

LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Tuesday 30 April 2024 at 4.00pm via Microsoft Teams.

PRESENT:

Debbie Forsythe-Conroy (DFC) – Chair
Sandra Burnhill (SB)
Steve Carmody (SCa)
Nikki Davis (ND)
James Dunford (JD)
Molly Fulton (MF) – Student Governor
Sarah Gibson (SG)
Ayonimofe Osimokun (AO) – Student Governor
Dave Russell (DR)
Julie Tolley (JT)
William Wallace (WW)

ATTENDANCE: 11 / 13 = 85% (KPI 80%) Cumulative attendance: 43 / 49 = 88%

IN ATTENDANCE:

Jane Taylor-Holmes (JTH) (Director of Governance)
Rob Holmes (RH) (Vice Principal - Curriculum, Quality & Innovation)
Steve Connell (SCo) (Assistant Principal, Study Programmes)
Chris Tunningley (CT) (Assistant Principal, Adults & Apprenticeships)
Lisa Pannell (LP) (Careers Adviser) – Item 6
Daniel Grimes (DG) (Head of Quality Improvement) – Item 7
Ron Hill (Stone King)
Sarah Johnson (Stone King)
Nancy Fearnside (PA to Strategic Leadership Team)

**ACTION
BY AND
TARGET DATE**

DFC welcomed everyone to the meeting.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Caroline Meehan and Mick Norton.

2. DETERMINATION OF ATTENDEES / OBSERVERS

Members agreed attendees at the meeting as per the attendance list above. JTH explained that Ron Hill and Sarah Johnson from Stone King were attending as observers as part of the External Board Review; this would be their final observation.

3. DECLARATION OF INTEREST

There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETING

Resolved: The minutes of the meeting held on 26 February 2024 were approved as a true and accurate record.

5. MATTERS ARISING

5.1 Ref Min 5.5

MB / CB would be invited back to the QC&P meeting in June to provide an update.

**RH/JTH
June 2024**

5.2 Ref Min 5.7

Teams meeting organised for CM/SC/CB/MB on 8 May 2024.

5.3 Ref Min 5.7

SCo/MB/CB had visited Carr Manor School on Thursday 25th April to meet with the heads of English & Maths, to share best practice and to observe some lessons. On behalf of the College SCo thanked JD for organising the visit to Carr Manor which had been very useful and would help develop the provision at the College in line with best practice. DFC commented that this really supported the skills judgement around working with other education providers and was a good example of sharing good / best practice.

5.4 Ref Min 5.10

Actioned - Agenda Item 6 (Lisa Pannell would be attending to provide an overview).

5.5 Ref Min 5.11

RH to pick up the item regarding a statement on T Levels. DFC stated that a very basic statement around T Levels was needed. RH stated that he had spoken to CT regarding this and as part of the quality report CT would provide a verbal update on T Levels.

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

Quality Risk Register is being developed by the Quality Team and will be ready by June 2024.

5.7 Ref Min 5.21

Update of TL&A Strategy due in September 2024.

5.8 Ref Min 10/11

Targets included but employer quotes not yet included.

5.9 Ref Min 10/11

Provision types now listed along with individual courses at risk.

5.10 Ref Min 10/11

Actioned – Agenda Item 8.

5.11 Ref Min 10/11

The IMD Deprivation Data index had been used.

5.12 Ref Min 10/11

Carried forward.

5.13 Ref Min 10/11

Actioned.

5. MATTERS ARISING (continued)

5.14 Ref Min 8/9

Neurodiversity will be Included in the next Policy update as per the recommendation.

5.15 Ref Min 8/9

Actioned – JTH confirmed that EDI had now been included in the Link Governor feedback form. JTH commented that DFC had raised a comment regarding a reference to skills being included in the Link Governor feedback form and asked whether this was something that still needed to be considered, although it would not be relevant to all areas. It was agreed that DFC and JTH would discuss this further.

**JTH/DFC
July 2024**

5.16 Ref Min 6

Actioned.

5.17 Ref Min 6

Actioned – induction programme will begin at start of 24/25 academic year. SB commented that the action was around staff retention / satisfaction and whether a benchmark was available and queried whether this action had been completed. RH commented that DG was attending the meeting for Item 7 and suggested this could be picked up with DG at that point.

5.18 Ref Min 6

Actioned.

5.19 Ref Min 7

Actioned – middle option removed from end of year survey template.

