

LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Monday 26 February 2024, 3.00pm, Meeting Room 1, North Street / Microsoft Teams

PRESENT:

Debbie Forsythe-Conroy (DFC) – Chair
Sandra Burnhill (SB)
Steve Carmody (SCa)
Nikki Davis (ND)
James Dunford (JD) – *attended via Microsoft Teams*
Molly Fulton (MF) – Student Governor
Caroline Meehan (CM)
Ayonimofe Osimokun (AO) – Student Governor
Dave Russell (DR) – *attended via Microsoft Teams*
Julie Tolley (JT)
William Wallace (WW)

ATTENDANCE: 11 / 13 = 85% (KPI 80%) Cumulative attendance: 32 / 36 = 89%

IN ATTENDANCE:

Jane Taylor-Holmes (JTH) (Director of Governance)
Steve Connell (SCo) (Assistant Principal, Study Programmes)
Rob Holmes (RH) (Assistant Principal, Quality & Student Experience)
Daniel Grimes (DG) (Head of Quality Improvement) – Items 6 & 7
Kayley Cassidy KC) (Curriculum & Innovation Lead (Pedagogy & Quality Assurance) – Items 6 & 7
Ruth Brown (RB) (Curriculum & innovation Lead (Pedagogy & CPD) – Items 6 & 7
Nancy Fearnside (PA to Strategic Leadership Team)

Agenda items were considered in the order recorded in the minutes.

**ACTION
BY AND
TARGET DATE**

DFC welcomed everyone to the meeting, particularly Ayonimofe Osimokun, the new Student member. Introductions were made.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Sarah Gibson, Mick Norton and Chris Tunningley.

2. DETERMINATION OF ATTENDEES / OBSERVERS

Members agreed attendees at the meeting as per the attendance list above.

3. DECLARATION OF INTEREST

There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETING

The minutes of the meeting held on 5 December 2023 were approved as a true and accurate record.

5. MATTERS ARISING

5.1 Ref Min 5 (summary of action points 30 October 2023)

CAMHS involvement was recorded on CPOMs but was not always logged as an agency making it difficult to report on currently. This has now been made available.

5.2 Ref Min 5 (summary of action points 30 October 2023)

Provision type data was now included in the Quality Report.

5.3 Ref Min 5 (summary of action points 30 October 2023)

Details of conversion rate to enrolments would be available for 2024/25 applications.

5.4 Ref Min 5 (summary of action points 30 October 2023)

KPIs were now included, along with a RAG rating, at the beginning of the QIP as requested.

5.5 Ref Min 6 (summary of action points 30 October 2023)

Completed.

5.6 Ref Min 6 (summary of action points 30 October 2023)

Regarding maths and English - MB / CB would be invited back after Easter to provide an update; RH / JTH would arrange.

RH/JTH
Mar. 2024

SB queried the Maths / English attendance; SCo confirmed that this was now 71%. She also asked how long the maths / English sessions were; SCo stated that the sessions were 1½ hours.

JT asked about student feedback on maths / English; SCo stated that focus groups had been held and some interesting feedback had been received around a number of matters. It was noted that feedback in relation to English lessons was that the lessons were too long and changes had been made.

SCo confirmed that he had met with JT and also JD to discuss attendance issues / strategies. He had also recently attended a meeting regarding the "Schools Attendance Crisis".

Strategies to tackle attendance / punctuality were discussed at CLT and were being implemented as appropriate. The Refectories would close at 8.45am and 12.45pm to try to ensure students were punctual to lessons. Attendance reports, with a supporting letter, had been sent to parents / carers; the next report would be sent after Easter. A digital attendance strategy video was being produced which would reference comments from employers on the importance of attendance and timekeeping. Letters had been sent to all school Head Teachers asking that, during IAG sessions the need for attendance at maths / English sessions was emphasised. Attendance awards for students were also being introduced.

