

**MEETING OF THE CURRICULUM AND PERFORMANCE REVIEW COMMITTEE**

**MINUTES**

<b>Date</b>	<b>Wednesday 15<sup>th</sup> March 2023</b>
<b>Time</b>	16.00 to 18.11
<b>Location</b>	Via MS Teams
<b>Present (Governors):</b>	Chair: Jackie Pearson Mary Hughes Judy Peck (Staff Governor) Christine Ricketts (Principal and Chief Executive)
<b>Officers and advisers In attendance</b>	Graeme Baker – Executive Director Curriculum (EDC) Sarah Clancey – Executive Director of Education Andrew Russell – Executive Director, Student Support (EDSSSR) Melissa Drayson - Director of Governance (DG)
<b>Observers</b>	None
<b>Apologies for absence</b>	Dr Barbara Spittle (Chair of Governors) Samuel Dundas (Student Governor) Joshua Gregory (Student Governor)
<b>Quorum (3)</b>	The meeting was quorate throughout

<b>Item</b>	<b>Action lead</b>
<b>1. Preliminary items</b>	
<b>1.1 Welcome and Apologies for Absence</b> Apologies were as listed above. Concern was expressed about the continued absence of the student governors from meetings, in spite of a number of attempts to encourage engagement.	
<b>1.2 Declarations of interest</b> There were no new declarations of interests relating to matters on the agenda. Previously declared interests were carried forward.	
<b>1.3 Urgent other business notified in advance</b> No urgent matters of other business had been notified in advance.	
<b>2. Minutes</b>	
<b>2.1 Minutes of previous meeting</b>	
<b>RESOLVED: That the minutes of the meeting on 23<sup>rd</sup> November 2022 be APPROVED as a correct record.</b>	

## 2.2 Matters Arising

The Committee noted that many of the actions had been completed or were covered on the agenda:

Governors raised a question about the Committee's role in gaining assurance on the embedding of MIS systems and the accuracy of data. It was agreed that this would be covered under item 4.

The Director of Governance and PCEO reported that there had been no further conversations with East Surrey College following the joint Prevent Training but that this was also an action from the Search and Governance Committee.

Progress on meeting the new duty to ensure that curriculum meets local skills needs, would be covered under items 3 and 10.

## 3. Committee Deep Dive on Curriculum Planning and Skills Agenda Readiness

*Presentation by the EDC and PCEO. Powerpoint slides were circulated after*

Further to presentations to the Governor Strategy Sessions in October and February, it was reported that progress with curriculum planning was underway, albeit four-to-six weeks behind the original plan. It was now hoped that a draft plan would be available by the end of March. The college was in the final stages of signing off course level curriculum plans. Key features were:

- Over-reaching on 580 study programme hours to ensure conditions of funding were met for 16-18
- A different approach to tutorial delivery, to develop individual target-setting and progress monitoring with early intervention
- Adding a greater community-focussed element to enrichment activities
- Calculating break-even numbers for all classes, with a strong focus on costs. This provided a continued focus of the ongoing work with the FE Commissioner team. Although a 50% baseline contribution rate was set, the college would be aiming for a greater contribution for most areas.

Governors raised questions on how the college calculated course costs. It was confirmed that the FE Commissioner had produced a number of curriculum efficiency guidance documents, and a template for calculating contributions.

The Committee noted that governors needed to have oversight and understanding of two aspects of curriculum planning:

- How curriculum efficiencies would be achieved. Governors were advised by the PCE to challenge management robustly on whether enough was being done to increase class size and staff utilisation.
- How provision was meeting local skills needs, and was aligned to the Local Skills Improvement Plan.

Key factors that would also need to be considered in curriculum planning would be travel to learn patterns, and the possible need to make difficult decisions in areas of curriculum where numbers were declining.

It was reported that the Chief Executive of Surrey Chamber of Commerce had updated a Surrey College Principals and Chairs event the previous week on the development of the LSIP (Local Skills Improvement Plan), and other committee members had attended previous meetings in the Chair's place. Comment was made about how the agenda was being driven by the County Council and Local Enterprise Partnership (LEP).

There was a discussion about how well staff and governors might currently be able to answer a question on how well the college was meeting local skills needs, as Ofsted would be looking for evidence of this. Governors commented that they welcomed the regular updates that they had received, and suggested that a table should be produced as a guide as this could be updated and reissued regularly.