5.20 Ref Min 7

Actioned

6. PRESENTATION ON CAREERS / GATSBY

Lisa Pannell (LP), Careers Adviser, joined the meeting at this point and introduced herself. LP gave a presentation covering Careers guidance, Department for Education statutory guidance, Gatsby Benchmarks, LCB's performance against Gatsby benchmarks and the plan for improvement.

Careers Education, Information, Advice and Guidance (CEIAG); the College provides students with the careers knowledge, skills and understanding they need to make 'informed choices' and find their best next step.

The Department for Education statutory guidance for FE colleges, schools & Sixth form colleges is issued by law and must be followed (link within presentation). LP explained that the guidance was to support all students from year 7 to year 13 and students up to the age of 25 with a current education, health and care plan. Careers guidance was described as the 'full range of careers activity' delivered under the eight Gatsby Benchmarks.

6. PRESENTATION ON CAREERS / GATSBY (continued)

The eight Gatsby Benchmarks were detailed in the presentation along with the College assessment against the Benchmark. LP explained that the College works with the Careers & Enterprise Company who provide external support. Every term a Compass Report was run; this involved answering benchmark questions that feed into the 8 Benchmarks and provided a percentage rating on how well the College was performing. A link to the full Compass report was included within the presentation.

LP commented that Benchmarks 2, 3, 4, 5 and 6 were all rated 100%. Benchmarks 1, 7 and 8 were rated 94%, 66% and 60% respectively.

Benchmark 1 related to a stable careers programme; LP explained that the College had not achieved 100% due to the careers programme not having formal approval by the Board of Governors. There was also a requirement for Governors to receive careers awareness training and some Governors had not undertaken this training. LP explained that she had met with Sarah Wilson (her Link Governor) several times and SW had helped promote the College's careers fair. LP was confident that the College could achieve 100% in this area.

Benchmark 7 related to encounters with further and higher education. LP explained that the University Centre students studying BTECs and T Levels do have many encounters with higher education. An area for improvement was raising aspirations for Level 1 & 2 construction skills students; each and every one of the College's students needed to know that they could access higher education and how this could be achieved. LP explained that the next Careers Fair would focus on inviting other Apprenticeship providers, universities etc. to ensure students had the opportunity to talk about continuing into higher education. Taster days were also being investigated for Construction Crafts students within the University Centre.

Benchmark 8 related to personal guidance. LP explained that currently she was the only Careers Advisor at the College but discussions were underway to increase the number of Careers Advisors. This would enable more guidance interviews to be offered, together with working with external careers provision. LP explained that the National Careers Service (NCS) could offer careers guidance appointments to any 19 year olds and she was working with Curriculum Managers with adult groups to ensure the NCS could deliver a presentation to these students. A relationship had also been developed with Scope who were able to offer career pathway appointments to students with a learning need or difficulty. CiCi (careers chatbot), where students could access independent careers guidance, was currently being trialled.

LP commented that Collsys can be used in a number of ways in relation to careers, including booking one to one appointments, reviews, mock interviews and CV support. Student and staff awareness and utilisation was required to improve access to Collsys.

6. PRESENTATION ON CAREERS / GATSBY (continued)

LP stated that research carried out by the Careers & Enterprise Company had shown that positive changes could result from good careers provision, i.e. reduce the risk of students becoming NEET, increasing student aspirations and positively impact on student motivation, attainment and progress.

DFC thanked LP for her presentation which had been very helpful. She was pleased to see the evaluative data within the report and acknowledged that LP was clear on the areas for improvement. She asked that LP was invited to one of the QC&P meetings in the following academic year to provide an update on progress.

**JTH/NF
2024/25
academic year**

SG thanked LP for her very interesting presentation. She asked if there were any Alumni students who may wish to share their experiences and career progression. LP commented that she was looking to develop this further and provided an example of a current Apprentice who had given guidance to students about assessment centres etc. It was agreed that this would be helpful to students.

SB also thanked LP for her interesting presentation. She raised the question of timescales for the actions to ensure they were completed. LP was quite confident that, with the recruitment of a new Careers Advisor, the actions could be completed during the summer. A Careers Fair was already being progressed for other educational providers. SB agreed with DFC that an update to a future QC&P Committee would be helpful.

