

Meeting of the Curriculum & Quality Committee

Date:	19 June 2023	Room number	Boardroom
Present	Alex Key (Chair), Andy Cole (Interim Principal/CEO), Katharina De Vita (KDV), Geoff Hall (Staff Governor) (GH), Forhad Altafi (Staff Governor) (FA)		
Present via Teams	Charles Tennant (Vice Chair)		
In attendance	Victoria Eastwood (Chief Governance Officer) Jason Turton (Deputy Principal – Curriculum & Quality) (JT) Michael Smith (Executive Director – Excellence in Learning and the Learner Experience) (MS) Shaun Hindle (Executive Director – Engagement & Customer Service) (SH) Antoinette McLean (Head of English and Maths 16-18) (AMcL) Nadia Khan (Head of High Needs) (NK) Claire Wilsher (Director of Marketing & Communication) (CW)		
Apologies	Andy Forbes		
Circulation	Curriculum & Quality Committee, Corporation		

1.	Welcome and apologies for absence The Chair welcomed all present to the meeting of the Committee and introductions were made. Apologies for absence were received from Andy Forbes.				
2.	Declarations of Interest Governors were reminded of their responsibility to declare an interest in relation to specific items on the Agenda if appropriate. None were anticipated.				
3.	Minutes of the Previous Meeting – 9 March 2023 The Minutes of the Meeting held on 9 March 2023 were agreed as a true and accurate record. Approved: That the Minutes of the Meeting held on 9 March 2023 were agreed as a true and accurate record.				
4.	Matters arising				
	Agenda Item	Action	Responsibility	Timescale	Update
	8.	Data to be provided on whether there is a link between curriculum areas with high absence and attendance at training.	MS	June 2023	Complete
	9.	Breakdown of curriculum areas for E&M results to be included in the performance report.	MS/AM	June 2023	Complete
	9.	Predicted achievement rate for apprenticeships to be included in report for next month.	JT	April 2023	Complete

5.	<p>Check-In Discussion The Chair introduced the check-in process, and all present provided a positive from the week.</p>
6.	<p>Overview of C&Q Performance JT provided the following update:</p> <ul style="list-style-type: none"> • Realigned roles to support designated support for different curriculum areas • Supporting Adult Education Budget (AEB) • Recruited new Assistant Director in Learning Support • Regular meetings to analyse and scrutinise apprenticeship data – increase in 16-19 adults overall – current achievement 57% but hoping for 60% • Training & Continuous Professional Development (CPD)- wellbeing big driver – staff focused – 200 staff completed programme so far • Strategies for implementation to improve attendance and retention were key drivers • Retention strategy – 3.7% for retention within first 42 days which is 100 learners – average is 5.7% • Systems - visualisation to see information readily and provide intervention – providing l pads to log interventions • Support – learner support zone to provide instant intervention • Attendance at 84.5% <p>MS stated that the true test of success was that attendance had held since January which was testament to the team in the learner support zone. Attendance this time last year was 78% and it was currently 84.5%</p> <p>The Chair questioned whether the College was clear on what had driven the improvement. JT replied that there was a lot more that could be done within the retention strategy to have more of an impact. Induction was crucial – monitor learner numbers and ensure drop off and engagement through the support zone.</p> <p>KDV queried the approach to seminars and assessment and asked how frequent this was on a weekly basis and whether there was a way to make that link stronger e.g. embedding milestones on assessments more frequently would increase motivation. MS responded that meetings with curriculum areas took place once per term to monitor progress and draw on the information in the system – progress on assessment formed part of this information. However, further work was needed to capture the essence of a qualification to track the key elements. AMcL added that it was important to communicate to the learner more regularly to reinforce the message. Assessment was reviewed in the progress review window but regular communication could be increased.</p> <p>GH stated that a lot of withdrawals often took place in the first week. JT advised that intervention would now be targeted after 3 days.</p> <p>Teaching, Learning & Assessment MS updated the Committee on the following:</p> <ul style="list-style-type: none"> • 128 learning walks had taken place – profile of term 2 against term 3 – ‘working towards’ decreased from 34% – 19.7% • Areas for improvement – working closely with the areas, receiving support, targeted intervention • CPD – responsive to learning walk data – earliest ever launched CPD – will be able to share the plan for 2023/24 before summer – recognised that staff need individualised routes <p>The Chair asked how many teaching staff had been included in the learning walks. MS replied that 180 teaching staff had been involved (92% of teaching staff in scope) and every member of teaching staff had experienced a learning walk each term.</p>

