

**THE TRAFFORD COLLEGE GROUP**

**Minutes of the Meeting of the Further Education Curriculum & Quality Committee  
held at 5.30pm on Wednesday 29 June 2022 via Microsoft Teams**

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|-----------------------|---|--|
| <b>Present:</b>       | Sarah Drake<br>*Graham Luccock<br>Michelle McLaughlin<br>Marcia Reynolds<br>James Scott<br>Uswah Sayyed   | Chairperson<br>Staff Governor<br>Principal and Chief Executive Officer<br>Deputy Student Governor  |
| <b>In Attendance:</b> | Barry Watson<br>Carmen Gonzalez-Eslava<br>Yvette Hansbury-Robinson<br>Kendra Kirby<br>Andrew Mould<br>Adam Sinnott<br>Helen Wood<br>Tracey Wood<br>Alison Duncalf | Corporation Secretary<br>Deputy Principal<br>Assistant Principal, Student Experience and Support<br>Assistant Principal, Study Programmes – Vocational<br>Assistant Principal – Apprenticeships<br>Interim Director of Quality Performance and Standards<br>Assistant Principal, Study Programmes – Academic<br>Assistant Principal, Adults Skills & Employer Engagement<br>Deputy Corporation Secretary |

\* Graham Luccock chaired the Committee from agenda item 6 onwards following early intermittent internet connection problems that the Chairperson of the Committee experienced.

**Minute No**

**FEC&Q/15/22 Apologies for Absence**

The Corporation Secretary (CS) reported that apologies for absence had been received from Adele Carney, Collette Fagan and Olivia Bussey.

A welcome was extended to Uswah Sayyed who would be stepping up to the Student Governor position with effect from July 2022.

**FEC&Q/16/22 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/17/22 Minutes of the FE Curriculum & Quality Committee Meeting held on 23 March 2022**

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

**FEC&Q/18/22 Matters Arising from the Minutes**

- i) FEC&Q/04/22 – Matters Arising - Parental Forum

The Assistant Principal, Student Experience and Support (APSES) reported that a working group had been set up and that it had been decided that the actions would be progressed via the MIS working group going forward.

**Action: Assistant Principal, Student Experience and Support**

**Minute No****ii) FEC&Q/09/22 – Student Experience Update**

There was confirmation that the reports now documented activity in terms of both numbers and impact.

**iii) FEC/10/22 – Student Support Update Report and Leaders in Safeguarding Quality Mark**

There was confirmation that a copy of the report pertaining to the audit and the award of the Leaders in Safeguarding Quality Mark had been included with the Committee papers. Members noted the positive audit and successful outcome and recorded their congratulations to all those involved.

The CS added that the report had also been considered in detail at the meeting of the Audit Committee held on 27 June 2022 and the APSES indicated that all actions arising had been implemented.

**iv) FEC/13/22 – Any Other Business - Ofsted Monitoring Visit**

The Deputy Principal (DP) confirmed that the final monitoring report arising from the Ofsted visit had been presented to and considered at the meeting of the Board of the Corporation held on 30 March 2022.

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/19/22 Final Qualification Achievement Rate (QAR) Data 2020/2021 and 2021/2022**

The DP referred to the previously circulated report and information on the final Qualification Achievement Data (QAR) for 2020/2021 and 2021/2022.

The DP confirmed that the report had been provided for information and expanded on the changes in relation to the QAR in the current academic year. Members were reminded that due to the way that qualifications had been assessed by teachers the previous year there was no validated data for 2020/2021. The DP stated that the guidance for the current year presented a return to the pre-Covid position.

There was confirmation the QAR provided one measure of how effectively further education (FE) colleges and training organisations perform each year. It was noted that QARs calculate what proportion of learning was successfully completed, shown as a percentage figure, and was used by the ESFA, the Department for Education (DfE) and Ofsted to assess the performance of providers and support comparison across similar providers.

The DP stated that in November 2021 the DfE shared the relevant 2020/2021QAR data with each individual provider, adding that the data was limited and only related to the limited number of qualifications that had been subject to normal assessment arrangements and excluded those qualifications subject to teacher assessed grades (TAGs).

It was reiterated that next year there would be no trend data available for comparison purposes with the exception of apprenticeships.

## Minute No

Questions and comments from members were invited.

- A member clarified that the last national rates available related to the 2018/2019 academic year.

The DP concurred with this statement adding that whilst the data may be useful to the Group for internal comparison purposes it would not be used by Ofsted. The DP further commented that 2018/2019 had been a strong year for the Group and that this would be the level that the Group wished to return to.

- A further question was asked to whether there were any external data sets that could be accessed for comparison purposes.

The Principal and CEO (PCEO) suggested that there was potential to use MIDAS, which presented benchmarks against the rest of the sector. The PCEO further stated that the AoC also undertook an exercise which, whilst it was not a substitute for the QAR, looked at retention and pass rates but did not include achievement.