JD commented that it was good to see the breadth of work and significant effort. He asked how targeted some of this work is or could be in terms of increasing the aspiration of some of the Level 1 students and positively impacting on their attendance. LP commented that the focus was to educate the students, particularly Level 1 students, about the wealth of industry and the skills shortage and explaining that they have made a really good decision to follow a career in construction. Tutorials regarding Labour Market Information were being progressed. JD agreed that the right Labour Market Information could have a real impact. LP felt that all this could have an impact on retention, attendance and aspirations. DFC commented that the Alumni could help with this as they would see people like themselves, who had studied at the College, and progressed to a successful career.

RH commented that work is ongoing in relation to a new College website which could include careers information, progression and link to raising aspirations. It was planned that video content with contributions from Alumni and current students would be available. It was agreed that the new College website may be the first touch experience for some of the College's future students, parents and carers.

RH acknowledged the work being undertaken in Careers and commented that Ofsted Inspectors had scrutinised Careers and this had been recognised as a strength of the College.

JTH confirmed that the presentation would be uploaded to the Governors' Hub.

**JTH/NF
May 2024**

6. **PRESENTATION ON CAREERS / GATSBY** (continued)

Resolved: Committee members received the presentation, noted progress against the Gatsby benchmark, the improvement actions to be undertaken and were assured around careers provision.

7. **QUALITY PERFORMANCE MANAGEMENT**

Daniel Grimes (DG), Head of Quality Improvement, joined the meeting at this point. DG provided a very thorough overview of his report, which included Curriculum Area Review activity, attendance & punctuality, readiness to learn & student behaviour, assessment, Personal Development / tutorials, Enrichment, English & maths teaching & learning, tutorial programme for higher level students, accessibility of progress reviews, tracking & behaviour, North Street estate issues, Digital resources, Staff Development and new staff. Comments from the Ofsted reports were also included.

DG commented that over 100 formal Learning Visits had been completed, with a major focus on the implementation of the Inclusive Classroom Model. This had resulted in really calm, purposeful classroom conditions and improved standards of teaching and learning. Key strengths and areas for improvement were included in the report.

DG provided an overview of the proposed changes for 2024/25, which included Learning Visits, Curriculum Area Reviews, return of formal lesson observations through the introduction of Professional Growth Observations.

DG commented that there would be an increased focus on Quality Assurance through the formation of a new Assessment, Verification & Monitoring Group. Monitoring Group meetings would take place every half term. Priority would be given to areas perceived as either high risk or those courses with large numbers. A new Teaching & Learning Group would also be created to look at changes to the scheme of work planning paperwork to simplify the process.

New staff would receive a full week of induction, alongside a mentor from the Quality team. A series of lesson observations would also form part of the induction process.

DFC thanked DG for his very detailed report.

SB thanked DG for his very useful and interesting report and noted that recruitment to the Quality team had recently been undertaken and the Quality team had grown. SB commented that whilst it had been useful to review the detail in the report, as a Governor, she would like to see the impact measures, e.g. what you are trying to get out of the CAR. She commented that Governors should be governing and not managing and therefore do not need full details but more of an oversight of the progress of the quality agenda. She suggested that a summary document would be ideal, highlighting any key risks in terms of teaching & learning. It was agreed that the approach to the presentation of the Quality Performance Management information would be considered.

7. QUALITY PERFORMANCE MANAGEMENT (continued)

SB asked if there was a Quality Improvement Strategy in place. DG explained that a Teaching & Learning Strategy and Quality Improvement Policy was in place and was due to be reviewed in September 2024. DFC felt that it would be helpful to ensure the Policy tied in with CARs, learning walks etc. and what happened to the actions. DFC commented that Ofsted Inspectors had asked how Governors were assured that actions had been completed. DG felt that a lot of actions would come out from the Performance Reviews, which would allow an easily reportable function going forward. It was agreed that consideration would be given to reporting in this area.

**RH/DG
September
2024**

**RH/DG
June 2024**

SG raised a question regarding Item 5.17 which was around staff retention / satisfaction and whether a benchmark was available; she queried what had actually been actioned, as the response stated an induction programme would begin at the start of 24/25 academic year. Having read the paper SG commented that there were a number of new processes being implemented and requirements for staff and asked how staff were feeling about this and whether they were coping with the workload.

SG commented that DG had mentioned that he felt improvements had been made and the anecdotal observations from Ofsted seemed to agree that there had been an impact. However, it appeared that Ofsted were looking for something quite specific and SG asked if DG could explain what he thought this was.

