

THE TRAFFORD COLLEGE GROUP

**Minutes of the Meeting of the Further Education Curriculum & Quality Committee
held at 5.30pm on Wednesday 23 March 2022 via Microsoft Teams**

Present:	Sarah Drake Adele Carney Graham Luccock Michelle McLaughlin Marcia Reynolds James Scott	Chairperson Staff Governor Principal and Chief Executive Officer
In Attendance:	Barry Watson Carmen Gonzalez-Eslava Yvette Hansbury-Robinson Michelle McLaughlin Kendra Kirby Andrew Mould Adam Sinnott Uswah Sayyed Helen Wood Tracey Wood Alison Duncalf	Corporation Secretary Deputy Principal AP Student Experience and Support Student Engagement & Learner Voice Lead AP Study Programmes - Vocational (Altrincham) AP Apprenticeships (Stretford) Interim Director Quality P&S Deputy Student Governor AP Study Programmes - Academic (C&M) AP Adults Skills & Employer Engagement Deputy Corporation Secretary

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FEC&Q/01/22 Welcome and Apologies for Absence

The Chairperson extended a welcome to Adele Carney and Marcia Reynolds, recently appointed members, who were attending their first meeting of the Committee.

The Corporation Secretary (CS) reported that apologies for absence had been received from Glad Capewell, Sue Derbyshire, Collette Fagan, Adam Redford, Sattar Shakoor and Fatma Shami.

It was reported that Adam Sinnott was attending the meeting in his capacity as Interim Director of Quality, Performance and Standards.

FEC&Q/02/22 Declaration of Direct or Indirect Interest in any of the following Items

There were no declarations of either direct or indirect interest in any of the meeting's business items.

FEC&Q/03/22 Minutes of the FE Curriculum & Quality Committee Meeting held on 10 November 2022

The minutes of the meeting were approved and accepted as a correct account of the meeting's proceedings.

Minute No**FEC&Q/04/22 Matters Arising from the Minutes**

i) FEC&Q/42/21 – Matters Arising – Careers Education, Information and Guidance

The Deputy Principal (DP) confirmed that the completed DfE monitoring form had been submitted in advance of the 1 December 2021 deadline.

ii) FEC&Q/42/21 – Matters Arising – Parental Forum

The Assistant Principal Student Experience and Support (APSES) confirmed that a working group of parents was in the process of being set up and that she anticipated being in a position to report back to the next meeting of the Committee.

Action: Assistant Principal Student Experience and Support

iii) FEC&Q/46/21 – Student Engagement Strategy Action Plan Report

The Student Engagement and Learner Voice Lead (SELVL) reported that 7 returning students had been recruited as student leaders and she was hopeful that there would be further recruitment from returning learners moving forwards.

iv) There was confirmation that the following recommendations from the Committee to the Board of the Corporation had been duly approved:

- Student Engagement Strategy and Implementation Plan 2021/2023
- Mental Health and Wellbeing Policy 2021/2023
- Careers, Education, Information, Advice and Guidance Policy 2021/2023
- English and Maths Strategy 2021/2023.

There were no other matters raised by members arising from the minutes that had not been actioned or were on the meeting's agenda.

FEC&Q/05/22 Quality Improvement Plan and Performance Indicators Report 2021/2022

The DP referred members to the previously circulated Quality Improvement Plan (QIP) and Performance Indicators Report 2021/2022

The DP confirmed that regular reporting on the progress of the QIP was made to the Committee. It was further reported that following feedback from members there had been a minor change to the format of report which now included detail of the impact measures against each of the 10 areas for improvement (Afi) with the final column summarising the progress attained to March 2022.

The DP stated that the progress to date was largely RAG rated as amber which was reflective of the time of year and that the impact of some actions had not yet been seen or that progress was being seen but was not yet sustained.

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The following were highlighted:

- that Covid continued to have an impact with employers continuing to be reluctant to take students to support their learner experience
- some learners had not yet shown sufficient improvement in their behaviour
- the loss of some learners for whom, post Covid, being in College daily was a challenge
- the impact of ongoing Covid cases has meant attendance rates had been impacted.

Questions from members were invited.

