



MINUTES

Standards & Quality Committee Meeting

Date: Tuesday 22 October 2024
Time: 2.00pm
Venue: Boardroom / Video Conference

Present:

Andrew Fawcett
Dr Bill Webster (Principal)
Tom Martin
Claire Garth
Ming Fong
Adeeba Gulzar
Gill Smallwood
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 Election of Committee Chair

Members were invited to put forward a nomination and elect a Chair for the Committee.

Dr Sue Lomax was nominated.

RESOLVED:

Dr Sue Lomax be elected Chair of the Committee for the current academic year.

Members were invited to put forward a nomination and elect a Vice Chair for the Committee.

Mr Andrew Fawcett was nominated.

RESOLVED:

Mr Andrew Fawcett be elected Vice Chair of the Committee for the current academic year.

1.2 Welcome to Members/Officers

The Chair welcomed members to the meeting, which commenced at 2.05pm.

1.3 Apologies for absence

Apologies for absence had been received from Dr Sue Lomax, Chris Ball and Debra Woodruff.

1.4 Declarations of Interest

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

MINUTES

1.5 Request for an item to be unstarred

No requests were received

1.6 * Minutes of the previous meeting held on 18 June 2024

The minutes of the meeting held 18 June 2024 had been previously circulated to Members for consideration.

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

1.7 Matters arising from the previous minutes

The action progress log was presented. It was confirmed that all actions from the previous meeting had been completed or were included on the agenda with the exception of the permanent staff to agency staff comparison that would be provided at the November 2024 Board meeting.

2 SECTION B - COLLEGE MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

PART 1

2.1 Post Inspection Action Plan (PIAP)

The Deputy Principal presented the new position statements alongside the Post Inspection Action Plan (PIAP) noting that the action plan was more of an operational document. The position statements would provide the updates to the Standards & Quality Committee and Board on the progress made against the identified areas of improvement.

Governor Questions/Comments:

- *The staff development action has been graded as 'green'. That is not the impression gained through the Staff Voice alongside the Digital SAR panel?*

There is a difference between staff development and the quality of delivery in certain areas. Digital is not where it needs to be with many issues in Digital bespoke to that area.

- *Is staffing ok in other areas?*

No, there are still issues in construction with an inability to keep key staff. This is a struggle across the sector as a whole. We are starting to see some improvements and it should be noted that the SAR looks back to the previous academic year and the position statements identify the current position, that's not to say that work still needs to be done. We have started a different approach in training and what each team needs which is closely linked with quality and cascaded into meetings with contextualised training. Staff development needs differ in each area with the staff development and quality teams working closely together to provide these bespoke development needs.

- *The input made isn't necessarily coming through in the outcomes.*

Improvements have been made in achievement rates overall which are at the second highest they have been in ten years.

MINUTES

- *Meeting wider teams through the SAR Staff Voice sessions was positive and helpful and the presentations delivered during the SAR panels provided a much richer picture on what is happening in areas.*
- *When do we expect the monitoring visit to take place?*

We are expecting the visit this term, the latest it can be is the end of January 2025. It is 13 – 30 months for a full inspection. It is unlikely that there will be a full inspection without a monitoring visit. However, a monitoring visit could be upgraded to a full inspection if significant progress is made. We are likely to have a full inspection next autumn.
- *Are we making progress?*

Yes, but there is still work to be done particularly around staffing and attracting the calibre of staff needed in key areas. We have a steady volume of learners over the next 2 -3 years and a greater increase in learners with special education needs. We are in a better place than we were a year ago.
- *It would be helpful for curriculum leaders and heads to see the position statements.*

They will be shared through the weekly team meetings.
- *Do the 'deep dive' findings correlate with the SARs and position statements?*

On the whole yes. For example, it was identified through each process that classroom teaching is good in Construction. However, the wrap-around was poor ie. assessment with no SMART targets and the learner journey analysis was poor.
- *Would there be an opportunity to deliver through team teaching?*

We may bring in some AI to reduce workload. We are looking at how to put packages of support in place for lecturers.
- *Will the action plan be sustained alongside the position statements?*

Yes, it will be useful to keep and track progress.

(Adeeba Gulzar joined the meeting at 2.19pm)

PART 2

2.2 †Teaching, Learning and Assessment

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

- Two recommendations in the Ofsted visit related to teaching, learning and assessment. To increase the focus on the quality of teaching and learning in classroom and workshop sessions, particularly in programmes for young people and GCSE English and mathematics and to ensure that teachers took account of the EHC plan targets for students with high needs when planning teaching.
- Teachers, through the BLUE system, focused primarily on engagement with students.
- Developing high aspirations was not chosen as a topic or area for development through the BLUE process.

MINUTES

'Deep Dives' - Construction

- All eight walkthroughs completed were found to be 'Good'.
- Future skills and high aspirations were not seen in all lessons.
- Feedback was positive from students though not all could articulate their personal learning targets.