DFC was pleased to note that the Refectory was reacting to the punctuality issue.

5. MATTERS ARISING (continued)

5.7 Ref Min 6 (summary of action points 30 October 2023)

SCo provided an update on Collsys. There had been some initial problems, mainly due to this being bespoke to the College. He felt that a lot had been achieved but it was still work in progress. There were still some frustrations and training has been rolled out to all staff. Adam Sharp had been appointed as the Collsys Champion.

SCo commented that maths / English resits were difficult to deliver. CM asked about the approach being taken to ensure that lessons supported neurodiversity. It was suggested that changing the approach to maths / English, e.g. breaking down the lesson plans may be beneficial to students and help to ensure students were not overwhelmed. SCo explained that work had been undertaken, such as through the introduction of regular breaks to support students. It was agreed that SCo would follow this up with CM and include CB / MB.

**SCo
Mar. 2024**

JD commented that prescriptive text did not have to be used; Carr Manor had done some work on developing the curriculum thinking about the range of texts and the spread to ensure that the curriculum was engaging for learners. SCo confirmed that more time than ever had been spent on developing the curriculum and acknowledged that a change of pace was required. SCo explained that the College was working on a new system in relation to resits. It was agreed that JD would discuss this further with SCo.

**SCo
Mar. 2024**

5.8 Ref Min 7 (summary of action points 30 October 2023)

Apprenticeship numbers by department were now included in the Quality Report.

5.9 Ref Min 7 (summary of action points 30 October 2023)

Covered in Item 5.7.

5.10 Ref Min 8.2 (summary of action points 30 October 2023)

RH would arrange with DFC for LP (Careers Advisor) to attend a QC&P meeting to provide the Committee with an overview on Gatsby benchmarking and progress towards. DFC emphasised that this needed to be pushed forward.

**RH
Mar. 2024**

5.11 Ref Min 8.3 (summary of action points 30 October 2023)

DFC commented that a statement regarding T Levels was still required and asked that RH progressed this.

**RH
Mar. 2024**

5.12 Ref Min 8.4 (summary of action points 30 October 2023)

Carried forward.

5.13 Ref Min 7

No longer required.

5.14 Ref Min 7

Actioned.

5. MATTERS ARISING (continued)

5.15 Ref Min 8

Actioned.

5.16 Ref Min 8

Actioned.

5.17 Ref Min 8

Taken under Agenda Item 11.

5.18 Ref Min 9

Reports were now broken down by provision type and impact on strategies were included in the 23/24 QIP.

5.19 Ref Min 9

Actioned.

5.20 Ref Min 9

Taken under Agenda Item 6.

5.21 Ref Min 10

A refreshed TL&A Strategy would be presented to the Committee after Easter. It was agreed that comments referenced in the previous Committee meeting would be included within the Strategy.

RH
April 2024

5.22 Ref Min 12

Actioned

**10./ 11. POSITION STATEMENT /
QUALITY IMPROVEMENT PLAN**

ND presented the updated Position Statement and Quality Improvement Plan (QIP). She confirmed that the Position Statement would be sent to Ofsted this week. It was noted that this replaced the Self-Assessment Report.

The Position Statement highlighted the November resit results in maths / English, which had been a great success. The QIP included actions from last year's Self-Assessment Report and some actions from the November Inspection. ND stated that both documents were open for discussion.

DR suggested that the QIP could include more detail, together with employer quotes and evidence where it was possible to include. There was a challenge to include more numbers in terms of targets where numbers were reference within the Plan.

RH
March 2024

SB felt attendance should also be provided by provision type and that there should be specific reference to where this was currently and the targets. She suggested that the High Needs action should be changed from the Red RAG rating on the basis that she had met with the High Needs lead as part of her Link Governor role and the work being undertaken. It was agreed that the Position Statement could include details on sub-contracting performance. ND stated that sub-contracting was reported to the Audit & Risk Committee but agreed details could be circulated to the QC&P Committee on performance in this area.

