

LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Tuesday 22 October 2024 at 4.00pm, North Street, Meeting Room 1 / Microsoft Teams.

PRESENT:

Debbie Forsythe-Conroy (DFC)	Chair & External Governor
Sandra Burnhill (SB)	External Governor
Steve Carmody (SCa)	External Governor
Nikki Davis (ND)	Principal & Chief Executive
James Dunford (JD)	External Governor
William Wallace (WW)	Staff Governor

ATTENDANCE: 6 / 10 = 60% (KPI 80%)

IN ATTENDANCE:

Rob Holmes (RH)	Vice Principal – Curriculum, Quality and Innovation
Steve Connell (SCo)	Assistant Principal – Study Programmes
Chris Tunningley (CT)	Assistant Principal – Adults & Apprenticeships
Jane Taylor-Holmes (JTH)	Director of Governance

Min. Ref.	Minutes	Actions
	QCP-24-101 - Appointment of Chair & Vice Chair	
1	JTH commented that the proposed Chair and Vice Chair of the Committee had been shared with, and approved by, the Board at the meeting on 16 July 2024.	
2	Resolved: DFC was appointed Chair of the Committee for 2024/25 and SB was appointed Vice Chair of the Committee for 2024/25.	
	QCP-24-102 - Apologies for Absence	
3	Apologies for absence were received from Julie Tolley (JT) External Governor, Dave Russell (DR) External Governor, Sarah Gibson (SG) Associate Governor and Mick Norton (MN) Staff Governor.	
	QCP-24-103 - Determination of Observers / Attendees	
4	Members agreed attendees at the meeting as per the attendance list above.	
	QCP-24-104 – Declaration of Interests in any Agenda items	
5	There were no declarations of interest.	
	QCP-24-105 – Minutes of the previous meeting	
6	Resolved: The minutes of the previous meeting held on 25 June 2024 were accepted as a true record.	
	QCP-24-106 – Matters Arising	
7	Members noted the updates recorded against the matters arising.	
8	JTH confirmed that the updated link Governor form had been circulated to all Governors following discussion.	

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9	It was noted that the Maths and English update which had been scheduled for the November meeting would be provided to all Governors at the Governor training session on 12 th November 2024. It was noted that the session would be recorded and the link placed on the Governor hub for all Governors to access if they were unable to attend the meeting.	
10	JTH confirmed that work was ongoing to identify potential student Governors to join the Board and the Committee.	
	<p data-bbox="199 472 1246 568">QCP-24-107 – Curriculum Spotlight / Deep Dive – Progress against monitoring visit against the six areas for improvement identified by Ofsted – March 2024</p> <p data-bbox="199 607 1246 741">11 DFC commented that, as the Ofsted monitoring visit could happen any time after November (six months from the date of the inspection), she had asked that the Curriculum spotlight be changed to enable there to be a focus on the progress made against the six areas for improvement identified by Ofsted in March 2024.</p> <p data-bbox="199 779 1246 875">12 DFC thanked RH for the comprehensive paper provided and for the detailed update against all six improvement areas. Committee members were referred to the detailed report.</p> <p data-bbox="199 913 1246 1048">13 RH provided additional detail in relation to the six improvement areas and the interventions which had taken place since the Ofsted visit (noting that some of the interventions were in place at the time of the visit however, impact could not yet be demonstrated). Evidence was referenced within the report.</p> <p data-bbox="199 1086 1246 1137">14 RH explained that all improvement actions were within the Quality Improvement Plan.</p> <p data-bbox="199 1176 1246 1310">15 RH referred to the data available and confirmed that, on the whole, data was strong for the academic year 2023/24, there were a number of achievement gaps, however the position was far stronger than when the data was reviewed as part of the Inspection.</p> <p data-bbox="199 1348 1246 1816">16 RH described improvement action one - Ensure that actions currently being taken lead to rapid improvements in attendance, punctuality, and students arriving at lessons ready to learn. RH commented on the work being undertaken to ensure that students were punctual and were ready to learn and there had been changes in how this had been reported. RH referred to the new Attendance and Punctuality strategy and explained that this has previously been included within the Behaviour Policy. It was agreed that this Policy would be added to the Governor Hub. The strategy had been rolled out across the College and included a more robust attendance tracking system. RH commented that every week, reports on attendance were shared across the College in terms of those students who had been identified as having attendance of 80% or less to ensure that staff were able to focus intervention and better track progress. RH commented that the inclusive classroom model had been refined with a particular focus on students arriving ready to learn.</p> <p data-bbox="199 1854 1246 2078">17 RH commented that quality reporting had improved and is reviewed more regularly and in more detail. SCo referred to the themes letters which had been sent to parents and carers which included attendance data and the importance of attendance and punctuality in the workplace. It was agreed that an example letter would be added to the Governor Hub. Messages from employers as part of employability sessions and talks around attendance and good time keeping were also in place.</p>	<p data-bbox="1353 1518 1513 1570">RH November 2024</p> <p data-bbox="1353 1951 1513 2002">RH November 2024</p>