Staff Observations / Feedback

- Each teacher this year would be provided with feedback. There was the request for individual evaluations alongside the BLUE process that would involve a review of samples of marked work and student work, compliance with the BLUE process and learner journey scrutiny.
- The language to be used during this process was 'practice to share', 'proficient' or 'training need'.

Governors Questions/Comments:

- *There are a lot of changes for staff. Are they absorbing the speed of change?*

Yes, it goes in line with the other changes that have taken place. It isn't radically new, rather more fine tuning. The changes to team meetings have helped to communicate and implement the change.

- *The SAR panels noted the positive feedback on the team meetings.*

These have been received well by staff on the whole. The changes do sound a lot in a paper but it has been very much 'drip fed' and is provided in manageable sizes.

RESOLVED:

The Committee noted the Teaching, Learning and Assessment update.

2.3 Applications, Enrolment & Progress Report

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

Young People:

- The College currently had 2758 young people on Study Programmes and T Levels, including those that were 19-24 on an EHCP (Education, Health and Care Plan). As overall recruitment for young people was above allocation, additional in year growth funding may apply.
- At 83.9%, attendance was currently not at the expected target of 90% for the majority of curriculum areas.

Apprenticeships:

- There were currently 179 new starts on the ILR or awaiting sign up completion. This was against a target of 400 for the year.
- Overall attendance for apprenticeships was 85.4% and therefore below the expectation of 95%.

MINUTES

Adults and Community Learning:

- Recruitment for AEB (Adult Education Budget) was 86% of enrolments and 88% of funding. This included enrolments for courses yet to run and was a similar position to last year.
- Community Learning was currently at 56% of enrolment target. As with AEB this included courses yet to start this academic year but was also approx. 5% higher than in the first report to the Standards and Quality Committee last year.
- Attendance for adults was 84.6% and therefore below the minimum expectation of 90%.

Higher Education:

- Recruitment for HE (Level 4/5) is below the 69 students through the University of Bolton.
- Attendance for HE provision is 91.3%. Volumes are small compared to other provision and therefore each learner has a greater impact on the overall figure.

Maths and English:

- Maths attendance:
 - Apprenticeships = 69.4%
 - Adults = 74.6%
 - Young People = 73.8%
- English attendance:
 - Apprenticeships = 68.2%
 - Adults = 84.4%
 - Young People = 76.5%

Work continued on supporting staff within the English and maths department, in some instances this was through performance management.

Each student that achieved a Grade 3 in their English or maths had been entered for the November 2024 resits; there would be 50 for maths and 600 for English. The maths exam board had changed to Educas with the hope that this would increase attendance at exams as there were two papers as opposed to three. There would be curriculum collapse from 5-8 November 2024 for the morning of the exams in A block.

Governor Questions/Comments:

- *Are the increased learner numbers causing issues in capacity?*

System checks are currently being undertaken looking at capacity in rooms. Additional tables and chairs have been ordered in order to maximise this capacity. The new build will also help with this.

- *There is consistency in progress made. However, there are some real outliers. Attendance at English and Maths for Foundation Studies is good which seems to be counter intuitive?*

MINUTES

There is real motivation within foundation studies for students to achieve their maths and English in order to get onto their course of choice.

- *What will those learners not involved in exams be doing?*

They will be undertaking managed directed study.

- *In June we said that a significant piece of work would be undertaken to provide a full report on English and maths including a comparison of the maths exam boards. Can this be provided?*

Yes, this can be provided for the Board.

RESOLVED:

The Committee noted the Applications, Enrolment and Progress Report.

ACTION:

English and maths report to include exam board comparison to be provided to the Board.

2.4 College SAR 2023/24 and QIP 2024/25

The Assistant Principal of Curriculum and Quality presented the report noting the following:

- Changes had been made in SAR panel delivery with an increased focus on the narrative within the individual area reports.
- Board Members present at the majority of SAR panels.
- The language within the presentations highlighted 'what will be maintained', 'what will be improved' and 'what will be changed'.
- Five departments had improved by one grade (three Grade 3 to Grade 2 and two from Grade 2 to Grade 1). Four departments had declined by one grade (two from Grade 3 to Grade 4 and two from Grade 2 to Grade 3). Two departments remained at Grade 3 and two remain at Grade 2.
- The College self-assessed as a Grade 3.

Governor Questions/Comments:

- *What is the difference between improved and changed?*

Some changes are made that aren't necessarily tied to improvement. For example, a course no longer being delivered due to staffing availability, this is a change but not an improvement.

- *The SAR provides a really accurate assessment of the last academic year.*

There was tight scrutiny at each panel and on those occasions where a Grade 4 was given this was through a fair and thorough assessment of the narrative and data and the staff involved left the panels feeling motivated to make the improvements needed.

