Meeting of the Curriculum & Quality Committee

Date:	11 March 2024	Room number	Boardroom
Present	Alex Keay (Chair), Natalie Davison (Principal/CEO), Andy Forbes (AF), Geoff Hall (Staff Governor) (GH), Esther Thompson (ET), Paige Summers (Student Governor) (PG)		
Via Teams	Charles Tennant (Vice-Chair), Katharina De Vita (KDV)		
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)		
Apologies	Forhad Altafi (Staff Governor), Shaafee Uddin (Student Governor)		
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. Paige Summers (Student Governor) and Esther Thompson were welcomed to their first meeting of the Committee. Apologies for absence were received from Forhad Altafi, Shaafee Uddin.
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 – 1 November 2023** The Minutes of the Meeting held on 1 November 2023 were agreed as a true and accurate record. **Approved: That the Minutes of the Meeting held on 1 November 2023 were agreed as a true and accurate record.**
4.	**Matters arising** It was noted that the key actions around Quality would be discussed at the meeting and actions relating to specific areas would be carried forward to the June 2024 meeting of the Committee:

Agenda Item	Action	Responsibility	Timescale	Update
7.	Executive Director – HR & Safeguarding to be invited to attend future meetings.	CGO	ASAP	Complete
8.	Head of English and Maths to provide 19+ English and Maths retention and achievement gap data.	DPCQ	ASAP	Complete
8.	Deep dive into English and Maths by area to take place at the next meeting.	DPCQ	January 2024	Deferred

8.	Areas against National Averages and hotspots to be discussed at the next meeting.	DPCQ	January 2024	Deferred
9.	Timebound action plan for apprenticeships to be reviewed and agreed by the Chair.	DPCQ	ASAP	Deferred
9.	The person to take apprenticeships forward and the data needed to ensure an informal discussion to be presented at the next meeting.	DPCQ	January 2024	Complete
10.	Attendance and achievement in Engineering, Motor Vehicle and Smart Construction to be discussed at the next meeting of the Committee.	EDLL	January 2024	Deferred
10.	HE and Student Voice to be included on the agenda for the next meeting.	CGO	January 2024	Complete
10.	Student Voice to be a standing agenda item going forward.	CGO	January 2024	Complete

5.	**Check-In Discussion**

Check-In Discussion

The Chair introduced the check-in process and advised that the focus/purpose of the Committee was to look through the lens of the strategic risk register specifically in terms of Ofsted, HE, Overall Quality and Apprenticeships. The KPI dashboard would be a key way of measuring improvement and performance.

The Chair asked the Committee to state one area they thought the Committee should be focussed on and responses included:
- Understanding the new KPI Dashboard and how the College was focussed on this, how Governors could support going forward and to reveal areas of focus to be able to deep dive
- Data driven approach
- Interventions in areas of rated RAG – understand impact
- Learners at the heart of the College
- Quality and Ofsted – to draw them together
- Stakeholders/Employers and the Skills Agenda
- Risk
- Curriculum & Quality – overtime that the curriculum becomes more prominent in terms of delivery, balance of courses
- Is curriculum responding to needs of the local population
- Understanding what 'Good' looks like – benchmarking where we should be and where other colleges are
- Review small courses – partnership with the Local Authority (responsive curriculum)

6. **KPI Dashboard Development**

The Principal/CEO reported that EDI and a small number of new indicators had been included in the dashboard from the previous version. An additional column for materiality threshold had been added and the dashboard would continue to evolve over time. Currently more work was needed re HR and how progress was calculated for Maths and English. The Principal/CEO confirmed that an electronic version of the dashboard was being progressed.

The Committee were informed that the dashboard was intended to provide a whole College view of performance but at Governance level for this Committee, the focus was Domain 2 - Quality; Domain 3 - Performance Outcomes and Domain 4 (4.1) Satisfaction rating for stakeholders.

The Vice-Chair suggested that the inclusion of a column for types of evidence would be useful to advise Governors on how the KPI's were being measured. AF added that reformatting the dashboard to enable Curriculum & Quality KPI's to be put into one area would be useful but the Committee needed to make sure they were not distracted by too many red RAG rated concerns.

The Chair stated that the dashboard provided a comprehensive whole College overview and requested that this be cross referenced with the strategic risk register to label each KPI number and domain area. This was agreed.