- A question was asked by a member in relation to the recruitment and retention of students to full time education and whether the position post Covid was an indicator for the future.

The DP responded that this was an area that required further investigation but recognised that for some students there were challenges from a mental health and anxiety perspective. The DP suggested that in the future there may be potential for the adoption of a virtual model particularly for those learners who were experiencing challenges with their education.

With respect to adults, it was suggested that they also had the competing challenges of their home and work lives and for whom a distance learning model may be a preferable option.

The DP further stated that for some learners struggling with maths and English skills the challenge after 2 years of limited face to face teaching had led to them opting out of further education.

Members were in agreement that moving forward for adults an alternative delivery model, in particular in relation to academic subjects, would welcome.

- A question was asked by a member in relation to Key Performance Indicator (KPI) 1 and the predicted high grades at Cheadle which had improved by 20% and those at Marple by 9% (key assessment outcomes).

The Assistant Principal Study Programmes Academic (APSPA) confirmed that key assessments took place at 5 points throughout the year under formal conditions and it was considered that they offered a good indicator of student progress. There was recognition however that they presented a snapshot in time and whilst a good system they needed to be tested out over time.

- A further question was asked by a member in relation to the performance of English and maths at the Marple campus.

The APSPA responded that a number of challenging conversations had taken place with teachers. There was confirmation that the snapshot as at February 2022 had been reviewed forensically and that a further

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assessment point was scheduled to take place in April 2022. It was stated that improvement was expected and that a lot of progress would be made between now and May 2022. There was recognition that, compared to a normal year, the current year continued to be challenging in terms of predicted outcomes.

The APSPA stated that the biggest difference had been seen at the Altrincham campus where there were more learners at grades 9 and 8 than had been seen previously but added that this was not necessarily the position at the other campuses.

- A member referred to the supporting papers and the information in relation to the Monitoring Assessment Point (MAP) data and the percentage of students at MAP 3 that were lower than MAP 1.

The Assistant Principal Study Programmes Vocational (APSPV) responded that MAP figures were based on assessments, adding that there could have been more assessments undertaken at that point as well as missing data from the MAP 3 grades of students than had not yet been inputted.

It was also stated that there had been a lot of discussion around the grades of students joining the Group post Covid and the possibility of inflated grades which subsequently impacted upon their predicted grades and made their achievement challenging.

The Interim Director of Quality, Performance and Standards (IDQPS) added that across the board that there had been challenges in terms of the predicted grades and a lot more work was taking place to more accurately predict the grades that students were likely to achieve.

- A member commented on the improved position in relation to the predicted grades of Construction students.

The DP responded that there had been targeted interventions around attendance and furthermore a significant level of resources and time had been directed to the support of learners.

The DP added that there was progress in the right direction. It was reiterated however that there had been no formal exams for these students for a number of years with students, this year, undertaking one linear examination for the first time in two years. It was stated that a cautious view was being taken until the examinations had taken place.

There were no further questions or issues raised by members and following due consideration it was resolved that the Quality Improvement Plan and Performance Indicators Report 2021/2022 be received and noted.

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The context of the reporting was outlined and the following were highlighted:

- the significant changes made to the Quality Team during the course of the current academic year, with the team now largely being in place
- the impact of the pandemic on students, which had led to gaps in both learning and maturity
- post Covid issues, which had impacted both on student attendance and poor behaviour
- the focus on improving student attendance and supporting students to stay on programme and make progress.

The following aspects of the impact of the revised Quality Improvement Cycle were outlined:

- the **Progress Boards** which take place half termly and encompassed quality review meetings for all curriculum areas
- each meeting of the Progress Board followed a prescribed format which covered attendance; retention; progress; the identification of courses at risk and the actions to be taken; a Teaching, Learning and Assessment (TLA) update (analysis of CPD, lesson visits and learner voice); work experience; and student survey results
- **Curriculum Development Area Reviews (CDARs)** each of which focused on a particular subject area and involved a deep dive and included lesson visits, learner meetings, work scrutiny, VLE and systems audit and learner voice about learner services
- actions were agreed from each completed CDAR which were subsequently progressed during the remainder of the academic year
- there had been a slight delay to CDARs at the commencement of the academic year but they were now well established with CDARs having been completed in the areas of Preparation for Life and Work; Construction and the Built Environment; the Cheadle and Marple campuses; Code Nation (subcontractor); and Carrington Riding School (subcontractor) with further CDARs currently taking place or planned in relation to EHCPs and High Needs; Apprenticeships; as well as for 4 further subcontractors
- **Course Performance Reviews** and the identification of at-risk courses which were not achieving expected outcomes or which had not achieved good outcomes in the previous academic year
- 94 courses had currently been identified as being at risk from a total of 829 (11.3% of provision)
- confirmation that Quality Assurance Leads had a focus on courses at-risk and the provision of support as distinct from the oversight taking place at the Progress Board meetings
- at the time of writing the report 230 teachers had had at least one **lesson visit** during the current academic year, from a total of 428 (including subcontracted provision), representing 65% with the position having now increased to 70%
- visits comprise either a developmental lesson visit (40-60 minutes) as part of the CDAR process or a short lesson visit (20 minutes) carried out by the Heads of Study as part of learning walks, and which focused on key strengths/good practice and areas for development

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- analysis of the key trends emerging from the lesson visits took place with a common theme currently, being stretch and challenge as an area for development at 3 of the 4 campuses, noting that this had emerged as a strength in some areas
- confirmation that 12 teachers had been identified as being “below expectation” arising from which support had been put in place including the assigning of a Teaching, Learning and Innovation Practitioner (TLIP) and the development of an action plan
- **Continuous Professional Development (CPD)** activity was established as part of the college calendar with bookable CPD sessions taking place up to 4 times per week
- the CPD was reflective of findings from CDARs, lesson visits and emerging themes from Quality Assurance audits
- staff voice indicated that 95% of the sessions had been useful
- a refreshed **Passport to Teaching Learning and Assessment (TLA)** within which all new members of teaching staff to the Group undertook, whatever their experience, and comprising an 8-week support plan which also addressed any identified training and development needs of the new members of staff
- confirmation that 22 new members of teaching staff had been supported to date
- the use of the **A Level value added (ALPS)** system to measure progress and predict value added for all A Level subjects across the Group
- the changes being made to the **MAP process**, which tracks and monitors progress and incorporates the recording of predicted grades, following work with Management Information Systems (MIS) Department. It was anticipated that this would provide some very useful reports.

Questions from members were invited.

- A member thanked the IDQPS for the helpful and informative report. In relation to the Course Performance Reviews it was asked what the reasons were for the 11% of courses that were not currently on target.

The IDQPS responded that a number of factors was used to determine those courses that were not on target stating that this could include retention from the previous year as well as factors such as quality, in-year retention and a new teacher.

- The member highlighted the significant number of at-risk courses at the Cheadle campus (18).

The IDQPS confirmed that these “at risk” courses were mainly retention driven. In relation to some BTEC courses, it was reported, that there had been issues retaining students going in to the second year of the course. The retention challenge for two-year vocational courses was highlighted and moving forward it was suggested that it may be necessary to consider whether such courses should be classified as one-year with the emphasis being on students receiving the best experience to secure their return for a second year.

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- A member referred to the CDAR report for Construction and cited the challenges therein. Reference was made to the assurances provided and the substantial action plan arising.

The IDQPS responded that a Progress Board had been held earlier in the day and that there was a significant agenda over the next few months that would encompass every single course. It was stated that meetings had been held with staff and each of their students had been RAG rated arising from which it was known where effort needed to be focused in the immediate future. There was recognition that there was a limited window in which to attain an impact.

The DP added that the Group had experienced significant issues with teaching staff shortages in this area and there had been challenges finding appropriate teaching staff. There was confirmation that nationally Construction was an area within which it was difficult to recruit experienced and qualified teaching staff and that furthermore the Group had also recruited an additional 300 16-19 Construction students.

The DP reported that the Group was making progress in terms of adding to the staffing complement, stating that they had been successful in securing an interim leader for the area who was already having a significant impact and starting to address issues and make some progress.

The Assistant Principal Apprenticeships (APA) reiterated that the CDARs were a challenging process and there was now a clear understanding of the baseline. He added that an experienced leader was now in place at Stockport, and Stretford was also showing improvements. It was further reported that the feedback from employers had been excellent, and that overall progress was being made.