FA queried whether there was a pattern emerging for staff deemed working towards. Ms responded that there were 3 staff within English & Maths, 2 in IT and Business, 2 in Apprenticeships and others were distributed across areas. The underpinning pattern was behaviour management and the confidence of staff to manage students in line with expectations.

KDV questioned the impact on recruitment of staff. MS advised that a micro teach was included as part of recruitment for teachers to form a judgement on the quality of teaching. Staff would not go longer than 8-9 weeks before a learning walk took place. NK added that interview questions very much focused around what was needed from the staff.

The Chair stated that learning walks had achieved significant progress and consistent adoption which was helpful. What would be important was to consider what other measures would be needed to supplement the learning walks. GH added that learning walks had made staff step up and recognise their duties. The Chair asked all Committee members to commit to one learning walk per year. This was agreed.

MS referred to the Teaching, Learning & Assessment (TLA) framework advising that there had been good feedback and ownership. New metrics were being developed re value added (starting points), quality of assessment, feedback and marking and learner views.

FA asked whether there was transparency and if staff advised if they are struggling. MS reported that staff had come forward and asked for support particularly around the framework as lessons were not constant and student behaviour and lesson content could differ. The Chair added that progress in such a short period of time showed that staff were on that journey and this was encouraging and to be highlighted.

The Interim Principal/CEO stated that Monitoring Attendance & Progress (MAP) meetings in the first term considered nearly half of the learning journey. Attendance issues were harder to put in place than attainment issues. The use of themes every six weeks could push back the responsibility for self-monitoring– blocks were more manageable for students.

Ofsted Inspection Progress – Post Inspection Action Plan (PIAP)

MS presented the summary of actions to drive improvements against the post inspection plan, highlighting:

- Key area was the quality calendar – recasting and simplification
- MAP meetings and quality of education (Curriculum Performance Review (CPR) meetings) – enabled closer monitoring and now involved the Management Information System (MIS) team to work with the curriculum team
- TLA framework to provide expectations in the classroom
- Secured external support to close the year off – last year the Self-Assessment Review (SAR) process was undertaken in September/October – now intended to undertake that process three months earlier to robustly assess and evaluate the year

MS stated that the purpose of the meeting was to ensure Governors had oversight of quality improvement, involvement in learning walks and monitoring meetings. Planning for next year could move that forward. The Chair replied that the quality calendar needed to be provided as soon as possible for it to be presented to the Board which would make it easy and clear to Governors of the time commitment required to attend learning walks and meetings as required.

Action: All Committee members to undertake at least one learning walk per year.

Action: Quality calendar to be made available to the full Board as soon as possible.

Agreed: That the current position be noted.

7. Maths and English

AMcL reported as follows:

- Functional Skills L1 had been an ongoing challenge - training plan for the team had been implemented but still not seen the required results. Work had taken place with other colleges and a learner support zone had been implemented but the decision had been made to close this provision next year.
- Actions had been implemented to improve exam attendance at GCSE. A lot of resource in place to help GCSE learners – looked at intervention, conversion of learners engaged with and their attendance – Maths attendance increased to 83% period 1 and English to 80% period 1
- Whole college approach enabled learners to understand importance of exams
- Still need to improve management of data
- College approach – encouraged from the top re importance of exams had a big impact

The Chair referred to a query received from the Corporation Chair in advance of the meeting stating that it was not clear where the attendance problems were, why attendance was low, steps in place to challenge low attendance and whether external comms were in place for September. AMcL replied that attendance related to classroom attendance and engagement – some areas had struggled this year with staffing which had resulted in intervention not being as effective. In some areas consistently low attendance in the classroom had translated to exams e.g. trowel trades, carpentry and engineering. The Chair requested that a drill down into these areas be undertaken prior to the next meeting providing the information on where the challenges were by curriculum area and also linkages to College processes e.g. recruitment would be critical to address the root causes. Each curriculum lead could support the dialogues in the Committee meetings by leading the discussions in these areas. This was agreed.

