step into Sixth Form), quite few of whom are re-sitting GCSE because the results from learners coming in from feeder schools were not as good as expected. These learners have lower rates of attendance and affect the average.

LE/25/24 The Chair noted that Chart 1 on P3 around attendance shows worrying dips in some areas where attendance is significantly lower than the main programme and asked if any further action is planned to address this? The Vice Principal Curriculum & Quality confirmed that the College is looking at study programme design at each level. DLPD attendance breakdown shows that L1 Construction is the worst attending area. A piece of work is underway to look at planning for successful study programmes and this is a key part of the strategy to address the issue. We are seeing that DLPD is working at level 3, for some L2 learners but does not work well at L1. The Chair noted that there is good buy in from student with regard to the PPC coaches and noted the support they offer. The

Director of Student Journey confirmed that with the with the right Coach in place, a positive impact on attendance is seen at those sessions. This is a key feature of launching the Study for Success programme to look at all of these things, including how we manage tutorial and English and maths. Less around a one size fits all and more around what works for individual learners.

LE/25/25 Members noted the Core production piece and the consultation with L2 learners and asked about the impact of this. The Vice Principal Curriculum & Quality confirmed that it is vital to look at different approaches for different levels and student voice is key to this. Teams working with the Director of Student Journey are identifying the areas with the most significant improvement and will then speak to the learner in those areas. Focus groups are being used to seek feedback rather than just surveys, and a softer approach to collect live quality feedback is to always have a member of management on doors in the morning meeting and greeting learners. We now have members of the quality team joining managers – this is to speak to learners and interact better with them. This is a different way of getting student feedback by just speaking to them. Deep Dives are being done involving Student Services team going out to talk to learners to seek feedback on the CEIAG service to see how this can be developed and improved. This is proving more successful and effective than surveys. Members agreed that this was a much more effective method. The Student Governor confirmed that he had had a conversation with a member for the Student Services team and advised Members that since Ofsted, interaction and availability of staff has been much stronger.

LE/25/26 The Chair noted that breaking down barriers successfully is key to ensuring high quality feedback from learners to support development.

LE/25/27 RESOLVED – the report was NOTED

ITEM 8 – STUDENT EXPERIENCE REPORTS

LE/25/28 The Director of Student Journey introduce the three reports and confirmed that she would take the first one and then hand to the Student Governor/President of the Student Union.

LE/25/29 STUDENT EXPERIENCE

The Director of Student Journey confirmed that the College now has course reps in place and these are working with the shared Social Action Apprentice and the Student Governor. Currently, they are working on a multicultural project looking at issues with refugees and producing an exhibition. The College is working to revitalise the Student Rep process across College to include Foundations and Core. The new Student Services manager recently hosted the CEIAG cluster group where they were praised for a robust CEIAG process. Moving forward, we just need to monitor it the work done. There is now a Student Ambassador project in place and students are working adding Work Experience and Careers as well as Enrichment for learners to participate in.

LE/25/30 The Chair noted the wide range of activities available for learners and confirmed that it was clear there are a substantial number of opportunities. He asked how participation in them was monitored. The Director of Student Journey confirmed that the College has developed a system for this and will report to SLT starting in March. We will be able to monitor areas that do not have good take up and this will enable the team to focus on improving this to get a good service to learners.

LE/25/31 STUDENT UNION REPORT

The Student Governor/ Student President present the report and advised Members that it was arranged in three parts and that he would highlight key points.

- Social Events
- Student Life
- Student Voice

In terms of Social Events, the most recent was a Student Valentine event. A decision was taken to change the venue for the event to accommodate different needs, and he confirmed that they are looking at doing something new going forward. Other events since the last meeting include a fun event before Christmas, viewings of Christmas films run by some Business students, the SU did a bake sale, and a Karaoke event. All profits from the events were donated to Barrow Food Bank. A Course Rep activity was run, but there was a disappointing result so this is being re-evaluated. As students are now approaching exam season, events will slow, but the next big event will be an end of year formal.

LE/25/32 The Chair confirmed that it was great to see a flourishing Student Union and also one that is actively contributing to the community. He asked if there were any opportunities for cross over between Sixth Form and Channelside? The Director of Student Journey confirmed that it may be possible to look at some bigger project work involving the two. She also confirmed that talks are underway about introducing shadow officers to bring on the next members of the SU and will be the subject of discussion with this SU shortly. The Chair confirmed that shadow officers would be an excellent way to ensure good succession planning.

LE/25/33 STUDENT SURVEY REPORT

The Director of Student Journey presented the report and confirmed that it contained Q2 feedback which had been prepared by the Quality Manager. She confirmed that looking at the summary analysis it is clear that we are still struggling to get responses in some areas. The table shows both the response rates and overall satisfaction rates. These broadly are in line with last year, so despite the Ofsted outcome, there is a similar response in terms of satisfaction from students. A key point to note is there was a 9% improvement on learners knowing what their targets are. This is good evidence of the impact the new tracking system. Unfortunately, satisfaction with feedback has fallen and this will be picked up by the task and finish group in this area. The lowest area of satisfaction was around library provision and online resources but this question might need looking at to ensure it relates to all learners. Students like the workshops and practical sessions. There has been substantial development of resources particularly at sixth form and this can be seen in the rates of satisfaction. Common concerns were about wanting more feedback, better qualified staff, and timetabling. This will be revised and reviewed. As always, the refectory facilities were raised.