The APA echoed the comments made in relation to staffing and the combined effect of an increase in student numbers alongside the challenges faced in how best to respond to and staff this area. The combined strategy of the CDAR action plan, bespoke CPD and strengthen leadership and staffing was identified as the methodology being adopted to tackle this area. It was added that there was now a clear baseline from which to build.

- A member asked a question around the quality of teaching and how this related to the Group's own staff of which agency staff made up a proportion. Reference was made to the Passport to Teaching Learning and Assessment (TLA) for the Group's teaching staff and it was asked what support was available for agency staff.

The IDQPS responded using the example of two long term agency staff who were not delivering to the quality required and for whom additional support had been put in place whilst a longer-term solution was sought. Assurance was further provided that all support staff were invited to participate in the Continuous Professional Development (CPD) offer. It was

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further stated that the Head of the area was also ensuring mandatory CPD was completed.

In terms of the proportion of agency staff the DP confirmed they made up 10-15% of the staffing complement in this area. There was recognition that in some areas the agency staff were very committed and had become permanent members of staff however for other staff, particularly where there was a shortage of teaching staff, the Group was competing in a challenging market where agency staff were better paid and had greater flexibility of their working day commitments.

Assurance was provided that the Group was working with professional bodies, who also recognised the challenges facing their profession. A skills base balancing strong practical knowledge alongside the writing of lessons plans and assessing work was also highlighted.

- The matter of the inability to recruit teachers to Construction and aligned areas was highlighted by a member and it was asked if this was something that had been raised at the Greater Manchester Principals' Group. It was also asked what conversations took place with employers and how they could support colleges and become part of the solution.

The PCEO responded that this matter had been explored extensively by the Principals' Group and referred to the recent presentation made to Board members by the North West AoC Regional Director during which he had explored this matter and alluded to some of the solutions being explored. The PCEO further added that the Construction Industry Board accepted that this was their problem as much as that of colleges although this conversation was very much at its beginning.

The PCEO reiterated that a lot of progress had been made with respect to Construction and that the Interim Head of this area, an ex Ofsted inspector, had commented that the work he was seeing on a day-day basis in the workshops gave him confidence in the quality of the provision.

The DP further highlighted the positive comments that had recently been made in respect of the L1 Plumbing course in relation to the good behaviour and teaching seen. Reference was also made to the Head of Studies (Built Environment) at Stretford who was having a positive impact and engaging in positive dialogue with both employers and awarding bodies.

There were no further issues or questions raised by members and following due consideration it was resolved that the report be received and noted.

FEC&Q/07/22

Curriculum Development Area Reviews (CDARs) Update Report

The IDQPS referred members to the previously circulated paper and an update on the progress of the CDARs during the current academic year including the action plans arising. There was confirmation that CDARs were an important

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element of the Group's quality assurance processes and were well embedded although they were relatively new to Cheadle and Marple.

The IDQPS presented a brief overview of the aims and scope of the CDARs and expanded upon the role of the Quality Team.

A summary of the CDAR activity to date was presented which had also included a number of subcontractors.

Members were further directed to the CDAR Action Plan and progress to date within which Ofsted wording relating to the judgement of the impact of actions had been used.

There was confirmation that more detailed reporting on the CDARs undertaken in 2021/2022 was provided within the supporting documentation circulated alongside the agenda.

Questions from members were invited.

- A member commented on the effectiveness of the process stating that it was good to see how much of the student voice came through within the CDARs. The member further commented on the themes of attendance and questioning.

The IDQPS concurred with the member and referenced the monitoring of attendance recorded in one-to-one meetings, the evidence documented and the recording of SMART targets. The IDQPS further recognised the perennial issue of questioning and highlighted the support, in particular provided to less experienced teaching staff.

- A member commented on the turbulence of the last two years and the impact that this had had on teachers who had been required to adapt to alternative styles of delivery. It was asked if there was anything that had been learnt from this period in relation to the Group's Teaching and Learning Strategy.