SG commented on the paperwork which included the financial / people / EDI impact. She thought that these were not quite right for this paper and felt that EDI impact should be medium, particularly as quality was being improved and the Inclusive Classroom had been introduced. She felt the EDI impact would be more than low. DG agreed that this was a fair comment.

DG commented that there had been a genuine difference of opinion with Ofsted. The Lead Inspector had felt that individual teachers should have actions followed up from learning visits. DG explained that the College focus was around the Inclusive Classroom and ensuring it was implemented and followed. DG stated that none of the proposed changes in his report had come out in response to the Ofsted Inspection, many of the changes were already in place / being developed.

RH agreed that the conversation with Ofsted had been interesting in this area and it was one that the College had revisited with the Lead Inspector every day. From Ofsted's perspective, even though the College could demonstrate the processes in place, they felt that the College should have moved faster to ensure impact for individual teachers. RH had commented that there were a number of factors which impacted the pace of change including that there had not been enough capacity in the Quality team, an Apprenticeship restructure was in progress, together with a student experience restructure. RH stated that Ofsted had appreciated this, however they had not seen enough impact.

7. **QUALITY PERFORMANCE MANAGEMENT** (continued)

DFC commented on the capacity issue and noted that this had been resolved through recruitment. She acknowledged that there was a clear agenda for change and quality improvement plans in place.

RH explained that a quality risk register was being produced and would be attached to the strategy. SB suggested that the risks were highlighted on the papers with a summary. It was agreed that this would be considered.

RH/DG
June 2024

JT commented on the implementation of Professional Growth Observations. She was pleased to see that the observation was expected to include self-reflection, e.g. what went well, what could be improved. JT commented that the support available to help staff improve should also be highlighted. DG agreed and commented that RB and KC had taken on responsibility for providing any support required. JT raised the question of the relationship between PGOs and appraisals. DG explained that the College had moved away from appraisals and introduced review meetings. He was liaising with the Head of HR to discuss this further.

DR thanked DG for his report. He commented that he was aware of various rigorous observation systems and in his view, the model suggested would be suitable. He was impressed and encouraged with the Inclusive Classroom model, which provided a supportive environment. He commented that if the PGOs went the way that the Quality team wanted to move forward with then he would happily support this. He stated that Ofsted feedback should not be the reason to do this. DG acknowledged this.

DFC commented that the statistics suggest that teaching & learning is good. DFC explained that the data provided to the Committee needed to be reviewed to ensure that this enabled the Committee to support or challenge where necessary. It was agreed that this would be considered.

RH/DG
June 2024

SCa raised the question of development action plans for teachers in relation to professional qualifications and asked whether a record of CPD undertaken was recorded and evidenced. DG explained that the HR system was being reviewed to ensure that training and development was logged to avoid any duplication.

RH commented that the plans outlined in DG's report were new and a full discussion was required at SLT, and perhaps with the Unions as well, prior to rolling these out in a phased approach. He explained that he and DG had felt that CARs and learning visits would only take the College so far. The Performance Review process would be a measure of the performance of individuals, ensuring staff are developed with the support required.

DFC thanked DG again for his report and commented that a good conversation had taken place regarding performance management.

Resolved: Committee members received the report and agreed that the content of future reports would be reviewed to ensure that key data was provided to allow Committee members to appropriately support and challenge in this area.

8. QIP PROGRESS 2023-24

DFC commented that everyone had received the papers and had the opportunity to look at this report before the meeting. She asked RH to give a brief overview, followed by any questions.

RH noted that this had not been a normal year in relation to the QIP; two post Ofsted action plans had been produced following the two Inspections. The Strategic Leadership Team have discussed rationalising its position for the next 16 months and ensuring the focus on what the College needed to do was clear and simple. The QIP included actions from the Inspection.

The academic year had been significant in terms of monitoring the ongoing process for SLT. RAG rated progress against the QIP could be seen on the first page of Appendix A, this was quite static but should improve moving forward. There were a number of targets relating to data, outcomes, students / courses at risk etc.; a Performance Review process was undertaken at the end of Term 2 to analyse students at risk.

RH commented that the number of students achieving high grades (4 and above) was an issue in both Inspections, however an improvement from the last summer series of exams is predicted and the improvement from the November series of exams had been shared with the Committee previously.

RH explained that the behaviour of students continued to be much improved since the introduction of the Inclusive Classroom; he acknowledged JD's point that it would take time to embed this. Students were calmer in class and walking round the building, they were also respectful.