LE/25/34 Recommendations from the findings of the report are now being followed up as part of the PIAP.

LE/25/35 The Chair noted that the report shows a clear tie into the improvements being driven through the PIAP. He noted that it was a shame that the target for response rates were not met and suggested that the way feedback is collected is broadened to look at developing other methods of gathering learner voice.

LE/25/36 RESOLVED – the report was NOTED.

ITEM 9 – HE TERMLY UPDATE

LE/25/37 The Director of Curriculum & Skills presented the report and asked that it be taken as read. He confirmed that the College is now actively working with partners in the University Centre engaging with colleagues looking at routes into Primary Teaching which will benefit the progression routes for our learners.

LE/25/38 He confirmed that the Access and Participation Plan (APP) has now been completed, approved and published and confirmed that he would be happy to take any questions.

LE/25/39 The Chair congratulated staff on completing the APP as this is a substantial piece of work.

LE/25/40 RESOLVED – the paper was NOTED.

ITEM 10 – ANNUAL DESTINATIONS REPORT

LE/25/41 The Director of Student Journey presented the paper and asked that it be taken as read. She confirmed that a key point to note was the increase in numbers of learners moving into employment and advised that this appears to be as a result of the cost of living increase and the need to contribute to family income. Also, the number of learners progressing into HE has reduced considerably and this could possibly be linked where learners are opting for Higher Apprenticeships rather than a university route, noting that apprenticeships code as employment.

LE/25/42 The Director of Student Journey confirmed that this is part of the Personal Development Action Plan and the College is developing a two-year strand to make sure that we provide information for all types of attendance to ensure positive progression. Work is underway to inform the destinations strategy moving forward and hopefully this will address the number of learners looking for employment rather than education because of financial factors.

LE/25/43 The Chair noted that there are some tough issues to consider and asked if there is a benchmark for positive destination? The Director of Student Journey confirmed that currently the number of learners moving into positive destinations is over 90% but she advised that she could look at benchmarking data. The Principal & CEO confirmed that she was not aware of any nationally recognised benchmarks, but this can be seen in information published by DfE for colleges, for 16-18 year olds only so it may be possible able to draw comparisons with FE4 or other neighbouring colleges. Sometimes the data can be cut differently. Also, is often a little in lag but may give us something to work on. The Chair noted that over 90% feels positive, but it might help to look at a three-year trend.

LE/25/44 ACTION – Director of Student Journey to explore benchmarking and trend data for destinations.

LE/25/45 RESOLVED – the paper was NOTED

ITEM 11 – COMPLAINTS COMPLIMENTS AND COMMENTS

LE/25/46 The Vice Principal Curriculum & Quality presented the paper on behalf of the Vice Principal Resources. She confirmed that 13 complaints have been received since the last report, six of which came from the Sixth Form. She advised Members that the second page gives a breakdown of each of the complaints. The College has also received six compliments and the report details these. A pleasing compliment came from wider communication after Ofsted and was very positive about Engineering. It was very positive to receive this. The Vice Principal Curriculum & Quality confirmed that the same number of complaints have been received as in the last reporting period, but all have, or are in the process of being dealt with.

LE/25/47 The Chair confirmed that it was always good to see the compliments.

LE/25/48 Members asked about the recurring theme of opening hours of the refectory. The Vice Principal Curriculum & Quality confirmed that the way the timetables operate means some learners have a late lunch and it appears that there is then a limited choice. She confirmed that this is being looked at in the wider Study for Success approach as we need students to feel happy with the whole environment.

LE/25/49 The Chair noted that having the refectory open and accessible might contribute to stopping learners leaving campus at lunchtime which increases the risk of them not returning.

LE/25/50 RESOLVED – the paper was NOTED.

ITEM 12 – TEACHING LEARNING & ASSESSMENT UPDATE

LE/25/51 The Director of Curriculum & Skills confirmed that all points in the report were covered in the PIAP update, but pointed out that the number of full session visits and the number of drop in visits to classrooms has given a much richer picture of what is happening in all areas. This is enabling the team to do more work with staff and this ties effectively into underperforming areas. Included in next steps for this term is the development of Fundamentals for Excellence and through this process there will be around 45 assessments of underperforming areas. There will be themed drop ins and this will be focused on a longer piece of work. The impact of the CPD delivered to staff should be seen as part of this process.

LE/25/52 The Staff Governor confirmed that drop in visits to classrooms have been very useful as this yields a lot of information. They are unannounced so the observer gets a very real picture. The Director of Curriculum & Skills confirmed that there is very much an open-door policy with this so that staff can request a drop in with feedback for improvement.