Min. Ref.	Minutes	Actions
17 (Cont.)	RH referred to the focus on awarding students for attendance, not just for those students who had 100% attendance but also those students who were making really good progress in relation to improving attendance. There has been a real focus on rewarding students and staff have been persistent and consistent in the focus on attendance.	
18	In terms of Maths and English attendance, work has continued to try and narrow the gap and there have been regular meetings between the heads of curriculum and the heads of English and maths to ensure that students are not left unchallenged to try to spot those themes where we've got students that are clearly attending vocational lessons but are not attending English and maths, so intervention can take place and be handled quickly.	
19	RH confirmed that this would be monitored through curriculum review activities, such as learning visits with areas of low attendance a priority for review activities.	
20	RH explained that data was currently being reviewed to ensure that this is cleansed with any students who have not attended or have left are withdrawn; it was anticipated that, when this has been undertaken, the 86% attendance rate would improve further.	
21	Committee members agreed that the area of focus should remain skills for life, English and maths. It was noted that the attendance in these areas were a concern within the sector and schools more broadly and this was a particular challenge in the College with construction crafts, bridge builder and multi skills courses.	
22	RH commented that there is data and evidence available, however there would always be the risk that when Ofsted visit and triangulate the data, this is not evident on the day and during the visit.	
23	When asked about current attendance rates, RH confirmed that maths attendance had increased by 6.5% this year compared to last year, with English up 6% based on the first six weeks of College.	
24	DFC asked whether, when reviewing the data, there had been any links identified with staff performance. RH explained that this had not been seen and there were strong and experienced managers and tutors in areas where there were the largest challenges.	
25	RH referred to the correlation between the types of students in terms of deprivation and prior low academic achievement and attendance which could also be seen within the EDI annual report.	
26	SB referred to the importance of case studies to ensure that some good examples were available to demonstrate impact. RH confirmed that there were case studies available.	
27	JD referred to the links to the EDI report and the importance of referring to the teacher and learner experience and what happens for those students who are in the lowest deciles of deprivation. JD agreed that separating attendance from behaviour was sensible. RH referred to the responsibility of all staff in relation to attendance and the importance of the meet and greet for students when they attend the College in the morning.	