The IDQPS highlighted the improved use of technology and IT to support teaching and the opportunities there now were to make learning available and accessible to students at all times. Other areas of progress were also cited by the IDQPS including interactive assessments and the recording of feedback, as opposed to written feedback, and the very positive impact this was having.

- The member also asked as to whether these changes were having a positive impact on SEND students.

The IDQPS responded that the impact on SEND students was higher adding that the Group was seeing more students with higher needs and for some students a recorded response could be much better than receiving extended written feedback.

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The IDQPS added that there was recognition that there had been some benefits from the Covid response that could be built on, particularly in relation to teaching and learning and student support.

There were no further questions or issues raised by members and following due consideration it was resolved that the report be received and noted.

FEC&Q/08/22

Student Governors Update Report – March 2022

The Chairperson invited the Deputy Student Governor to present the Student Governor Report to the Committee and thanked her for her contribution in the absence of the Student Governors.

The following activities undertaken since the last meeting of the Committee were highlighted:

- the Student Conference which had been attended by students from across the Group who also made presentations alongside guest speakers from Kooth and the Leader of Stockport Council
- a meeting of the Equalities Council which included a presentation by students from Stockport, Cheadle and Marple colleges to the Stockport Children and Families Scrutiny Committee encompassing the topics of LGBTQ awareness; planning Covid recovery and including the view of young people; autism acceptance; and how to increase the number of women and girls in male dominated industries
- a presentation by students from Trafford College to the Children and Families Scrutiny Committee which covered the topics of the Climate Emergency; physical activity and how it had a positive impact on mental health; the cost of transport for young people across Greater Manchester
- the publication of the Student Newsletter and a special edition for International Women's Day
- the work taking place with community partners including Age UK and Welcome Wednesday events addressing the "aging well agenda" and supporting each boroughs digital strategy
- Macfest and the Muslim Arts and Culture Festival being held on 24 March 2022 across each campus, facilitated by students with minimal staff involvement, with activities including a buffet, henna hand designs, calligraphy, an art exhibition and cultural dress.

The Chairperson thanked the Deputy Student Governor for her informative report and communication of the breadth of student activities taking place across the Group.

There were no questions or issues raised by members and it was resolved that the Student Governors' Report be received and noted.

Minute No**FEC&Q/09/22 Student Experience Update Report - March 2022**

The Assistant Principal Student Experience Support (APSES) presented a report which provided members with an update on the student experience and student engagement activities.

The APSES confirmed that the report provided additional information in relation to the student experience activities as referred to by the Deputy Student Governor in her report to the Committee.

The APSES drew particular attention to the Student Conference and the showcase of student's voices talking about issues they cared about.

The APSES further highlighted the following activities:

- a Stockport borough wide creative writing competition, Tales of the Underbank
- an update on the Community College Kitchen
- the preparation of meals by students from the Progression Curriculum at Altrincham as part of a G-Force initiative supporting the homeless community of Greater Manchester
- a community partner update which included new partnerships with High Peak Health Services, Leonard Cheshire Disability and Time Out
- intergenerational work and the Welcome Wednesday initiative with Age UK.

Questions and comments from members were invited.

- A member suggested that it may be helpful to include the number of students involved in the initiatives with a view to providing an indication of the breadth of student participation.

The Student Engagement and Learner Voice Lead (SELVL) responded that there were a number of ways that the activity was monitored. She highlighted Macfest and the membership of the organising committee which had involved 40 students across the Group. Assurance was also provided that Pro-monitor recorded activity relating to student involvement in meetings and the organisation of events.

- The member suggested that as there was so much activity across the Group there was a need to record and capture it particularly in terms of impact.

Action: Assistant Principal Student Experience and Support

There were no further questions or issues raised by members and following due consideration it was resolved that the Student Experience Update Report be received and noted.

Minute No**FEC&Q/10/22 Student Support Update Report – March 2022**

The APSES referred members to the previously circulated Student Support Report which provided key updates regarding the following issues:

- Pastoral support
- Safeguarding and Prevent
- Mental Health and Well-being
- Inclusion
- Careers, Education, Information Advice and Guidance (CEIAG).

There was recognition that since the pandemic there had been a loss of personal, social and emotional development which had severely impacted students and placed a lot more pressure on pastoral support.