LE/25/53 The Chair asked how staff were feeling about this process and asked whether or not there has been any tension. The Director of Curriculum & Skills confirmed that in general, staff have been positive as they see the value in short drop ins. Also, staff are seeing managers in classrooms much more regularly and it is just becoming part of the process and not having to prepare for a full

observation has been appreciated. Also, there have been drop ins in the PPC sessions. It is becoming the usual way of working. The Vice Principal Curriculum & Quality confirmed that it is important that all staff have one to one feedback, and that whilst we are calling out and addressing poor performance, we still celebrate good performance.

LE/25/54 The Chair noted that this scaffolding approach knits together all that we have talked about in the wider PIAP. At the university, a critical friend approach is used so that someone 'marks the markers' and this is done as part of a pair. It might be helpful to consider something similar. The Vice Principal Curriculum & Quality confirmed that this approach is being looked at as part of improving feedback. The task and finish group is looking at offering a 'clinic' approach where staff can bring proposed feedback for constructive suggestions and feedback on how effective what they are proposing is.

LE/25/55 RESOLVED – the paper was NOTED

ITEM 13 – EDI COMMITTEE MINUTES

LE/25/56 The Director of Student Journey confirmed that a meeting of the EDI Committee took place on the 24th February. The report from the previous year and objectives were approved. At the next meeting the Committee will be looking at the monitoring of the objectives. Discussions covered a little more about staff as well as students. Several actions were identified for the next session.

LE/25/57 RESOLVED – the Committee minutes were NOTED.

ITEM 14 – LE COMMITTEE TERMS OF REFERENCE

LE/24/58 The Clerk presented the Terms of Reference which currently state that the LE Committee must meet at least once a term. She advised Members that at the recent Governance & Search Committee meeting it had been suggested that an additional Learner Experience meeting should be added to the calendar to focus specifically on the PIAP to ensure that the general business of the Committee is not overshadowed by it. The Principal & CEO confirmed that the Committee felt that it was critical to have more focus on the PIAP as it is moving very quickly. For those staff living it all day every day it is possible to keep up with developments, but for Governors, keeping track can be complicated. We need to be able to equip Members with the information to be able to address issues as needed and form Members to engage regularly to ensure that the College is making sufficient progress towards improvement and that all the actions are having the impact that is needed.

LE/24/59 The Chair confirmed that this would be advisable and suggested that a one-hour, single agenda Teams meeting be set up to review the PIAP outside the main Committee meeting and suggested that a meeting in late April/early May be put in place as the Learner Experience Committee has an important role to play.

LE/24/60 Members agreed that this would be an appropriate way to proceed.

LE/24/61 ACTION – the Clerk to set up an additional meeting for the Learner Experience Committee late April / early May and send out an outlook meeting with a Teams link.

LE/24/62 **RESOLVED – the Terms of Reference were APPROVED.**

ITEM 15 – GOVERNOR OPPORTUNITIES FOR COLLEGE INVOLVEMENT

LE/24/63 The Director of Student Journey presented the updated list of opportunities for Governor engagement with College activities. She confirmed that this will be circulated to all Members. She confirmed that an additional event has been included for Members. The Principal & CEO confirmed that the team would ensure that there were structured opportunities for drop ins to ensure that Members understand what it is to be a student at the College.

LE/24/63 **ACTION – the Clerk to circulate the list of Governor Opportunities for College Involvement to all Members**

LE/24/64 **RESOLVED – the paper was NOTED**

ITEM 16 – COMMITTEE SELF REFLECTION

LE/24/65 The Chair led the discussion. Members confirmed that although they had spent a lot of time discussing the PIAP they had the opportunity to consider all other areas and had been able to recognise the links between all of the items. Members felt that the ongoing PIAP work demonstrates that progress is being made and can see that added benchmarks give more opportunity for Governors to triangulate information to better see the progress and the impact of the work undertaken.

LE/24/66 Key successes to share with the Board in the Committee Summary of Matters to Report

- The introduction of an additional PIAP meeting
- Acknowledgment that the APP is now complete and published
- Green shoots now showing following the CPD work with staff to improve teaching practice
- Involvement of Learner Voice is critical

LE/24/67 Key concerns to share with the Board in the Committee Summary of Matters to Report

- Attendance is still too low
- The constitution of the LE Committee and the need to ensure that there are enough Members to provide robust scrutiny, challenge and support

ITEM 17 – DATE AND TIME OF NEXT MEETING

LE/24/68 The next scheduled meeting will be held on the 10th June 2025. An additional meeting to review the PIAP will be notified to Members.

**ACTIONS LIST FROM FURNESS COLLEGE
LEARNER EXPERIENCE COMMITTEE
4TH FEBRUARY 2025**

ACTION	Ref MINUTE	WHO	BY WHEN
Director of Student Journey to explore benchmarking and trend data for destinations.	LE/25/44	Director of Student Journey	For next meeting
The Clerk to set up an additional meeting for the Learner Experience Committee late April / early May and send out an outlook meeting with a Teams link.	LE/25/45	Clerk	ASAP
The Clerk to circulate the list of Governor Opportunities for Involvement to all Members	LE/25/63	Clerk	ASAP