RH
March 2024

RH
April 2024

**10/ POSITION STATEMENT /
11. QUALITY IMPROVEMENT PLAN** (continued)

JT asked how vulnerable the College was in relation to Safeguarding. ND stated that an updated process was now in place, with all necessary checks being carried out. She confirmed that all staff files had now been reviewed and no issues identified. ND confirmed that Ofsted would look at the Single Central Record.

JD noted that Grade 3 students were streamed and understood the issue the College was trying to resolve; however, he queried the impact on students not in these groups.

SCa noted that parents / carers were informed of attendance / punctuality and queried whether this could have a negative response. ND commented that some students do request that their parents are not contacted. SCo added that students still need to improve attendance / punctuality and could not just opt out. SCo noted that two key issues / barriers to attendance were mental health and parents. SCo confirmed that case conferences were held with students / parents / carers as appropriate. It was noted that a long-term vision was for parents and carers to be able to access data via the App.

SCa asked about training documents and apprentices. ND explained that the WBL restructure was now in place and the team were working through the backlog of reviews. Reviews were now included on Collsys.

SCa asked about behaviour / attitude. SCo commented that there was work being undertaken to include the celebrating positive behaviour to support improvements in behaviour.

DFC commented that the Position Statement could also include:

- College targets.
- Clarity regarding Staff Development – specifically around the technical and pedagogical CPD.
- Details of Safeguarding training.
- Reference to universities within the Education Partners section and the validation of degree courses.
- Information on work placements.
- Details of progressions.
- Personal development – examples of the enrichment programme.
- Student achievement – ND explained that these were in a separate document but would be include within the QIP and Position statements.

It was agreed that an update on the progress in relation to the WBL restructure would be provided to the Board. It was noted that this was on the agenda for both the Audit & Risk Committee and Finance & Resources Committee.

DR asked what index had been used with regard to the deprivation information. ND would check on this.

**ND
Mar. 2024**

CM suggested that charity / fund raising activities (e.g. Red Nose Day) could be included.

**10/ POSITION STATEMENT /
11. QUALITY IMPROVEMENT PLAN** (continued)

The achievement of students / progress in maths & English was thoroughly discussed and it was agreed that achievements could be included in the Position Statement and QIP. It was acknowledged that a balance across both documents was required. SCo confirmed that he had asked Curriculum Managers to promote and celebrate achievements.

The power of sharing case studies through newsletters etc. to allow students to speak about experiences was noted. It was agreed this would be considered.

**ND
April 2024**

DFC asked Student Governors for feedback in relation to Maths and English lessons and attendance. AO commented that she had 3-hour further maths lessons and the impact of the break system throughout the session. It was agreed that this would be further considered along with the use of written text to support lessons.

It was agreed that the changes recommended and discussed would be included in the Quality Improvement Plan.

**ND
Feb. 2024**

8/9. EDI PROGRESS REPORT / EDI POLICY

ND presented the Equality, Diversity & Inclusion Policy and the EDI Progress Report. The main changes to the Policy were due to changing roles etc. ND explained that more changes would be required to the Policy in the near future.

JT acknowledged that a Policy was in place but queried how she could be assured that systems were in place and how this could be checked. DFC noted that JT was the Link Governor for HR and suggested feedback from these meetings would be useful. JTH agreed this would be helpful and feedback from Wasim Feroze as EDI Link Governor would also be useful. It was also suggested that neurodiversity be included within the Policy.

**RH
April 2024**

It was noted that EDI was the content of one of the evening training sessions for Governors.

The difference between a Policy and Strategy was noted. It was suggested that the Policy may be considered and that some elements would be included in a Procedure document.

SB asked how the Policy was disseminated. ND confirmed that it was uploaded on to the College website and information provided to staff.

JT noted point 6.6 in the Policy (maintain a clean and tidy environment, with offensive graffiti erased quickly and effectively). It was acknowledged that this related to Behaviours / Attitudes.