The APSES reported that half of all the referrals from across the campuses related to mental health, the risk of suicide and self-harm. Reference was made to the accompanying information and the breakdown of safeguarding referrals, as at March 2022.

There was confirmation that there had been an increase in the provision and support for the safeguarding roles who were dealing with some very challenging issues. The following support was highlighted:

- the increase in clinical supervision for safeguarding roles
- Applied Suicide Intervention Skills Training (ASIST) was taking place for all Designated Safeguarding Officers, Personal Support Mentors and Duty Managers
- the sharing of the Safeguarding Bulletin with staff and governors to raise awareness, advise, help and support.

The APSES reported that a safeguarding audit had recently been completed by Leaders in Safeguarding from which a badge of excellence had been awarded in recognition of the Group's commitment to safeguarding. Members noted that the "Leaders in Safeguarding Quality Mark" was a two-year award awarded to organisations in recognition of their provision, practice and commitment to keeping young people and vulnerable adults safe. The APSES undertook to share the final report at the next meeting of the Committee.

Action: Assistant Principal Student Experience and Support

The APSES, with reference to earlier reporting around behaviour since the return to face-to-face learning, highlighted the creation of a Working Group, led by practitioners across the Group, to better understand the causes of behaviour and with a view to creating a positive and nurturing environment in which learners and staff could thrive and maximise their full potential.

It was further reported that the Group had secured maximum funding from the Association of Colleges (AoC) to become a Trauma Informed Project. It was noted that the project would take place over the 18-14 months and would

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involve a cultural change that focused on a restorative approach to managing behaviour and curriculum design. There was confirmation that staff would be trained to use a Trauma Informed lens when addressing difficult behaviour.

The APSES reported that Group's three-year Matrix assessment took place earlier in the year the outcome of which was that the Matrix kitemark had been retained for the next two years. It was confirmed that the Matrix assessment included a thorough review of CEIAG alongside leadership, staff development, stakeholder engagement and organisational culture.

The APSES highlighted the minimum target of 36 hours per year of work experience or work-related activity for all 16-18-year-olds as part of their study programme. There was recognition of the challenges of meeting this target post Covid however it was reported 16,171 hours of employer engagement (guest speakers, industry insights and masterclasses) and work-related activities had taken place to increase student employability skills, as well as to help increase confidence personally and socially.

Questions from members were invited.

- A question was asked by a member in relation to the risk of suicide and the increased numbers. It was asked as to who determined the risk and level of risk.

The APSES responded that at the point of referral the question was asked "are you considering taking your own life". The APSES provided assurance that a significant amount of training took place to ensure the individual had the ability to ask this question. Reference was made to the ASIST training and the figure they had shared that 1 in 4 young people aged 16-25 had considered suicide.

The DP added that, sadly, the Group had lost a student to suicide this year and that one further suicide had been prevented. She added that suicide was a known issue in young males and one initiative that had taken place was to bring in Mates in Mind to work with construction and engineering students.

- Members applauded the Group on its approach to mental health, the support of students and approachability of staff. A member commented that if low levels were being recorded this would be of concern and suggested that where numbers in an area were very low this should be seen as a warning flag.
- A member referred to exclusions as considered at the last meeting of the Committee.

The APSES confirmed that since the beginning of 2021 there had been 9 exclusions all of whom had been male except one; that of the 9, 7 had been British; 1 had been Afro Caribbean; with the other being unknown.

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In terms of suspensions, it was reported that there had been 149 (54% British; 17% Asian; 11% Black and Afro Caribbean; 17% mixed race; and 1% not known) and across the campuses a breakdown of 52% at Stockport; 24% at Altrincham; 17% at Stretford; 6% at Cheadle; and 1% at Marple. It was further reported that 81% of those suspended had been male.

The DP stated that a substantial proportion of the suspensions had been in areas of construction and engineering plus some in Foundation Learning.

There were no further questions or issues raised by members and following due consideration it was resolved that the report be received and noted.