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28	SCa asked about student readiness to learn. RH referred to the inclusive classroom model and the consistency of approach now being taken 15 months after implementation. It was agreed that this would be an area which would be triangulated by Ofsted when they visit and their assessment may be impacted by what is witnessed on the day of the visit.	
29	It was noted that there was a real consistency around messages from the first day at the College, the second-year students coming back to the College have continued with the approach and embedding further the inclusive classroom model and the first-year students have not known anything different.	
30	In relation to improvement action two - Ensure that apprentices who require English and mathematics qualifications achieve these in time to progress to end-point assessment. RH referred to the Inspection and that the issue appeared to be in relation to differing responses from teams in relation to the number of students within their areas who required functional skills, how many had completed functional skills prior to Gateway and how many had been held. At the end of the Inspection the College was able to confirm that out of approximately 2,700 students over a three-year period, the College had 25 students that had been held up because of functional skills. The difficulty was the lack of visibility of this.	
31	RH referred to the significant work which had been undertaken to restructure the apprenticeship team and there had been investment in specific posts, for example, a newly appointed post that focuses on improving oversight for apprentices that sits within the English and maths team.	
32	RH provided an update in relation to achievement in 2023/24 – 649 apprentices achieved in 2023/24 with a further 154 in August and September, two out of those 803 potential achievers were delayed at gateway due to failure of functional skills. RH referred to the role of CT in relation to apprenticeships and the role in monitoring functional skills and reporting to SLT.	
33	It was agreed that the results demonstrated reasonable progress in this area	
34	CT explained that the College was moving to a position where functional skills was completed in the first year of the apprenticeship and referred to the regular apprenticeship reviews which were in place.	
35	DFC referred to the requirement to extend maths and English knowledge and skills where the student has already achieved. In relation to progress, RH explained that students complete a diagnostic test when they commence at the College. CT confirmed that the College used the Century programme and the College was moving to a position where this was completed as part of the onboarding process for students; this would be implemented in this academic year.	
36	It was agreed that the approach taken in relation to reviewing gaps in knowledge around Maths and English would be covered as part of the Maths and English update session to be held on 12 th November.	
37	It was agreed that it was important to undertake a diagnostic assessment and then review results and ensure that the data was used by vocational staff also to assess learning required. It was agreed that this would be further considered by the Committee at a future date. It was also agreed that this would be considered in relation to an update to the Quality Improvement Plan.	<p style="text-align: right;">RH TBC (to the Committee beyond training session on 12/11/)</p>

Min. Ref.	Minutes	Actions
38	It was agreed that RH would provide a breakdown of apprentices at page 5 and 6 of the report.	RH November 2024
39	In relation to improvement action three - Improve the oversight of provision to gain assurance that students and apprentices are making good progress; RH referred to the new improved performance review structure. The College had implemented termly performance reviews against the provision types and then also against the four key judgement areas. It was noted that a full year cycle would be completed by December 2024.	
40	RH referred to the approach taken to ensure that students were identified and appropriately supported and any courses where there were emerging challenges were also supported. DFC asked for confirmation that maths and English was discussed as part of the reviews. RH confirmed that it was and there was a team approach to reviews. RH referred to the positive role of the Progress Coach. RH referred to the follow up provided to students and how matters were addressed and resolved. It was noted that the impact of the early review of students 'at risk' could be seen in relation to improving achievement and retention figures (through provision types and levels).	
41	It was noted that provided Ofsted visited after early December, the College would have twelve months of data, minutes, action plans and evidence and real case studies to support the improvement in this area.	
42	In relation to improvement action four - Ensure that managers follow up improvement actions identified through quality assurance activities and evaluate their impact; RH referred to the quality framework. When Ofsted visited, they were unable to see demonstrated how learning walks were supporting improvements in the quality of teaching. RH referred to the strengthening of the process in relation to Curriculum Area Reviews (CARS) and how individual teachers were being supported to improve teaching practices. RH also referred to Professional Growth Observations (PGO). It was agreed that additional information would be provided in terms of Key Performance Indicators in this area; thinking about the number of staff under performance management to enable this to be monitored; perhaps confirming the number of staff who are deemed to not have met expectation and information about the cycle of improvement. It was agreed that this would be considered further. Emerging themes around areas for improvement would also be shared.	RH February 2025
43	In response to a question from Committee members, RH confirmed that the learning walks and professional growth meetings were due to commence on 14 October following consultation with the Unions and a robust training programme for all staff and managers undertaking the meetings.	
44	RH confirmed that the Quality Team had increased in size from two to five members of staff which was supporting development in this area and professional development.	
45	In relation to improvement action five - Ensure that students on study programmes benefit from meaningful encounters with the world of work. RH referred to the experiences undertaken by students and how he had visited Colleges deemed to exhibit good practice in this area to assess how this was being successfully demonstrated. RH commented that this was beyond the provision of work / industry placements and could be demonstrated through other interactions.	