- *Placing recruitment issues to one side. Do those teams feel improvements can be made, know how to make them and have the support they need?*

MINUTES

Curriculum Leaders and Heads of Area do know what they need to do and know the support that is available to them in order to make these improvements. Construction now has a full complement of management staff and this will help to drive those improvements forward.

2.5 Achievement Rates 2023/24 and Performance Targets 2024/25

The Deputy Principal presented the report that put forward a number of targets that required Board approval.

Young People

- At 86.5% the College had increased achievement for young people by 1.6% but had fallen short of the 89% achievement target.
- For 2024/25 it was proposed to maintain the existing targets of 89% achievement for 16-18 provision.

Adults

- At 89.26%, achievement for adults had increased by 1.4% on the previous year and therefore the 89% target had been achieved.
- For 2024/25 it was proposed to raise adult provision targets to 90%.

Community Learning

- There had been a significant increase on pass rates to 96.3%.
- For 2024/25 it was proposed to raise Community Learning provision targets to 96%.

Apprenticeships

- Achievement was significantly above the national rate and 4% above the previous year. This would result in the apprenticeship provision coming out of 'requires improvement' with the DfE.
- Electrical and Building Services which was at 35% achievement last year had ended at 67% this year. This achievement was realised through a huge amount of resource from both within the construction team and across the wider College.
- For 2024/25 it was proposed to maintain the existing targets of 65% achievement for apprenticeship provision.

Governor Questions/Comments:

- *We must note the progress that has been made in the achievements. Overall progress across programmes continues to improve year on year and a big thank you is given to the Senior Management Team for all of their efforts. There has been a really good start to this academic year as more students have been able to progress on to the next level.*

RESOLVED:

The Committee noted the achievement rates for 2023/24 and performance targets for 2024/25 and agreed that they would be recommended to the Board for approval.

ACTION:

Clerk / Board

MINUTES

2.6 End of Year Survey 2023/24

The Assistant Principal of Curriculum and Quality presented the report, highlighting the following key points:

- The survey was completed by 4327 students in Term 3 with a return rate of 71% that was a continuing pattern of improvement in student engagement.
- Analysis was provided by curriculum area, age, gender, postcode, learning difficulties, mental health and young people in care.
- The perception of student satisfaction had not changed significantly.
- There was clear confirmation that online teaching materials had improved.
- The strongest agreement rate was around College rules and understanding the importance of attendance and punctuality, keeping learners safe online and British values.
- There was some level of dissatisfaction around facilities and services that was linked to the availability of social spaces.

Governor Questions/Comments:

- *This survey provides important pieces of evidence on the improvements that have been made in year. Do students recall what they have been involved in and do they phrase it as 'enrichment'?*

There is still some work to be done on the phrasing of activities that students have been involved in. It is also important to note that some students have never had any experiences so going to Queens Park will be a big thing to them. We have worked hard on putting enrichment into the community hubs and the activities that take place there. However, it should be noted that there is no funding for this.

RESOLVED:

The Committee noted the End of Year Survey report.

2.7 Student Progression & Destinations Report

The Assistant Principal of Curriculum Design, Information and Technical Services presented the report, highlighting the following key points:

- 59% of young people had progressed and 92% had a positive destination.
- 66% of adults had returned and gone on to entry level courses.
- There was no longer a requirement to include destinations in the ILR, as such there was no framework and therefore destinations were subjective. There were discussions with GMCA around a Greater Manchester destinations comparison.

RESOLVED:

The Committee noted the Student Progression and Destination report.

MINUTES

Governor Questions/Comments:

- *It would be useful to see the previous year's progression and destination data to be provided in brackets as a comparison.*

ACTION:

Previous year's progression and destination data to be provided.

2.8 Curriculum Strategic Planning

The Assistant Principal for Curriculum and Stakeholder Engagement presented the Curriculum Strategy Planning noting the following key points:

- Bolton College would be the first provider across Bolton to deliver supported internships and are working with Bolton Local Authority and Amazon. An initial cohort of seven learners have started their internship and are based at the Amazon site in Westhoughton.
- The College would continue to utilise the updates to the Greater Manchester Local Skills Improvement Plan (LSIP) in addition to the updates from industry links to inform curriculum design and development.
- The College hosted the Motor Vehicle World Skills competition and aimed to engage both students at the College and schools across Bolton.

Governor Questions/Comments:

- *Where there is opportunity for expansion in Digital we are limited by staff. How will this be explored?*

We are moving into immersive projects and will be bringing in development through CAVES. E-Sports is going well and we are pushing as much as we can do whilst looking for funding that supports development.

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 that the reports were useful and in depth. The discussions had been honest and provided a clear overview to the Committee.

5. SECTION E - FUTURE MEETINGS

Wednesday 22 January 2025 at 2.00pm

There being no further business to discuss, the meeting closed at 4.15pm

MINUTES



Chair's Signature:

Date: 22 January 2025