DFC asked if a Skills Link Governor and a Well-being Link Governor were in place; JTH confirmed that they were; CM for Partnerships and JT for Wellbeing (through HR).

8/9. EDI PROGRESS REPORT / EDI POLICY (continued)

It was agreed that it would be useful to add an EDI question to the Link Governor feedback return.

**JTH
March 2024**

It was further agreed that it would be useful for the EDI strategy to reference access to opportunity, the current position of the College and reference aspiration in this area.

The Committee approved the EDI Policy for recommendation to the Board.

6. QUALITY IMPROVEMENT

Daniel Grimes (DG) - Head of Quality Improvement, Kayley Cassidy (KC) - Curriculum & Innovation Lead (Pedagogy & Quality Assurance) and Ruth Brown (RB) - Curriculum & Innovation Lead (Pedagogy & CPD) joined the meeting at this point.

DG outlined the Quality Improvement Team now in place and went through the overall responsibilities of the team, as follows:

- Design, delivery and co-ordination of staff training.
- Complete Learning Visits and complete Curriculum Area Review activity; KC and RB would be assisting with this moving forward.
- Ensure the College meets regulatory standards. KC would be responsible for this.
- Coach/mentor and support individual staff (new starts) to ensure the delivery of teaching, learning and assessment is of a consistently high standard.

DG explained the impact that the team would have:

- Enhance the overall educational experience for students.
- Support student success and achievement.
- Ensure the College continues to meet regulatory standards.
- Provide continuous development for staff, and not just teaching staff.
- Create a culture of excellence.

RB introduced herself and gave an overview of her background. As a Microsoft Innovative Educator Master Trainer, she could help staff develop their IT skills. She was looking forward to the challenges of this new role.

KC introduced herself and gave an overview of her background. She was new to the College and was looking forward to developing her role.

KC and RB gave an overview of some of the projects they had been involved in so far:

- Mentoring for staff completing teacher training.
- Triple T programme; this ran for six weeks and included the Inclusive Classroom, writing lessons, classroom culture etc.
- 'Starts & Smarts' training; this included start points for learners and how to set SMART targets for individual learners.
- Planning for new starter induction programme.
- Networking with other providers.

6. QUALITY IMPROVEMENT (continued)

- Newsletter; the first issue had gone out this week.
- Meetings with all Curriculum Managers to discuss their needs / wants etc.
- New training request button on the staff portal; good responses have already been received from new staff.

RB emphasised that staff needed to take ownership of their own training requirements to ensure a positive outcome.

JT noted that RB was a digital champion and asked if AI was being used. RB acknowledged that AI was a powerful tool and needed to be embraced. Teacher Matic was mentioned. JT explained that she had a contact at Hull College and would pass the details over.

**JT
Mar. 2024**

SB asked about the College's Digital Strategy; DG confirmed this was being progressed.

DR raised the question of peer support and what part it would play. DG noted that Learning Communities are currently being progressed.

SCa commented that it was important for staff to be involved in various organisations, professional membership etc. to add to their own CPD. RB explained that they were currently gathering information from teams so they could ascertain how staff could be supported.

DFC thanked DG / KC / RB for their presentation and congratulated the College on recognising the need for focus and support. She commented that pedagogy and Technical training was a 'big ask' for the two new appointees and wished the team good luck. She noted that their enthusiasm regarding their new roles came through very clearly.

DFC noted that staff could indicate their own individual training needs and asked how this would be recorded / impact measured. Mandatory training was recorded through Smartlog and moving forward the Quality Team would have something similar in place. DG emphasised that Teaching & Learning training would be mandatory. It was noted that discussions around training needs is included within the appraisal process and that the training record defines pedagogical and technical training along with mandatory training.