**There were no further questions or comments from members and following due consideration it was resolved that report in respect of final Qualification Achievement Rates be received and noted.**

## FEC&Q/20/22 Predicted Outcomes and Value Added 2021/2022

The Deputy Principal (DP) referred members to the previously circulated report and information on the predicted achievement position in relation to three types of provision – 16-18; adults; and apprenticeships - as at 27 June 2022.

The following context was provided:

- that this was the first full year, following the pandemic, where students had remained in college for the duration of their programme
- many qualifications had changed since the examinations last took place
- the majority of students had not sat formal examinations for over two years
- the current cohort of students joined the Group with Teacher Assessed Grades (TAGs) on entry and for many students this resulted in lower starting points for their courses and a need for additional support
- provision at level 2 and level 3 has been impacted by the introduction of externally assessed units by examinations on Applied General Qualifications such as BTECs and Cambridge technical
- there were concerns around low achievement pass rates and the examinations undertaken in year
- although retention remains strong the Group has seen an increased number of young people with wellbeing concerns.

The DP presented the headline predicted achievement data by provision type and highlighted the following:

- the overall expected achievement for students within 16-19 provision was 82.1% across the Group, slightly above the final achievement rate for 2020/2021 (+0.4%)

## Minute No

and slightly below the previous published 2018/2019 national achievement benchmark (-1.3%)

- for Adult courses the predicted achievement rate had improved from 2020/2021 by +4.3% and above the national benchmark for 2020/2021 by +3.5%
- for Apprenticeships the best case predicted achievement was 70.7% and the worst case 55.6% (compared to an overall College 2020/2021 College achievement rate of 65.4% for 16-18 apprentices and 56.3% for 19+ apprentices and 2020/2021 national overall achievement rate of 59.5% for 16-18 apprentices and 57.7% for 19+ apprentices)
- a breakdown was presented by campus with an improved position at Stockport compared to 2020/2021; a largely unchanged position at Stretford; a slightly lower position than the previous year at Altrincham; a decrease at Cheadle of 4.6%; and a 10% drop at Marple due in part to the retention on 2-year courses
- the predicted outcomes for A-Level Value Added Outcomes (ALPS) by campus within which a 4 (very good) was targeted.

Questions and comments were invited from members.

- A member commented on the improved ALPS score for Altrincham and the move from ALPS 7 (less than satisfactory) to ALPS 5 (satisfactory to good).

The Assistant Principal, Study Programmes Academic, Cheadle And Marple (APSPA) expanded upon the position at Cheadle and Marple adding that the main issue related to the 2-year programmes during the pandemic and where some students faced difficult decisions. It was stated that at Marple this impacted on a particular course which subsequently had a significant negative effect.

The APSPA further stated that another issue related to the extended project of which 50% of the students that had dropped out of this additional qualification. It was added that a different approach was adopted at Altrincham and that for the next year would be extended to other campuses with a view to addressing this issue.

- A comment was made that it was assumed this position was not unique to the Group and would also be played out at a national level.

The APSPA concurred with this statement but added that there was a level of nervousness around A level students across the Group and them not managing examinations well. It was suggested that this was due to the return to examinations and the impact of Covid.

The PCEO added that to some extent the position could be seen nationally but added that the Group had had as its focus retention, which had been strong across the colleges, excepting Cheadle and Marple where it had been impacted by legacy issues. The PCEO stated that notwithstanding the challenges presented by examinations, retention was high and the expectation was that this would come through in achievement.

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

**Minute No****FEC&Q21/22      FE 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 (KPIs) 2021/2022.

There was confirmation that 10 objectives had been identified for 2021/2022 the following aspects of which were highlighted:

- a positive position in relation to retention of 89.4% for 16-19 learners which was +1.5% above the final position in 2020/2021
- apprenticeship retention of 78% which was +10.1% above the final position in 2020/2021
- 15.2% of students had left the Group within the first 42 days (early leavers) in 2020/2021, in the current year this had been reduced by 5% to 10.7%
- there was confirmation that emphasis had been placed on supporting students to prevent them leaving at this early point including a focus on addressing and responding to additional learning support requirements
- the retention of Higher Needs students had been very positive, presenting an improved position on the previous year
- learners with complex mental health needs had also done better than the previous year, reflective of the positive impact of the additional support now in place
- at the time of writing the report 328 Apprentices were past their end date for 2021/2022 but they continued to be actively engaged and since the writing of the report the number had decreased to 241.

Questions and comments from members were invited.

- A member welcomed the high retention rate for apprenticeships of 78% which was 10% up on the previous year.

The DP concurred with this view adding that the predicted achievement rate was 55-70% but that the aspiration was to achieve 70%. It was further advised that the national achievement rate was currently 57%.

- The member further commented on the 10 KPIs currently rated as amber and asked if there was any risk of them becoming red.