The Chair thanked the Principal/CEO for the progress that had taken place.

Action: Column for types of evidence and reformatting of dashboard to put curriculum & quality into one are to be considered.
Dashboard to be cross refences with the strategic risk register.

| 7. | **Quality Improvement Action Plan (QIAP) – Progress Update and Review** |

MS presented the Quality Improvement Action Plan (QIAP) highlighting the following points:
- What was going well, improving and any outstanding practice and what was not going well
- Six areas of improvement and progress indicators – reasonable progress
- Two themes – Ambitious curriculum and Careers Education, Information – insufficient progress
- Progress made re ambitious curriculum but not quite there.
- Do not have significant work experience for all learners.
- Need high quality targets to raise aspirations – focussed work.
- Reformed tutorial programme including Careers Education Information Advice and Guidance (CEIAG)
- Considering curriculum plan for next year – work readiness added for 2024-25.
- Not all learners currently provided with high quality CEIAG.

Driving improvements and managing risks – actions to drive improvements:
- Finalise comprehensive review of current QIAP (taken place)
- Prioritise most impactful tasks.
- Ongoing progress monitoring

The Vice-Chair asked whether a particular group of learners were not benefitting from the careers advise and guidance. MS replied that different provision types were affected and CEIAG needed to look different for each area. High quality and consistency was key. The Chair questioned whether consistency was a resource issue. The Principal/CEO responded that there was a staffing issue, but training and frameworks also needed to be considered.

The Vice-Chair advised that there may be an opportunity to see how the College was engaging learners through initiatives e.g. Forage which provided self-directed work experience paid for by the employers. The Vice-Chair/KDV offered to provide a link to this service for the College to explore.

AF stated that work experience and careers guidance etc came back to front line teaching staff and expressed concern that some of the problems with consistency was due to the instability of staffing in some areas.

In response to a question from AF, PS confirmed that she had received career advice from both Heads of Department and teachers.

JT advised that the College had undergone matrix accredited for initial advice and guidance and the matrix team had been requested to audit across the whole college and all curriculum areas. As a result, the College were advised not to go for full matrix accreditation as only pockets were particularly strong and initial advice and guidance was weaker where there was a high turnover of staff.

KDV questioned whether there were work integrated learning experiences built into a framework and embedded for individual courses. JT replied that this was mandatory in some areas and therefore integrated, but opportunities had to be outside of the study programme hours.

The Committee were provided with copies of the Ofsted Inspection Framework. The Principal/CEO advised that the criteria was very specific, and inspectors would go through the framework point by point to look at intent, curriculum leadership, implementation and sources of evidence. There would be a strong focus on the work produced by learners and impact would be focussed on outcomes e.g. achievement rates and progression.

The Chair asked whether the Committee would be able to assess the KPI's against these areas as Governors needed to understand the gaps. The Principal/CEO advised that KPI's 2.1 and 2.2 linked to the implementation within the handbook and 2.3 focussed on attendance. THE QIAP outlined the criteria within the Inspection Framework and the action to be taken. It was agreed that this would be a focus for the next Corporation Strategy Event.

MS advised that a gap analysis had been taken against each point but the risk was the rate and pace of improvement not being sufficient. The Chair stated that it was important to ensure the right level of detail for the Committee to be able to focus on the gaps and the level of readiness.

AF stated that he was confident that eyes were on the right issues and the right data and actions would have impact. Focus needed to be on the areas not improving or nor improving fast enough. MS advised that the QIAP was being reviewed every half-term based on evidence and impact.

MS highlighted the Leadership and Management section of the Inspection Framework and advised that an initial meeting had taken place with the CGO to discuss improvement measures but this would also be a focus at the Corporation Strategy Event.

Action: Ofsted Inspection Framework/Link to KPI's to be a focus for the April Corporation Strategy Event.

8.	**Overview of C&Q Performance (including recruitment/attendance/retention/class size in-year student progress)** JT presented the position statement for attendance highlighting: • Areas with low attendance had been impacted with staff absence/sickness • Improvement measures for lateness • Targets for 16-18 and 19+ The Chair stated that the position for English and Maths was dragging the 16-18 data down significantly and queried the root causes of the issues as towards the end of last year, the Committee had been advised that real progress was being made. JT replied that intervention took place and English and Maths was moved into one space but drastic measures had been needed. The progress previously reported had been genuine but other reasons had resulted in this progress going backwards. The Principal/CEO added that helpful interventions had been made last year which had worked individually but were not enough collectively to make the improvements needed.