JT noted that individual staff could request training and asked if processes were in place to ensure managers were aware of such requests. RB confirmed that nothing was put in place without managers' awareness. KC commented that open conversations have taken place with managers regarding their expectations for staff.

SCa queried staff retention / satisfaction and whether a benchmark was in place. It was agreed that an initial survey would be considered. DG stated that a full week induction programme is in place for new staff.

**DG
April 2024**

JTH confirmed that the presentation would be uploaded to the Governor Hub for information.

**JTH/NF
Mar. 2024**

7. STUDENT VOICE ANNUAL REPORT

DG gave a presentation regarding the Student Voice Annual Report. DG explained the various mechanisms used to collect feedback from the student voice but acknowledged that this was not an exhaustive list.

The results of the Student Survey KPI questions were detailed. DG had outlined the 'agree' and 'disagree' responses; he felt the 'agree' ones could look concerning. A Likert scale had been introduced a couple of years ago and 20-25% of students chose to take the middle non-committal answer. DG commented that CARs / focus groups provided a lot more feedback.

Details from the Department specific surveys (English & maths) were noted. CM asked MF how she felt about the survey. MF commented that she did not always understand the questions. The comments box that had been included was helpful. There was a discussion around the ratings used to assess whether students agreed or disagreed with the comments. Committee members challenged the use of the middle ground answer as this did not provide any data and suggested that the middle ground answer be removed. Student Governors were asked about the survey content and commented that sometimes the questions were hard to understand which led them to confirm against the middle ground answer.

DG
Future survey

DG noted that student feedback collected through Curriculum Area Reviews and Learning Walks was much more detailed and beneficial; highlights were included in the presentation. DG emphasised that the College did listen to student feedback and adapted as appropriate.

Focus groups are held with female students and overall their experiences were broadly positive. Areas for improvement would be addressed as part of the North Street Estates strategy. A small LGBTQI+ focus group was held but these students are difficult to identify; as an inclusive College this question is not asked.

The HE student forum met three times last year, with very positive views of the teaching experience but also some suggestions for improvements.

DG noted that 40 class reps were recruited in 2022/23 and all attended formal training for this role. The student reps were supported by Progress Coaches in class to collect feedback from their peers. The College Management teams then provided feedback on any suggested improvements.

A summary of the impact of student voice activity was included in the presentation.

Headlines from the 2023/24 student voice included: over 100 formal learning walks completed, first formal survey completed, English & maths formal surveys completed, 53 class rep meetings have taken place and a female enrichment lunch.

7. STUDENT VOICE ANNUAL REPORT (continued)

DG noted that for the first time this year students were asked for additional information around whether they felt safe at College. The presentation showed a word cloud highlighting the responses received that were most prominent. There were some positive comments about the changes the College had recently made. The students were also asked if they felt unsafe at College and why; only 16 students responded to this question (from the 900+ responses received). DG confirmed that issues raised would be discussed at future focus groups and during Curriculum Area Review activity.

DG stated that the survey asked for general feedback about the College experience and some of the negative and positive comments were detailed for information.

DFC thanked DG for his presentation.

JTH confirmed that the presentation would be uploaded to the Governor Hub for information.

**JTH/NF
Mar. 2024**

12. MATTERS TO BE REPORTED TO THE BOARD

- The Committee received the updated Position Statement and Quality Improvement Plan and there was a thorough discussion of both documents. A number of comments had been made to improve the documents.
- The EDI Policy was presented to the Committee, this was recommended to the Board for approval.
- A presentation was received from the Quality Improvement team. Committee members had been pleased with progress in this area and action being taken to ensure staff were receiving appropriate training and development opportunities.
- A presentation on the Student Voice Annual Report was provided by D Grimes. The feedback from Student Governors was welcomed.

13. ANY OTHER BUSINESS

DFC requested that meeting papers were read when received, any comments could be sent to her.

DATE OF NEXT MEETING

Tuesday 30 April 2024 at 4.00pm via Microsoft Teams.