It was reported that the college would be required to publish its Accountability Statement by 31<sup>st</sup> May and it was possible that this would have to be done before the LSIP was published. Corporation approval for the Accountability Statement would need to be planned into the calendar of business. The Strategy Day on 26<sup>th</sup> April would provide an opportunity for focussed discussion of the draft Statement. It was also proposed that committee members should be engaged prior to this date, possibly through a sub-group meeting.

Governors noted the outcomes of the Post-16 qualification reforms, and the possibility that this would lead to the defunding of current Level 3 courses, where a T Level was available. There was a significant amount of lobbying from the AOC and individual colleges were meeting their MPs.

**AGREED:**

- i) That a session would be held at the Strategy Session on 26<sup>th</sup> April to enable governors to understand how college curriculum would help to meet local skills needs.**
- ii) That the draft Accountability Statement would be shared on 26<sup>th</sup> April as part of this work**
- iii) That qualification defunding would be focus of the deep dive at the 21<sup>st</sup> June meeting**

#### **4. Quality of Education – 2022-23 improvement**

##### **4.1 Position against KPIs**

The Committee noted that the Performance Sub-group had scrutinised the KPIs previously. Headlines were:

- An overall improvement in attendance due to increased focus and rigour around student attendance and punctuality. The gap between English and maths and main qualification attendance was narrowing but there was still work to do.
- Based on student progress data on Promonitor, predicted achievement was currently 84%
- Industry placements were currently 9% against a year-end target of 60%.

Governors challenged on the reliability of MIS data. It was confirmed that student records systems were being used consistently, but there was still work to do to integrate student records, finance and HR systems to produce reliable data on staff utilisation, class sizes and course costs. This was needed for both planning with curriculum teams and reporting to governors.

A question was raised why KPIs for destinations and progression still had targets to be confirmed and no data was shown in the chart for 2022. This had been discussed with the FE Commissioner and work was underway to develop a realistic target. It was confirmed that management had a good understanding of destinations. Governors expressed particular concern about lower achievement and positive destinations for students who had been in receipt of safeguarding intervention.

**AGREED: That the KPIs would be updated with targets and data on progress and destinations following further work on these.**

#### **4.2 Quality Improvement Plan 2022-23 update**

The College had been engaging with a member of the FE Commissioner Team on Quality of Teaching and Learning initiatives. This included developing a back to basics toolkit for teachers based on six priority areas, with CPD and a set of deep dives to measure the impact. This would be backed up by high expectations around student attitudes and behaviour.

There would also be deep dives and learning visits specifically into English and maths. Areas for development had been identified which mirrored governors' observations from the Teaching and Learning Day at the beginning of March.

Clear direction had also been provided on streamlining the Self-Assessment Report and aligning it more closely to the new Ofsted education inspection framework (EIF). Governors commented that it would be helpful if executive summaries of quality monitoring reports were also aligned to the EIF and provided clear evidence of impacts.

The position statement developed for the FE Commissioner stocktake visit the previous day was noted. Feedback on the visit was provided verbally. This included an action to undertake a 'strategic project' focussing on three themes to secure a common approach and consistency in quality improvement:

- Use of data
- Quality of Teaching and Learning
- Embedding a High-Performance Culture.

Governors and staff reflected that focus on three themes would be helpful for Heads of Learning, but they would like to understand better what a 'high performance culture' would mean in practical terms. It was considered that consistent compliance with all systems should be expected as the norm, but that this needed to be in place as the foundation stone for all improvement.

#### **4.3 Performance Sub-group report**

The Chair reported that the sub-group had met once since the last meeting and that it provided a valuable opportunity to review KPIs and data in depth.

## 5. **Equality, Diversity and Inclusion Annual Report**

*Supporting paper by the EDC*

Governors welcomed the report that showed an improving picture in terms of narrowing achievement gaps and suggested practical and realistic next steps.

It was noted that there was work to do to develop data sets further and to build in context compared with other colleges and institutions. Consideration was also needed about how well the staffing profile reflected that of the students.

The following comments were made:

- It was good to receive a postcode level of assessment, to determine any impact of socio-economic factors on achievement
- The report could draw attention more explicitly to the higher achievement of students from some ethnic groups (e.g Asian and South-East Asian)
- There were specific factors involved in raising achievement in gypsy and traveller students.
- There was more to do to understand and address gender themes
- It was important to commend the good work undertaken by SEND and transition teams to secure good student achievement.