FEC&Q/11/22**English and Maths Strategy Action Plan Update**

The Assistant Principal Study Programmes Vocational (APSPV) referred members to the previously circulated report and Maths and English Strategy Action Plan for 2021/2022

There was confirmation that the results for 2021/2022 would be based on national examinations, a position that had only recently been confirmed. Members were reminded that students had not been required to sit formal examinations for the past two years and that a key emphasis in the current academic year was preparing students accordingly.

It was reported that 2 full assessment days had taken place which had provided a strong foundation as well as re-introducing students to exams and offering the opportunity to build some confidence.

The APSPV stated that new strategy for Initial Assessment had been introduced in 2020/2021 arising from which positive lessons had been learnt in relation to the challenges around integration and the embedding of the digital platform.

The following key issues were highlighted:

- that at the November 2021 re-sits 131 students had attained grades 9-4
- to maximise the catch-up funding allocation there was an additional offer of timetabled support over the Easter break with staff in place to support in English and maths
- attendance was not on track to meet the target of 80%, with current rates being 68% for maths and 70% for English, and for which action was being taken to address
- the work taking place on narrowing the gap which remained too wide (82% overall versus 68% for maths and 70% for English) which had been narrowed in some areas but continued to be an area of focus moving forward with the provision of support to staff and students to address this
- at the November 2021 re-sits maths had performed well but less so in respect of English and that alongside key data from April 2022 student performance interventions would continue to be put in place with students being supported to gain confidence and attain grade improvement

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- the work taking place to reflect entitlement changes for English and maths to reflect the additional 40 hours award for 2022/2023 and which may require additional staffing.

Questions from members were invited.

- A member asked as what the student response had been to the extra tuition offer over the Easter break.

The APSPV confirmed that the response had been good but added that the final position would be known post the Easter break. There was confirmation that there had been a particular focus upon engaging with those students who were borderline including those requiring a grade 4 to enable progress on to university.

It was further stated that another area of focus was on those students who had been borderline on a number of occasions and for whom intervention may make a difference.

The APSPV confirmed that a great deal of thought had gone into the approach to be adopted and that it was considered that the biggest impact was likely to be for students who were engaged and who wanted to attend the additional sessions.

There were no further questions from members and following due consideration it was resolved that the update report be received and noted.

FEC&Q/12/22

Merger Integration Update Report – March 2022

The Assistant Principal Study Programmes Academic, Cheadle and Marple (APSPA) referred members to the previously circulated Merger Integration Update Report.

The APSPA provided some context around Cheadle and Marple (CAM) and confirmed that the report provided an overview in terms of progress concerning the integration of CAM into the Group. The APSPA also provided the Committee with an overview of the provision and characteristics of both colleges together with the key activities undertaken which would support successful integration as follows:

- the work previously reported in relation to the curriculum; learner progress, curriculum planning; CDARs; and course performance reviews
- the collaborative work that had commenced prior to the merger had continued and from which there was now greater understanding of those aspects of the curriculum that worked and those aspect that could be aligned with the wider Group
- as the end of the first year post the merger approached a significant level of progress had been attained in relation to maths and English; alignment across CAM and the Group; a maths project across the 5 campuses reviewing practices; the thirst for student engagement at CAM; retention

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and the initiatives taking place to support students as the end of the academic year approached.

Questions from members were invited.

- A question was asked by a member in relation to the aligning of culture across the Group.

The APSPA responded that good progress had been made, adding that in respect of the application of the CDAR process across CAM there had been support from the Quality Team and Deputy Principal. There was recognition, however, that new approaches took time and that the small steps were being built and, incrementally, there was movement forward.

- A member commented on the campuses learning from each other.

The APSPA concurred highlighting the A level provision in place across 4 campuses which had enabled the provision of greater support to the wider student population.

There were no further questions or issues raised by members and following due consideration it was resolved that the report be received and noted.

FEC&Q/13/22**Any Other Business**

The DP reported that Senior Managers were now in receipt of the final monitoring report arising from the Ofsted visit. There was confirmation that a full report would be made to the next meeting of the Board of the Corporation.

Action: Deputy Principal

There were no further matters raised by members under any other business.

FEC&Q/14/22**Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 29 June 2022.

Action: Corporation Secretary

Marcia Reynolds left the meeting at 6.30pm during the consideration of agenda item 6.

The meeting closed at 7.33pm.