AMcL stated that Governor involvement moving forward would be a great asset towards driving forward improvements in Maths and English and any knowledge or experience that could be drawn from the Governors would be welcome. The English and Maths Steering Group would be opened out to Governors and Governors were encouraged to continue being champions of Maths and English by attending open events and parents evenings as parents would very much welcome the support. FA agreed to be part of the steering group from a data perspective. This was agreed.

In response to a query from the Chair, AMcL advised that visibility at events provided parents with the options to speak to Governors about the importance of English and Maths. It was agreed that this would be proposed to Governors at the next Board Meeting. The Vice-Chair added that good progress had been made and it was important to communicate the impact of getting this right eg implication of completion rates and the impacts on university applications etc. It was key to ensure that Governors helped to convey the message.

The Chair advised that Governors needed to know the right message to communicate and be kept abreast of external messages and success from the team which could then be posted on LinkedIn throughout the year. Governors could also be involved in media messages etc. GH added that he was happy to visit construction areas to convey the message.

AMcL stated that it was crucial to finish the year in the strongest position possible and the biggest risks were ensuring learners were on the right course at the right level from the start and maintaining an all College approach to English and Maths.

In response to a query from FA regarding English and Maths within partnerships, AMcL advised that the BDC approach to validation was used and this was contextualised to individual learners for dedicated study time.

The Chair thanked AMcL for the update, noting that this was a fantastic improvement from last year.

	<p>Action: A drill down into trowel trades, carpentry and engineering be provided prior to the next meeting.</p> <p>Action: Governors attending open events and parents evenings to champion English & Maths to be discussed at the July Corporation meeting.</p> <p>Agreed: That the current position be noted.</p>
<p>8.</p>	<p>Apprenticeships:</p> <p>SH highlighted the following points to the Committee:</p> <ul style="list-style-type: none"> • The importance of English and Maths within Apprenticeships – consideration was being given to changing the delivery for next year to incorporate block release sessions. • Achievements at 73 increased from 27 last month and 10 apprentices had achieved high grades. • 54 apprentices at End Point Assessment (EPA) and the College was moving around with providers to ensure EPA's were achieved. Work was still taking place with 34 apprentices who were still predicted to achieve. • Tracking at 57% but pushing to achieve 60-61%. Monetary value attached to EPA equated to £300K for the College. • A lot of work had taken place to ensure employers received consistent feedback and no complaints from employers had been received. External survey had rated the College as good from employers. • Department was fully staffed including the use of agency staff at present but moving to permanent staff was being explored. • Focussed on systems through visualisation reports providing greater clarity. Smart Assessor – conducted a health check to inform training moving forward. <p>The Chair referred to a comment from the Corporation Chair received via email requesting that a full standardised report including starts, projects, End Point Assessment (EPA) to be provided for future meetings as it was difficult to see the bigger picture. The Chair added that the Committee were looking for the progress made from the previous meeting, measures against that and a realistic prediction of the end position. It was noted that there had definitely been progress but more information would help Governors understand the level of confidence for the final position.</p> <p>In response to a query from the Vice-Chair regarding how the risks were being managed, SH advised that the template set out what needed to be reported on and the development time being allocated to provide a full picture.</p> <p>Agreed: That the current position be noted.</p>
<p>9.</p>	<p>High Needs</p> <p>NK provided an update to the Committee:</p> <ul style="list-style-type: none"> • Lot of good work taking place • Structure – curriculum manager, team leader, coordinator in place – only one agency member of staff all others members of the team were permanent staff - moving towards a better outcome for staffing • Within inspection report – curriculum challenged – students based on 2-3 years progression two fold programme – moving on to complete new design- full change for 2024/25 • Outward facing approach • Target setting and Recognising and Recording Progress & Achievement (RARPA) training • Developed a learner journey flow chart which was now in place • Reach training/supported internship provision redesigned to improve achievement against job outcome • Enrichment within High Needs available for all High Needs learners • Target setting needed to be smarter, constant auditing taking place