RH commented that careers and enrichment were included in DG's report. Enrichment continued to make progress and this was tested during the Inspection, with Personal Development achieving Good.

RH stated that a number of visits had been arranged, e.g. Hull College to look at Digital and AI and Calderdale College regarding industry placements for their Level 1 students.

RH confirmed that there was a lot of work going on in the background against the QIP actions and some would be progressed quite quickly.

SB raised a question regarding the RAG ratings on the QIP. There were lots of Amber ratings and she queried whether these would turn Red or Green and if there were any risks the Committee needed to be aware of. It was suggested that KPIs (approved by the Committee) should be included so that members could measure the progress against target dates. RH agreed and explained that the College would be pulling all the information together over the next 16 months and by doing that would get far more clarity on what the measures were and also the targets.

**RH
June 2024**

8. **QIP PROGRESS 2023-24** (continued)

DFC agreed that the key was around measurement. She would also like to see something around the extension of English and maths, not just about GCSE or Functional Skills, but how the College was further developing English and maths. DFC asked how the support given to teachers to effectively use starting points would be measured and what would be the impact. She would be happy to discuss this further outside the meeting; an update would be provided to the next meeting.

RH
June 2024

JD raised the question of how the Amber ratings would be joined up with the reviews and observations. He commented that it had been good to hear a bit more detail about graded observations being reintroduced. RH commented that the College has had a turbulent year, with lots of input / external measurements. The internal Performance Review structure had been changed to align everything and ensure there was more clarity. Reviews were now measured against key judgement areas and provision types.

RH stated that he would be pulling together the 2024/25 QIP shortly, which would be the 16-month quality improvement plan.

JTH commented that an end date for the plan would make it easier for RH to report whether actions had been achieved and to give Governors some assurance that the Amber ratings would become Green by the end of the Plan. She suggested that an additional column on the first page with target deadlines would help, along with a RAG rating for the end of the plan. It was agreed that this would be considered.

Resolved: Committee members received the QIP progress report. A number of suggestions had been made to improve reporting of progress and these would be considered.

9. **SUB-CONTRACTED PROVISION UPDATE**

ND presented Item 9 and provided a brief overview.

The College currently worked with two main sub-contractors, EAS Mechanical and NG Bailey. ND explained that EAS had now been approved on the Register of Approved Training Providers and the College was in the process of finalising the work being undertaken with existing Apprentices. The College had looked at the risk of sub-contracting and what value the College was adding to these two organisations and a decision was made that the College would also cease operating the hub & spoke model of delivery for NG Bailey.

The paper gave an oversight of the provision, which should be completed this academic year, although some EPAs may rollover into the next academic year.

DFC commented that it was good to hear that sub-contracting was being managed out and felt this was a wise decision.

9. SUB-CONTRACTED PROVISION UPDATE (continued)

SB asked if there were any issues on quality that Governors needed to be aware of. ND noted that EAS had always provided good quality provision, with no issues. In respect of the NG Bailey contract there had been some quality issues with certain providers, however these had been managed by Clare Fielding (Head of Compliance).

Resolved: Committee members received the Sub-Contracted provision update and were pleased to note that the provision was being concluded.

10. QUALITY REPORTING (INCLUSIVE OF SPOC OVERVIEW & SEND / HIGH NEEDS UPDATE)

CT provided an update on Apprenticeship provision.

Overall Apprenticeship achievement in 22/23 was 59.8%, it was currently at 59.7% (April), with predicted best case of 83.5%. This would be a vast improvement that would be above national rates. CT commented that the issues with EPAs were now being ironed out and should follow on year on year.

CT explained that there were a small number of Red RAG rated areas – Female and Asian participation. The College was always looking to improve participation from underrepresented groups; this was raised internally and externally through various initiatives. CT explained that Apprentices were often appointed by employers and then sent to the College; CT confirmed that the College did work with employers to encourage widening participation.

Apprenticeship attendance was currently 90%, compared to 92% the previous year. An attendance procedure and strategy has been implemented and the new Performance Review process would identify any early problems with attendance in Apprenticeships.

CT explained that Faculties had been tasked with providing details of expected non-achievements to ensure Best Case Achievement could be accurately predicted. Predicted results were currently well above the previous year.

Overall Adult achievement in 22/23 was 77.6%, it was currently 75% (April), with predicted best case of 89.6%.