**AGREED: That the EDI Annual Report 2021-22 would be recommended to the Corporation for approval.**

## 6. **Safeguarding Report**

*Supporting paper by the EDSSSR*

Key questions and discussion points included:

- The student welfare and pastoral support service would be separated from the safeguarding service.
- Student suicide and attempted suicide continued to be a national area of concern, and an ongoing focus for the safeguarding team.
- The response to the incident at Thomas Knyvett School in Ashford had been strong and effective. The college had been in a position to support the school in terms of providing access to facilities. There had been excellent support to students from the Head.
- There was a need to be conscious of the potential impact of Year 10 and 11 'managed moves' on the college. It was confirmed that the Head of 14-16 had established close relationships with Year 10 and 11 school teachers, and was receiving DSL training.
- Governor online training was not complete and would be chased up.

The Committee **NOTED** the report and requested that its thanks were conveyed back to the safeguarding team for their effective work under difficult circumstances.

## 7. **Personal Development of Students**

*Supporting paper by the EDSSSR*

Governors noted the report on careers development, personal development and student voice and student survey outcomes, reflecting the key priorities agreed for 2022-23:

- drives to ensure that learners are developing the knowledge, skills and behaviours for the world of work using the Gatsby Benchmarks as a supporting framework.
- Establishing a personal development innovation group to embed development and wellbeing themes in the programme
- Further developing an effective careers programme
- Further developing learner voice mechanisms, including links to decision making. Governors noted the Student Involvement Plan 2022-23 and the links to different engagement activities.

In response to governors' questions it was confirmed that student survey outcomes had been followed up in discussion with student groups and would form the basis for an action plan.

Governors noted the written report from one of the student governors. This reflected positively on some key themes

The breakdown of destination and progression data was noted. Governors requested a specific focus on career development with students with a safeguarding concern, given the high number reporting that they were not in paid employment, or for whom destinations were unknown.

There was discussion of the need to increase the opportunities for governors to meet students. As well as allowing governors to triangulate management reports, this would help to demystify the governor role.

### **AGREED:**

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|------|---|--------|
| i)   | <b>The date of the next SLT forum to be shared with governors</b>   | EDSSSR |
| ii)  | <b>All governors to be invited to the forthcoming graduation ceremony and progression events</b>  | EDSSSR |
| iii) | <b>Report to next meeting on specific actions being taken to support students with a safeguarding concern with careers or future study.</b> | EDSSSR |

## 8. **Student behaviour and attitudes report**

*Supporting paper by the EDSSSR*

Measures to improve attendance had been discussed under items 3 and 4. Governors noted the proposed actions to address behavioural issues. This included the creation of a 'community officer' position, to support staff in promoting positive behaviour. It was agreed that, in line with a 'high performance culture', this was an all staff responsibility. Other proposals were to pair new staff with more experienced managers to share good practice in combatting poor behaviour.

The Committee thanked SLT for their hard work on securing improvements in attendance.

**9. Student Recruitment and marketing report**

The report was taken as read and the breakdown of applications by school was discussed. In response to questions, it was confirmed that the Schools Liaison Officer was working hard to establish closer links with schools with low application numbers, including offering college taster days. Work was underway to involve curriculum areas with direct school liaison.

**AGREED: That a breakdown of applications by curriculum area would be shared by email.**

**10. Curriculum Efficiencies Update**

Taken as part of Item 3.

**11. Governor engagement reports: performance reviews, link governor visits and Teaching and Learning Day**

Governors who had attended departmental performance reviews reported a positive experience. It was agreed that a drive was needed to encourage greater participation.

Five governors had attended the teaching and learning day, and reflections had been shared.

**AGREED: That there would be a drive to encourage more governors to attend curriculum performance reviews.**

**12. CPR Committee Terms of Reference**

*Supporting paper by the Director of Governance*

It was noted that the Terms of Reference had been updated to include more specific reference to oversight of individual areas of provision. Governors also requested that monitoring of student numbers should be included. With this change it was:

**RESOLVED: That the updated CPR Committee Terms of Reference be recommended to the Corporation FOR APPROVAL.**

**13. Committee risk report**

*Supporting paper by the Director of Governance*

It was noted that this report would allow committee members to have an overview of the key strategic risks falling within its remit, and to provide assurance that each was covered as part of its business.

There was discussion of the red RAG rating of safeguarding given the strong controls measures in place, and it was **AGREED** that the internal audit outcomes would be reported back at the next meeting as additional assurance on these.

It was also **AGREED** that an update on T Levels would be provided as part of the deep dive on qualification reform.

Dir Gov

**14. Date of next meeting.**

21<sup>st</sup> June at 16:00

The Chair asked that governors appreciation and recognition for the hard work of the college staff should be passed on. PCE

Signed  
Date

(Chair)