- Progress of tracking and monitoring currently on spreadsheets – intended to move on to E-tracker
- English Maths Entry 1-3 delivered – Level 1 being embedded into vocational delivery.
- Income c3.6 million element 2 and element 3
- Recommendations – lack of specialisms – training taking place for staff to upskill and the criteria to observe high needs has been developed. Staff development activities adapted to specifically cater to the needs of those recruiting to specialisms.

The Chair stated that the Committee needed more detail regarding the elements of income. It was great to see the comments of what was going well but this needed to be contextualised to provide more clarity.

The Chair asked whether the department was on track in terms of the Ofsted comments on high needs. NK replied that the areas was in a good position – there was a clear support plan, targets were embedded, a clear journey and recruitment had taken place to key roles. It was confirmed that the department would be fully staffed for the start of the new academic year.

KDV asked for clarity on the rationale behind the two fold curriculum design. NK advised that there was currently E1 to L1 programmes and learners were placed onto programmes based on their social skills rather than academic skills. The curriculum had been reduced to remove one level and left two which ensured a clear focus on independence, academics and employment.

**Action: Further detail on the elements of income to be provided for the next meeting.
Agreed: That the current update be noted.**

10. Marketing & Recruitment

CW advised the Committee of the current position:

- Positive position – 16-18 increase in enrolment by 8%
- Applications - third from progression, third from recruitment cycle, third not previously applied
- 93% of allocation target for new applications factoring in conversion and 10% buffer
- Applicant days – c 300 applicants – up 33% from last year – survey to all attended for feedback
- Key areas increased for 16-18: Beauty, Business, Carpentry, Electrical and Social Care
- Areas not at target tend to submit later applications eg ESOL, Horizons
- Adults up around 35% year on year – huge amount of work driving this year's applications and roll over to September starts
- Process changed for enrolment to ensure a good customer experience – new process developed for qualifications on entry
- All staff trained to undertake enrolment to take pressure from curriculum staff
- Working with Exec Directors on the induction process – clear, consistent induction in place for all learners that will be timetabled – dedicated session for English and Maths and overarching College welcome talk
- Campaigns – lot of out of home media – using digital radio adverts and streaming to target key audiences – unique URLs to provide feedback
- ELIOT website to launch at the end of June 2023
- Progression is very low. All Exec Directors working to drive this – ideally 750-800 applications by September– currently around 200-250. Lot more work to drive other applications if cannot convert.
- Validation re HTQs – small cohort due to late start but hope to increase going forward

Chair referred to the 35% for adult applications. CW advised that a huge amount of work had taken place towards the end of this year to drive applications. The Head of Adult Skills had undertaken a lot of work within community learning and the increase had been a collaborative effort. It was noted that web traffic had increased and work would take place with English and Maths to share communications with Governors including success stories.

