



# MINUTES

## Standards & Quality Committee Meeting

**Date:** Wednesday 13 March 2024  
**Time:** 2.00pm  
**Venue:** Boardroom

### Present:

Andrew Fawcett (Chair)  
Dr Bill Webster (Principal)  
Dr Gill Waugh  
Tom Martin  
Claire Garth  
Ming Fong  
Gulnaz Brennan

### In Attendance:

Deborah Bradburn (Clerk)  
Mark Burgoyne (Deputy Principal)  
Tracy Clarke (Assistant Principal - Curriculum Design, Information and Technical Services)  
Catherine Langstreth (Assistant Principal – Curriculum & Stakeholder Engagement)  
Karen Westsmith (Assistant Principal – Curriculum & Quality)  
Jill Hebden (Minute Taker)

## 1. SECTION A - BUSINESS MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

### 1.1 Welcome To Members/Officers

The Chair welcomed members to the meeting, which commenced at 2.04pm.

### 1.2 Apologies for absence

Apologies for absence had been received from Sue Lomax, Chris Bill, Adeeba Gulzar and Gill Smallwood.

### 1.3 Declarations of Interest

Members were invited to declare any interests in relation to any item on the agenda.

### 1.4 Request for an item to be unstarred

No requests were received.

### 1.5\* Minutes of the previous meeting held on 24 January 2024

The minutes of the meeting held 24 January 2024 had been previously circulated to Members for consideration.

**Agreed:** that the minutes are approved as a correct record and authorised for publication.

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## 1.6 Matters arising from the previous minutes

The action progress log was presented. The Clerk provided an update on the following action point:

- *Recruit a co-opted member to the Standards and Quality Committee.*

The Clerk advised that this action was ongoing with a response awaited from a potential candidate.

All other action points would be updated under the relevant agenda items of the meeting.

## 1.7 Minutes of the Task & Finish Group meeting held on 26 February 2024

The Chair provided an overview of the discussions at the previous Task & Finish Group meeting, noting the following key points:

- Substantial progress had been made on the Post Inspection Action Plan (PIAP) that addressed each of the six key areas for improvement, as identified in the Ofsted report.
- A key area of focus was the amount of teaching delivered by agency staff and the College's aim to reduce the number of agency staff.
- Another area of focus was the variability in the quality of teaching and learning. 'Deep dives' had commenced and would continue into each curriculum area led by the Assistant Principals, with a focus on quality systems.

The Principal noted that due to the additional meeting and requests for information the Senior Management Team were reaching capacity and asked that only information that would add value to discussions be requested.

**(Tom Martin and Gill Waugh joined the meeting at 2.13pm)**

## 2. SECTION B - COLLEGE MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

### 2.1 Teaching Learning and Assessment

The Assistant Principal of Curriculum & Quality provided an update on teaching, learning and assessment, with the following points highlighted:

- The BLUE process remained the observation system for the College in 2023-24. The process involved a peer observation that supported reflective discussion where teachers identified areas that they would like to work on. Teachers then had a short period of time to undertake research on how these areas could be improved followed by an observation by the Team Leader to assess the impact of that research.
- The College had invested in How2, an online teaching resources platform. Work was underway on matching How2 resources to departmental areas for improvement.
- Good practice had been shared through Engineering where there was high quality teaching, learning and assessment with good value-added scores.
- 'Deep dives' had been completed for Service Industries, Healthcare, Science and Education with a full report to be provided at the next Standards and Quality Committee meeting.

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- The 'deep dive' for Service Industries had been completed and the following findings:
  - Initial assessments had been completed;
  - SMART targets were mainly in place but too many referred to attendance and behaviour ie. punctuality and arriving at class on time;
  - Markbook (progress monitoring) was in the main up to date;
  - In response to concerns around duplication, teachers had been creating their own spreadsheets and documents in addition to the system requested; and
  - Medal and missions were not specific enough.
- Due to the move away from the BTEC model a cultural mindset change was required for teachers to deliver to the end point assessment model.
- Taking part in the Early Careers Teacher Mentor Training programme had led to a renewed focus on mentoring at the College. Early Career Teachers (ECT's) had already benefited from the support offered by mentors taking part in the project and from the learned approaches adopted. ECT's had fed back on having greater confidence and that their needs were met as they developed within their roles.

## **Governors Questions/Comments:**

- *Are we managing the resources? There is a lot of time, energy and focus going into the 'deep dives', are we confident that we will be able to get through all areas in reasonable time and depth?*

Yes, all areas will have been through the 'deep dive' process by Easter. There is a sampling approach, as used by Ofsted where two courses are chosen. There is also support from Heads of Area and some Business Managers. The aim is to emulate the Ofsted inspection process as closely as possible as it was clear that it was 'alien' to a lot of our staff.

- *Does this give us an idea of the level and extent of internal challenge?*

Yes, we need to do everything we can to uplift the quality of education in the classroom. There will be a better overall picture once this process has been through the cycle again. A key benefit of the 'deep dives' is getting staff more familiar with the inspection process and how it works. We also need to be realistic in some of the parallel areas around improving teaching, learning and assessment ie. the stability of staffing.

- *There is no resilience built into dealing with Ofsted as each experience is so different.*

We need to remember that these improvements are not being made for Ofsted but to deliver our core purpose.

## **RESOLVED:**

The Committee noted the Teaching, Learning and Assessment update.

## **ACTION:**

A full 'deep dive' report to be provided at the next Standards and Quality Committee meeting.