Min. Ref.	Minutes	Actions
45 (Cont.)	RH commented that work had been undertaken to better articulate the experiences students gain to get them ready for an industry placement or for work and different road maps had been created. Road maps clearly detailed what the College would do, if a student was not ready for a work placement, to make sure the student was ready for this and would stay ready. RH also commented on the different approach being taken to community projects to recognise that these were live projects in the world of work and were extremely useful to ready and prepare students and building experience and skills.	
46	RH commented on the expansion of the Partnerships and Skills team. Committee members noted that this now included careers. With the addition of a further member of staff, RH commented that the College had also increased capacity within the industry placements as well to try to achieve the target of a 20% increase in encounters with the world of work and in this academic year. In response to a question from SB, RH agreed to provide the figures (confirming the baseline and what the 20% would be).	RH November 2024
47	JD asked about links to LLA and potential work opportunities / experience that may result from this. It was agreed that this would be explored noting that all work in this area should be accompanied by a formal signed off brief and expectations.	
48	Committee members asked about experience for 16-18 students where health and safety might post a barrier. RH referred to master classes and visiting speakers and trips and visits being used to demonstrate exposure to meaningful encounters to the world of work. RH referred to examples in his report to demonstrate work undertaken in this area. It was noted that in the six weeks since the commencement of term, the College had provided 35 Industry Placements, 925 planned career sessions for individual students, 48 students participating in a world of work community project, 125 students participating in encounters with Higher Education providers, 344 students participating in some form of employer interaction (trips / visits / talks) and the College had engaged with 449 employers; 83 students had directly engaged with a project.	
49	It was agreed that this would be mapped against the Gatsby benchmark.	
50	In relation to improvement action six - Improve processes for target setting and measuring the progress of students with high needs to ensure that they make good progress and achieve well; RH referred to improvement made; in particular, the College had implemented a comprehensive review and a restructure of the ILS department and a significant investment. There had been a real focus within the College on the tracking and monitoring of high needs students in terms of target setting and a process has been put in place to do so.	
51	It was noted that from a Leadership and Management perspective, there had been real progress made. There would be reference made to the data and evidence to support progress in this area.	
52	SB commented that, as SEND link Governor, she had met with the Head of Inclusive Learning and had reviewed progress made. The data in relation to 2023/24 did provide some gaps in achievement for those students with SEND / High Needs which indicated the need for continued focus and targeted intervention to close the gaps. Staffing was identified as a risk in the ILS department. Ensuring the right roles and people were in place was crucial for the success of the new processes.	

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53	RH referred to the significant increase in student disclosures and those presenting with SEND / High Needs (700 since the beginning of term).	
54	RH explained that the key message to Governors was that the College recognised the gaps in achievement data and that there remained focus on this area, there were ongoing discussions with the work placement team around work placement opportunities for Level 1 learners.	
55	Committee members asked about the impact of the delay in relation to recruitment to vacant posts in the team; SCo commented on some of the actions being undertaken to reduce the impact including the role of the PGO to ensure support is in place.	
56	Resolved: Committee members received the comprehensive update on progress in the six identified improvement areas.	
57	Resolved: it was agreed that language in the report would be reviewed to ensure that this provides strong evidence of the position.	
QCP-24-108 – Quality Report (2023/24 Achievement and 2024/25 update)		
58	SCo presented the quality report. The report provided an update to the Committee on the College’s current performance, highlighting areas of concerns and strengths and also provided an update by provision type.	
59	Specific targets and progress against these were noted, in particular in relation to EPYP and maths and English. It was noted that the maths and English data was from MIDES and the College had outperformed other similar Construction departments in the sector. Comparatively, the College had performed well.	
60	ND referred to the ongoing issue with Pearson due to the significant change to grade boundaries despite assurances that this would be in line with those seen previously and the challenge around this. ND confirmed that had this not occurred, a further 16 students would have achieved and the overall maths and English achievement would have increased to 70.4%.	
61	CT provided the targets and data in relation to apprenticeships and the overall achievement 62.4% against a target of 65%. It was noted that this was an increase of 2.6% on 2022/2023 data and above National rate. CT explained that there were 154 EPA completions in August and had these completed in July, the achievement rate would have been around 76%. It was noted that the achievement would be included in 2024/2025 data.	
62	CT referenced improvements in curriculum planning where faculties were being asked to record predicted date of completion referring to the EPA. In response to a question from SCa, CT confirmed that there had been no detail yet about any changes to EPA although ND confirmed that she had been in discussion with the DfE.	
63	CT commented that recruitment for 2024-25 faced bureaucratic onboarding, though 926 applications are with compliance to process. Improved curriculum planning and EPA cleansing will enhance completion predictions and funding forecasts. An enhanced safeguarding strategy for apprentices in accommodation was underway.	