CT explained that a new Curriculum Planning process had been implemented this year. A calculator had been created so Faculties could calculate their contribution to the Adult budget to ensure it was better utilised.

CT felt that there was a good opportunity to move Apprenticeships and Adults to outstanding and he would be working to progress this. He noted that there was an error on the RAG rating for Adults L1/entry and this should not be Red; Best Case Achievement was 92.8% and above target.

10. **QUALITY REPORTING (INCLUSIVE OF SPOC OVERVIEW & SEND / HIGH NEEDS UPDATE)** (continued)

CT commented that a target of 600 reviews per month had been set to ensure the College was on track and hitting its compliance target with regard to reviews.

Training for staff has been conducted regarding the myths and facts around Apprenticeships; acknowledging that this was a complicated area. The training covered funding payments, understanding the compliance completions, and understanding the importance of start and end dates for Apprentices for predicting when they would finish the practical period.

CT provided an update on the new Apprenticeship structure. Significant work had taken place with departments to define responsibilities for the whole Apprenticeship journey, focusing on what was best for the employer and Apprentice. This included looking at the applications and management of the on-boarding processes, identifying Apprentices with additional learning support needs and safeguarding etc.

CT explained that he was working to foster a culture of collaboration between departments to ensure the Apprenticeship journey was the best that could possibly be provided.

SG raised the question of national rates, which did not appear on the report. She suggested it would be worth including the national rates so benchmark data was available. CT agreed that this would be useful. It was agreed that this would be added to future reports.

CT
June 2024

SB agreed that the addition of national rates would be helpful. She queried the position regarding a data dashboard for Governors. RH shared his screen and provided a quick overview of Strata which had effectively replaced ProAchieve. Data could be drilled down into every type of provision (cross College and curriculum areas).

RH explained that this live data was used during Performance Reviews with Curriculum Managers. He was mindful that Strata was a new system and managers were undergoing some training.

RH felt that it would be more useful for highlights to be provided in a report, rather than working through the live data on the dashboard. However, if the Committee felt the Dashboard would be useful, he was happy to incorporate this. DFC felt that this was essential and would help Governors to support the College and understand where the issues were. It was agreed that this data would be provided to future meetings.

RH
June 2024

JT raised a question regarding the drop in Asian Apprenticeship achievement and asked whether this was due to the small numbers of students in this category. CT did not have details of the numbers involved but agreed it was a small number. He explained that there were some sectors of the community where Apprenticeships were not necessarily seen as the preferred route to take. JT asked for reassurance that the data was being investigated and actions put in place if required. CT agreed that information would be included in future reports.

CT
June 2024

10. **QUALITY REPORTING (INCLUSIVE OF SPOC OVERVIEW & SEND / HIGH NEEDS UPDATE)** (continued)

RH explained that during the last South Asian Heritage month a series of blogs had been produced to try and attract more of the Asian community into Apprenticeships and also raise the profile with employers. One of the Governors, Wasim Feroze, had also contributed to the blog. RH commented that 92% of the College cohort was white male; various initiatives are being progressed to try and raise the profile of Apprenticeships in the Asian communities.

DFC thanked CT for his detailed report.

SCo provided an overview of Education Programmes for Young People (EPYP).

Best Case Achievement was currently 89% overall. Retention was 89.8%; this had dipped over the last few weeks due to discussions at the Performance Review meetings regarding keeping students on programme who had very low attendance and little opportunity of achieving.

During the Performance Reviews learners were identified at risk and it was predicted that Best Case Achievement would drop to 82%, but this would still be approximately 10% improved on last year, which would be a significant improvement.

SCo noted that there were no specific gender gaps. Females were 1% above males, albeit small numbers. Best Case Achievement for students from deprived areas was 87.6% which had dropped slightly, again this involved small numbers.

SCo noted that attendance at 79% for EPYP was still an issue. He commented that attendance for Skills for Life (English & maths) was currently 70%, an increase of 6% on last year, which was pleasing.

SCo reported that only 4% of maths students achieved high grades last year; this year's prediction was 9% following the mock exams. English was 10% last year, with 16% predicted this year. He was pleased to note that steady progress was being made with English & maths. He explained that the College was not just looking at high grades, but also students making progress within grades.

SCo explained that the new Performance Reviews had taken place recently; this was a new process and there had been learning from the reviews. Curriculum Managers were very forthcoming and knew their own data, they were able to identify students at risk and outline the interventions in place.