	<p>The Chair asked CW if further support was required. CW replied that she was being supported through the Deputy Principal – Curriculum & Quality and discussion was enabled through agenda items at SLT.</p> <p>The Vice-Chair noted the great increase in adult applications advising that this had previously been an area of concern. CW confirmed that a direct comparison from the previous year had been provided.</p> <p>Agreed: that the current progress be noted.</p>
<p>11. Confidence in Process and Communication</p>	<p>The Chair stated that it was pleasing to see progress in all reports presented. There was a need to ensure narrative re materiality and areas to focus but it was noted that the visualisations would support this.</p> <p>The Vice-Chair emphasised the importance of assurance for governors and ensuring there was trust in the process and that communication of progress was getting through to Governors. The Vice-Chair questioned how the Committee could be assured this was in place and how the Committee could communicate effectively to the Board of Corporation to provide assurance. There was a need to try to identify key processes eg MAP Meetings, Quality Improvement Plans (QIPs) and testing the confidence of colleagues and it was important for all participants of the Committee to be able to see what the level of confidence was in the process from both a governance and staff perspective.</p> <p>The Vice-Chair suggested that a draft set of key processes be provided for Committee members to measure against a scale of 1-10 on how confident they were in these processes and why. This would enable the level of confidence to be monitored alongside the work needed to improve confidence to provide a roadmap to reach maximum confidence.</p> <p>FA stated that this was a good plan and would enable the Committee to reflect on strengths and weaknesses. Champions could be included within each stream to convey the message to the Board.</p> <p>The Interim Principal/CEO advised of the need to work to a common understanding – technical expertise sat with the Executive, assurance and understanding sat with the non-executive. Understanding between the two would streamline and focus reporting but questioned to what extent did the Exec get into the detail. The Chair replied that Governors did not want to be in the same situation as with Ofsted when the position being presented was not the true picture. Real conversations around the core processes were needed to agree the focus.</p> <p>NK advised that the Committee were welcome to visit her area to speak with learners. JT added that the triangulation was to visit the areas to be able to demonstrate the understanding. Next year need to be structured to match Governors to specific curriculum areas.</p> <p>The Interim Principal/CEO stated that in addition to the triangulation, greater consistency in reporting eg focus in on MAP meetings and evidence to correlate with outcomes or explain why not achieved would assist in providing confidence. MS noted the need to focus on activities that were an indicator of quality and advised that questions to determine effectiveness as a form of external scrutiny would be welcomed and helpful.</p> <p>KDV advised that it would be useful to undertake deep dive into areas. MS informed the Committee that the quality oversight within the PIAP was focussed on leaders and governors which was an important part of the actions. The PIAP would take the College beyond the monitoring visit.</p> <p>Action: CGO to meet with the Vice-Chair to discuss implementation of the ‘confidence in process’ matrix. CGO to create a Curriculum Links Policy.</p>
<p>12. Check out Discussion/Bias for action</p>	

	The Chair asked all present to reflect on everything discussed and provide one point that made them curious and one thing you would take away from the meeting/improve.
13. AoB	<p>The Corporation Chair had questioned when HE would be on the agenda, suggesting this should be included for the autumn and spring terms. This was agreed.</p> <p>The Chair highlighted the importance of all Governors being on message regarding Ofsted.</p> <p>The CGO reminded staff that relevant curriculum & quality policies also needed to be presented to the Committee.</p>
12	Date and time of next meeting – TBC

The Chair thanked all those in attendance for their contributions. The meeting closed at 18.06pm

Signed..... Date.....
Alex Keay (Chair)

Agenda Item	Action	Responsibility	Timescale	Update
6.	All Committee members to undertake at least one learning walk per year.	All	October 2023	Ongoing
6.	Quality calendar to be made available to the full Board as soon as possible.	MS	ASAP	Complete
7.	A drill down into trowel trades, carpentry and engineering be provided prior to the next meeting.	JT/AMcL	September 2023	
7.	Governors attending open events and parents evenings to champion English & Maths to be discussed at the July Corporation meeting.	Chair/CGO	10 July 2023	Deferred to November Strategy Event
9.	Further detail on the elements of income to be provided for the next meeting.	NK	October 23	Income to be discussed at P&R
11.	CGO to meet with the Vice-Chair to discuss	CGO/Vice-Chair	ASAP	Brief discussion to be taken place – follow

	implementation of the 'confidence in process' matrix.			up conversation to be scheduled.
11.	Curriculum Links Policy to be put in place.	CGO	September 23	To be discussed
13.	HE to feature on C&Q agenda for next two meetings.	CGO/JT	October 23	HE will be discussed at the November Strategy Event