JT highlighted retention by each curriculum area and those areas where retention had decreased e.g. ESOL, Construction and Design Management, Childcare, Finance and Accounts and Adult Community Learning.

The Committee were updated on student progress, which was monitored each term, and discussed the following:
- 16-18 progress reviews 99.3% completed.
- 16-18 80% QAR vocational
- Catch up tuition fund.
- Updated pastoral delivery scheme.
- Average class size – overall by campus and by curriculum area – work taking place linked to business planning. It was noted that there was currently no reliable benchmarking in the sector.

Areas of concern:
- EEP (Enrichment, Employability, Pastoral) and Work Experience hours too low – drive to improve EEP – Work Experience more difficult to find placements.

The Chair questioned which of these areas needed to be focussed on in terms of strengths and weaknesses and governor support. The Principal/CEO replied that EEP and work experience would be high priorities for Ofsted.

ET asked whether the students agreed to undertake EEP. JT replied that all students were made aware that it is a vocational study programme and part of the package and the expectation that they must attend 100% of their programme. It was noted that in some cases the work was taking place but not being recorded.

JT provided an update on the current position for English and Maths:
- Predicted pass rates for 16-18 discussed - numbers lower than they should be
- English and Maths progress reviews not completed in there totality.
- Concerns re integrity of predictions
- Intervention work – working with every teacher one to one to improve and provide feedback on teaching and planning.
- Leadership and management of the understanding of staff to understand what they are working towards.

AF stated that the figures were poor. In response to a query from the Chair, it was confirmed that staffing for the English and Maths team had been consistent over several years.

AF advised that the challenge was to communicate to staff that it was the responsibility of all staff to promote the importance of English and Maths. Discussion took place on initiatives to improve attendance. JT reported that letters had been issued to parents in January and ID cards for students at 50% attendance were blocked from entry to the College and the student was directed to the Student Support Zone. GH added that timetabling could also be an issue as large gaps during the day could result in students choosing to miss lessons.

The Chair advised that English and Maths should be added to the strategic risk register. This was agreed.

Action: English and Maths to be added to the strategic risk register.

9.	**Committee Risks**

	The Committee noted the risks relevant to the Committee which would be considered throughout each meeting. It was agreed that the PIAP would be moved into the risk for Quality. **Action: PIAP to be moved into the risk for Quality.**
10.	**Check out Discussion/Bias for action/Governor Involvement** The Chair asked the Committee to provide one learning or thought where the Committee should focus and what Governors role could be: • Governor elements of the Ofsted report • What Good looks like – call to action re Maths and English • Eyes on the right issues and clarity where are the issues were • Good to have student on the Committee – agenda item for student • Honesty and transparency • Collaborate with Paige for student view point • Is there a sufficient infrastructure to record data? • KPI's real step forward
11.	**AoB & Actions** Thanks were recorded to the Student Governor for her attendance and contributions.
12.	**Date and time of next meeting – 10 June 2024 (an additional meeting to consider progress in English and Maths would be convened in May 2024).**

The Chair thanked all those in attendance for their contributions. The meeting closed at 7.00pm.

Signed……………………………..   Date……………………………………

     Alex Keay (Chair)

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c/f	Deep dive into English and Maths by area to take place at the next meeting.	DPCQ	January 2024	Deferred
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c/f	Attendance and achievement in Engineering, Motor Vehicle and Smart Construction to be discussed at the next meeting of the Committee.	EDLL	January 2024	Deferred
6.	Column for types of evidence and reformatting of dashboard	Principal/CEO	To be considered	

	to put curriculum & quality into one are to be considered. .			
6.	KPI Dashboard to be cross refences with the strategic risk register.	Principal/CEO	ASAP	
7.	Ofsted Inspection Framework/Link to KPI's to be a focus for the April Corporation Strategy Event.	CGO	April 2024	Added to Business Cycle
8.	English and Maths to be added to the Strategic Risk Register. PIAP to be moved into the risk for Quality.	IDPFR	ASAP	