Min. Ref.	Minutes	Actions
64	In relation to 2024/25 data, due to the completions in August, the College had already achieved 12.4%.	
65	JD asked whether there were any risks in relation to the higher level of completion in 2024/25 and any potential impact on future years. RH confirmed that this should not have a negative impact and commented on the benefits of cleansing the data. The benefits of forecasting income and budgeting was also noted.	
66	CT provided an update on Adult provision; achievement rates for 2023/2024 had significantly improved, rising by 8.7% to 86.4%, exceeding the target. A new approach to allocating the Adult Skills Fund (ASF) was introduced for 24-25 curriculum planning, holding faculties accountable for using their funds effectively.	
67	Resolved: Committee members received the quality report update and commented on the positive improving trends. Challenges around apprenticeships and timely completion due to EPAs was noted.	
	<p data-bbox="204 810 769 842">QCP-24-109 – Quality Improvement Plan</p> <p data-bbox="204 878 1241 945">68 RH presented the Quality Improvement Plan (QIP) and explained that six of the ten areas included within the plan were linked to the Ofsted inspection.</p> <p data-bbox="204 981 1241 1048">69 It was noted that the QIP would be presented to each Committee meeting to update the Committee on progress.</p> <p data-bbox="204 1084 1241 1151">70 It was noted that there had been significant discussion around many of the items within the QIP under agenda item QCP/24/107.</p> <p data-bbox="204 1187 1241 1317">71 DFC referred to the QIP and the statement that the College aimed to engage with at least ten employers and commented that this appeared to lack ambition against the information around engagement already provided. It was agreed that the wording would be considered.</p> <p data-bbox="204 1352 1241 1420">72 Committee members noted the inclusion of the risk impact and the ability to see progress. It was agreed that this was useful.</p> <p data-bbox="204 1456 1241 1523">73 It was suggested that, as progress is made, dates could be added to the update column so Committee members could easily identify new updates.</p> <p data-bbox="204 1559 1241 1626">74 Committee members agreed that it was pleasing to see more measures within the plan and that the intention could be identified and impact measured.</p> <p data-bbox="204 1662 1241 1684">Resolved: Committee members received the Quality Improvement plan.</p>	<p data-bbox="1353 1227 1513 1281">RH November 2024</p> <p data-bbox="1353 1451 1513 1505">RH November 2024</p>
	<p data-bbox="204 1720 801 1787">QCP-24-110 - A) Safeguarding Action Plan B) Prevent Action Plan</p> <p data-bbox="204 1823 1241 1989">76 RH presented the Safeguarding and Prevent action plans. The summary report provided clear objectives, risks, action steps, and responsibilities to ensure a safe and supportive environment for students in further and higher education. The report provided a comprehensive overview of both plans, highlighting key points, interventions, and the projected impact of full implementation.</p>	