DFC commented on the recent Maths Challenge Final which had taken place at the College and congratulated everyone involved. SCo commented that all the students involved had enjoyed the event. DFC asked that SCo passed on the Committee's thanks to all staff involved in the initiative.

SCo
May 2024

10. QUALITY REPORTING (INCLUSIVE OF SPOC OVERVIEW & SEND / HIGH NEEDS UPDATE) (continued)

RH clarified that targets for L1/Entry, L2 and L3 had been set at national rates. Predicted Best Case Achievement was showing above these but would be monitored closely.

SB, Link Governor for High Needs, raised a question regarding the number of students with High Needs. SCo explained that the 6 students shown were from 22/23. No High Needs students had achieved so far this year and achievement would be reported following the results in the summer.

SCo explained that High Needs was an area that the College was graded on. He had taken over management of this area in January 2024 and a key priority would be raising awareness of High Needs. A Performance Review had taken place, led by Nicky Robinson (Inclusive Learning Manager). The Review had brought together Curriculum Managers to discuss High Needs students' predicted achievement. An area for improvement identified was progression for High Needs students and ensuring the same employer engagement opportunities were provided. Nicky Robinson had produced a robust action plan which would be reviewed.

SCo felt that the profile of High Needs had been raised with those appropriate members of staff involved to support the students. SCo commented that he had carried out a number of High Needs observations; it was clear that staff had read the student plans and support summaries. Students had also said that they were getting the support needed and knew they could ask for more. SCo felt that there was no disparity between the plans and what he had seen in the classroom.

DFC thanked SCo for his detailed report.

RH commented that a large section of the Quality Report (Section 5) was about quality improvement, much of which DG had gone through in his report.

Resolved: Committee members received the Quality Report, noting the data provided and the actions being undertaken to further improve. A number of further aspects of reporting had been requested by Committee members.

11. CURRICULUM PLANNING - OPEN DISCUSSION

DFC referred to the presentation ND had provided to the Board around some of the challenges, particularly around Level 1 and these had been discussed. She commented that these issues were national and not unique to Leeds College of Building.

DFC explained that this item was an opportunity for open discussion around the opportunities regarding the curriculum development.

11. CURRICULUM PLANNING - OPEN DISCUSSION (continued)

RH commented that far more scrutiny was in place regarding the curriculum plan process, which had been launched with a full day event. The AoC had provided a session with Curriculum Managers and Heads of Departments regarding curriculum reform. WYCA and CBI also attended and provided real data in terms of jobs economy and rich LMI. RH explained that the College wanted to raise the knowledge for CLT and CMT teams and events like this helped teams to think more broadly and not just about a one-year curriculum plan.

The curriculum planning process was broken down into provision types and CT had given a very detailed overview of what was required in terms of Apprenticeships, including growth areas, income opportunities etc.

A calculator had been developed for use with Adult programmes so teams could understand the contribution of adult courses.

RH commented that following the Curriculum Launch teams were given time to create a first draft of the curriculum plans. Detailed scrutiny of the plans was undertaken resulting in these being sent back to teams to revisit, with details of what they needed to look at and what required improvement. RH gave an example of a Level 1 course (Wall & Floor Tiling) which had small numbers, with the Level 2 no longer being funded, resulting in no progression opportunities for those students. The programme therefore would no longer be run, instead an additional three Multi Skills groups would be run.

RH noted that currently there was no entry criteria for Level 1 / Entry; it was a case of first come, first served.

SCo commented that at the Board meeting, there had been a significant discussion around the role of the College in relation to provision for NEET students and following this there had been a discussion around entry requirements for Level 1 students (noting the challenges around attendance and achievement in this group).

Rigorous entry criteria had now been implemented which would mean that the College could be more selective. SCo explained that there were 1,077 available places for 2024/25, currently 1,715 first choice applications had been received.

SCo explained that the College's Information, Advice & Guidance would be changed to reflect that the College would be looking at students who achieved a minimum of Grade 3 in maths & English. Attendance and behaviour would also be considered.

SCo commented that two welcome days had already been held this year and a number students had been enrolled, however the new criteria would apply to any future applications. Students who do not attend welcome days or enrolment weeks will lose their place and the waiting lists would be revisited to replace them.