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## 2.2 Applications, Enrolment & Progress Report

The Assistant Principals presented the Applications, Enrolment and Progress report noting the following key points:

### Applications:

- There were 428 interviews scheduled for the College Open Event/Interview Evening.
- There had been a move in focus for school liaisons to drive recruitment through the schools, which had created much busier open evening activities for the College.

### Young People:

- There had been a significant over recruitment of young people that the College had not received funding for. This had included a lot of additional requirements including English, maths and tutorials.
- Attendance had declined from the previous report to 83.4% with retention at 93.9% overall.

### Apprenticeships:

- There were 283 new starts against a target of 370 with 400 active employers and 618 active apprentices.
- The current best-case achievement was 74.8%, which had reduced from 76.8%.
- Attendance had reduced by 0.1% from the previous report to 89.5%.
- The number of 'Out of Funding' learners that had rolled over into this year was 14.

### Adults and Community Learning:

- Recruitment was at 92% of funding with courses still to commence; there was confidence that 100% of funding would be met this year.
- Attendance was at 85.6% overall with some areas of concern.
- The College had received some additional queries on the place-based proposal which focused on community engagement. The proposal included additional staffing to provide stability of service for hard-to-reach areas.
- The key contact at Bolton Council for Community Engagement activities had left the role that had been identified as an area of risk.

### Higher Education:

- Work continued in preparing for the validation of HTQ Engineering and Manufacturing.
- There had been some streamlining of administration between the College and University which had improved the admissions process.
- There were currently 43 apprentices on higher level courses.

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## **English and Maths:**

- There was a full complement of management staff within English and maths. Due to the staffing issues within maths, the new Curriculum Leader had covered a number of classes.
- 'Deep dives' had identified that where there was cover for classes, through agency or internal staffing, these lessons were the weakest.
- From the 'deep dives' it had been identified that learners were engaged. In two sessions there had been distractions that had impacted negatively on learners.

## **Governor Questions/Comments:**

- *Is the growth in recruitment for Young People from the same schools or spread across a number of schools?*

It is spread across a number of schools. The College will be hosting a Careers Lead Training event after Easter to highlight the different courses available.

- *Why has attendance reduced across all areas?*

Attendance has improved slightly since the writing of the report. However, it is still not good enough. There is a very small number of chronic non-attendance and a higher number of sporadic attendance.

## **RESOLVED:**

The Committee noted the Applications, Enrolment and Progress Report.

### **2.3 Learner Voice 2023-24 Update**

The Assistant Principal of Curriculum & Quality provided an update on the Learner Voice highlighting the following key points:

- Class forums took place during the first half term. The forums allowed classes the opportunity to raise issues and concerns around the student experience for their area.
- The key findings found that students felt settled in. The majority could and had accessed Proportal and were aware of the progress they were making. There were mixed views on the campus facilities.

## **RESOLVED:**

The Committee noted the Learner Voice 2023-24 Update.

### **2.4 Accountability Statement 2024-25**

The Assistant Principal of Curriculum & Stakeholder Engagement presented the annual Accountability Statement noting the following:

- The Local Needs duty was a statutory requirement for all governing bodies that required a periodic review of how well the education and training provided met the local needs.

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- The agreement focused on what colleges, designated institutions and local authorities planned to deliver in the year ahead and how they intended to support local, regional and national needs.
- The DfE required all providers to submit their annual accountability statements by 30 June 2024.

## **RESOLVED:**

The Committee noted and agreed the Accountability Statement 2024-25 for recommendation to the Board for approval.

## **ACTION:**

Clerk / Board Agenda

## **2.5 Intensive Support Improvement Update**

The Assistant Principal of Curriculum & Stakeholder Engagement presented the Intensive Support Improvement Update, noting that various areas for improvement had been identified and that substantial changes had been made.

## **RESOLVED:**

The Committee noted the Intensive Support Improvement Update.

## **2.6 Sub-Contracting Activity Update**

The Deputy Principal provided the Sub-Contracting Activity update, noting the following key points:

- Shockout Arts continued to perform well in their delivery outcomes for learners.
- The model for performance monitoring had moved from performance boards to Performance Enhancement Review (PER), which was consistent with performance monitoring processes carried out within the College.
- Shockout Arts had requested additional numbers of learners that had been agreed and would be capped at 75 enrolments per year.

## **Governor Questions/Comments:**

*Is our agreement with Shockout Arts the same as our agreement with the ESFA?*

This does sometimes cause issues. However, there is nothing that the College can do about some of the ESFA requirements that need to be met. It should be noted that Shockout Arts were mentioned positively in the Ofsted report.

## **RESOLVED:**

The Committee noted the Subcontracting Activity Update



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## 2.7 \*Starred Item(s)

### **Standards & Quality Committee Terms of Reference**

The Clerk presented the Standards and Quality Terms of Reference which were reviewed every three years. The Clerk noted that the only amendment made was to the title of the Committee to the Standards and Quality Committee.

#### **RESOLVED:**

The Committee noted and agreed the Terms of Reference for recommendation to the Board for approval.

#### **ACTION:**

Clerk / Board Agenda

## 3. **SECTION C - UNIVERSITY GROUP MATTERS - FOR CONSIDERATION UNLESS INDICATED OTHERWISE**

None.

## 4. **SECTION D - ANY OTHER BUSINESS**

### 4.1 **Meeting Evaluation**

Members agreed that they felt able to contribute as and when required and that the Senior Management Team received the challenge and support needed.

## 5. **SECTION E - FUTURE MEETINGS**

Wednesday 18 June 2024 at 2.00pm

There being no further business to discuss, the meeting closed at 4.01pm

**Chair's Signature:**

**Date:** 18 June 2024