Min. Ref.	Minutes	Actions
77	JD asked about the use of CPOMs. RH explained that training had, and continued to be provided to staff on the use of CPOMs and this had been received positively.	
78	Resolved: Committee members received the Safeguarding Action Plan and the Prevent Action Plan, noting areas of focus and progress.	
	<p data-bbox="204 405 1150 506">QCP-24-111 - A) Equality, Diversity & Inclusion (EDI) Annual Report 2023/24 B) EDI Action Plan</p> <p data-bbox="204 539 1027 573">79 RH presented the EDI Annual Report 2023/24 and Action Plan.</p> <p data-bbox="204 607 1241 707">80 The report provided an update to the Committee on the College's performance relating to Equality, Diversity & Inclusion for the academic year 2023/24 highlighting priorities, risks, successes and progress.</p> <p data-bbox="204 741 1241 842">81 RH referred to the EDI Sub-Committee and explained that the area for focus in November would be a review of the EDI Annual Report, considering areas of concern to lead into the action plan.</p> <p data-bbox="204 875 1241 943">82 RH referred to the progress in identifying gaps and introducing specific targeted interventions.</p> <p data-bbox="204 976 1241 1077">83 There was some discussion around publication requirements of the Annual Report and the action plan. It was agreed that RH would check whether there were any requirements to publish the EDI action plan.</p> <p data-bbox="204 1111 1241 1211">84 Committee members discussed the remit for EDI and whether this was a Committee role or a whole Board role. It was agreed that this would be considered further.</p> <p data-bbox="204 1245 1241 1346">85 RH asked whether any Governors would like to sit on the EDI Sub-Committee, this would be further considered noting that the College was in the process of looking to recruit more Governors.</p> <p data-bbox="204 1379 1241 1447">86 Resolved: Committee members received the EDI Annual Report noting where the gaps are and the actions in place to address these.</p>	<p data-bbox="1361 1111 1513 1155">RH/ JTH/ Chair Spring 2025</p> <p data-bbox="1361 1245 1513 1290">RH/ JTH February 2025</p>
	<p data-bbox="204 1480 1046 1514">QCP-24-112 – Behaviour & Relationship Management Policy</p> <p data-bbox="204 1547 1241 1615">87 RH presented the Behaviour & Relationship Management Policy noting that amendments were presented as tracked changes within the document.</p> <p data-bbox="204 1648 1241 1715">88 Resolved: Committee members approved the Behaviour & Relationship Management Policy.</p>	
	<p data-bbox="204 1749 1078 1783">QCP-24-113 – Consideration of risks relating to the Committee</p> <p data-bbox="204 1816 1241 1917">89 JTH explained that Committees were being asked to consider risks relating to the remit of their Committee. This also applied to other Committees at the College.</p> <p data-bbox="204 1951 1241 2051">90 Committee members reviewed and considered the risks relating to the Committee and noted the approach to scoring as identified in the Risk Management Policy.</p>	

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91	Committee members discussed COL60 - Poor recruitment of Apprenticeship provision and asked SLT to review the nature of the risk as it was felt that the risk was relating to onboarding which may result in the loss of the apprentice or the employer.	SLT February 2025
92	Resolved: Committee members reviewed the risks relating to the Committee and asked SLT to consider the nature of risk COL60.	
QCP-24-114 – Committee Self Evaluation		
93	JTH explained that this process of Committee self-evaluation would support the annual review of the Board and any actions identified would be discussed and added to any Board improvement plan. The Board improvement plan would also include any actions identified as part of the external governance review	
94	Committee members discussed the effectiveness assessment, the Terms of Reference and the Workplan and confirmed that the Committee had discharged the responsibilities within the Terms of Reference for 2023/24.	
95	Committee members reviewed the proposed amendments to the Terms of Reference. There was a discussion again around the remit of the Committee in relation to EDI and it was agreed that this would be considered further. It was noted that the Terms of Reference had been reviewed for all Committees in line with the new Financial Handbook, Association of College’s Code of Good Governance and the FE and sixth-form college corporations: governance guide.	
96	Resolved: Subject to discussion around the remit of the Committee in relation to EDI, the Terms of Reference were recommended to the Board for approval.	
QCP-24-115 – Matters to be reported to the Board		
97	<p>The Committee had:</p> <ul style="list-style-type: none"> • Received a detailed update on matters raised by Ofsted which would be considered as part of a monitoring visit against six key improvement areas. Key discussions had taken place around attendance and achievement particularly in maths and English. • Received the quality report noting the comparatively positive achievement and the position regarding apprenticeships and impact of delays in EPAs. • Received and reviewed the Quality Improvement Plan noting that six of the ten areas within the QIP were relating to the Ofsted improvement actions. • Received the Safeguarding and Prevent Annual Reports and Action Plans. • Approved the Behaviour and Relationship Management Policy • Considered the risks relating to the Committee and asked SLT to review the nature of risk COL60. • Reviewed Committee performance, noting that the Committee had fulfilled the responsibilities within the Terms of Reference and agreed initial amendments to the Terms of Reference with a follow up discussion around EDI. 	
QCP-24-116 – Any Other Business		
98	No further business.	

Min. Ref.	Minutes	Actions
	<p>QCP-24-117 – Date of Next Meeting</p>	
99	<p>The next meeting was scheduled for Tuesday 3 December 2024 (North Street).</p>	
	<p>Workplan for 2024-25</p>	
100	<p>Committee members approved the Committee Schedule of Business noting that this would change if any further changes to the Terms of Reference were suggested.</p>	