11. CURRICULUM PLANNING - OPEN DISCUSSION (continued)

S Co stated that he had spoken to JD and other school contacts through the 14-19 Strategic Group regarding the need for attendance and behaviour details for students; schools were quite supportive in supplying that information. RH explained that students who had already enrolled and had poor attendance / behaviour at school would be put on behavioural contracts which would set out clear targets and the College's expectations.

ND commented that this was a City-wide issue in Leeds and the situation would not resolve itself immediately. Exclusion data for schools was on an upward trajectory. The College was involved with Leeds Learning Alliance and the group was continually looking at how to support schools. ND stated that the College needed to do what was right for the College and the students; making sure that they were given the best opportunities to achieve and progress.

DFC thanked ND / RH & SC for this report; she noted that this was a hugely complex area and thanked them for being so well prepared and able to inform members.

SG raised a question regarding how Curriculum Managers had been challenged to revisit the curriculum plans. She asked what support could be given to them to support the curriculum planning process and prevent the need for challenge. RH stated that he wanted to build a high performing, high accountable culture at all levels of management and leadership within the College, which would aspire all staff to act in the same way. RH commented that there was an SLT Strategic Planning Day scheduled and how to develop staff and the culture was on the agenda.

12. SAFEGUARDING UPDATE REPORT

DFC commented that everyone had received the papers and had the opportunity to look at this very detailed report regarding Safeguarding before the meeting. She asked RH to give a brief overview, followed by any questions.

RH commented that a local risk newsletter and poster would be shared every half term. He had asked Charlotte Duffy (Student Safeguarding Manager) to include details on Apprentices outside the region, together with any regional risks.

RH stated that the biggest issues in terms of risk were vaping gangs, knife crime, gambling and theft.

RH stated that to date there were 255 Safeguarding cases; in 2022/34 there were 388 cases in total. There had been 102 Police referrals to date, which was close to the final position last year of 113. Lots of other data was included in the report for information.

12. SAFEGUARDING UPDATE REPORT (continued)

RH commented that a Designated Safeguarding Officer (DSO) event had been held, looking at best practice, how DSOs could support each other and how things could be improved. The Virtual School also attended and delivered some training about who they were and how they could further support the College.

DFC thanked RH for his very detailed report.

SB raised a question regarding the SPOC report. She noted that 83% of students had agreed that they felt safe at College and asked whether this meant the remaining 17% did not feel safe. RH explained that this was due to the middle ground answer, which had now been removed. RH confirmed that only 2% had answered that they did not feel safe.

JTH commented that two presentations had been delivered to Governors last week on Safeguarding and Equality, Diversity & Inclusion. These had been recorded and would be placed on the Governor hub for information.

DFC noted in the Quality Report that a letter had been received from a parent complimenting the College on the support provided by teaching staff and specifically a member of staff in the English team. She commented that this was laudable and wanted to ensure the Committee were aware of this, particularly given the struggles around English and maths.

DFC thanked RH for the report on Safeguarding.

Resolved: Committee members received the Safeguarding update report.

13. MATTERS TO BE REPORTED TO THE BOARD

- The Committee received a very useful and informative presentation on Careers / Gatsby benchmarks.
- A thorough discussion took place regarding curriculum planning and the focus on quality of performance, not just finance related. The curriculum offer had been adjusted following the curriculum planning event.
- Details of the fundamental review of entry requirements were shared with the Committee.
- The new Performance Management Reviews, with the introduction of Professional Growth Observations, was discussed in detail.
- The position regarding sub-contracting had been discussed, with confirmation that sub-contracting was being closed down.

14. ANY OTHER BUSINESS

DFC commented that she would speak to RH outside the meeting regarding introducing some spotlights on provision, e.g. Higher Education, High Needs. She felt that Committee members would really value this and be able to contribute.

DFC asked that Student Feedback was included on future agendas. She thanked MF and AO for their attendance at this meeting.

14. ANY OTHER BUSINESS (continued)

DFC commented on the quality of reports at the meeting, which were incredibly detailed, and urged members to read the papers prior to meetings.

DFC suggested that a cover sheet on presentations to highlight three or four key points would be helpful and would ensure every report got the attention it deserved.

DFC thanked CT for the report on Apprenticeships which was going through some major changes and also SCo for his report on EPYP.

DFC closed the meeting by thanking everyone for attending and for their contributions.

DATE OF NEXT MEETING

Tuesday 25 June 2024 at 4.00pm, Meeting Room 1, North Street.