The DP responded that there was confidence that none of the KPIs would be RAG rated red and that once the outcomes and data were known it was likely the KPIs would be RAG rated as green.

**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.**

**FEC&Q/22/22      Quality of Education Update Report – June 2022**

The Interim Director of Quality Performance and Standards (IDQPS) referred members to the previously circulated Quality of Education update report.

## Minute No

The IDQPS indicated that the report provided a general review of the quality of education, adding that at this point in the academic year there was a clear focus on ensuring that learners achieve their qualifications and were supported in either progressing to the next level or on to the destination of their choice.

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

- a review of the impact of the Progress Boards, the process through which meaningful and challenging discussion took place with Heads of Study who were accountable for presenting the data and driving the actions
- an overview of the planned Progress Boards in 2022/2023
- the Curriculum Development Area Reviews (CDARs) that had taken place during the term, including all subcontractor provision
- CDARs had also take place focusing solely on learners with High Needs as well as a CDAR focusing on Apprenticeship provision
- lesson visits and TLA outcomes, with for the current academic year a total of 270 developmental lesson visits; 323 short lesson visits and 67 peer lesson visits; with 260 teachers having had a lesson visit out of a total of 350
- Continued Professional Development (CPD) activity and the plans for 2022/2023
- the Excellence in TLA Strategy which was coming to the end of its first year during which there had been a focus on high standards and that reasonable progress was being made against the 5 strategic objectives
- confirmation that the progress against the Strategy was where it was expected to be at this stage and, moving forward, would be built on further over the next academic year
- the Student Survey outcomes for which there had been 5,165 responses to the mid-year survey representing 69% of learners, with analysis taking place at subject, department and campus level
- that the Exit Survey was currently taking place, the completion rate of which was currently 41%.

Questions and comments from members were invited.

- A comment was made by a member in relation to the CDARs and the likely view of Ofsted to the gradings of reasonable progress.

The IDQPS responded that there was a reluctance to progress the gradings to “green”, referencing the rigor of the action plans and review of progress.

- A further question was asked by a member in relation to the level of detail of the Group’s quality processes that were shared with Ofsted during an inspection.

The IDQPS indicated that the vast majority of processes should be shared from the perspective of their robust nature and impact. Emphasis was placed on the plans for the next year and a step up to the next level.

- A member commented on the progress made in respect of behaviour management, referencing the difficulties encountered at the start of the academic year and the position now in terms of it being a strength.

**Minute No**

The DP responded that all actions were underpinned by the Group's commitment to the quality of education, adding that this area would contribute to the Leadership and Management grade at inspection and further that Ofsted inspectors would want observe for themselves the quality of teaching and learning as part of their inspection processes.

**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/23/22 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 element of the Group's quality assurance processes and were well embedded although they were relatively new to Cheadle and Marple.

A summary of the CDAR activity to date was presented which had also included a number of subcontractors. There was confirmation that 15 CDARs had been completed during 2021/2022 and that they had been prioritised adopting a risk-based approach.

Attention was drawn in particular to the progress that was being made in respect of the following underperforming curriculum areas:

- Construction
- Apprenticeship Provision
- High Needs.

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.

It was acknowledged that extensive consideration of issues arising from the CDARs had been considered during the previous agenda item.

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

**FEC&Q/24/22 Student Governors' Update Report – June 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:

- MAC FEST, a Muslim Art and Cultural Festival, attended by approximately 1,000 students across the Group. The very positive comments that had been made by students, both those involved in organising the event as well those attending in terms of gaining knowledge of other cultures were referenced.

**Minute No**

- Intergenerational work with Age UK, involving Progression Curriculum, Health and Social Care and Beauty Therapy students.
- The Green College Assembly scheduled to take place on 30 June 2022 and the Youth Climate Assembly to which students had been invited to talk to primary and secondary school students in Trafford about sustainability and climate emergency. It was noted that similar plans were also to be pursued in conjunction with Stockport Council over the next academic year.
- That a Student Role Survey was currently taking place arising from which a number of students had agreed to continue next year in their roles which included course representatives; student leaders; Equalities Council member; Student Experience team; event planning; and buddying.
- Additional activities had included participation in writing competitions and plans to work with SIDDIQI Education to make the Community Kitchen more sustainable. This would involve an inter-college competition in which students would pitch their ideas with the intention that the winning business idea would operate to raise funds.

Members and managers in attendance congratulated the Deputy Student Governor concerning the activities reported adding that they were inspirational and heartening to hear about.

The Chairperson thanked the Deputy Student Governor for her informative report and communication of the breadth of student activities taking place across the Group and asked that the thanks of the Committee be passed on to those students involved in the various groups and events.

**Action: Assistant Principal Student Experience Support**

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

**FEC&Q/25/22      Student Experience Update Report - June 2022**

The Assistant Principal Student Experience Support (APSES) presented a report which provided members with an update on the Group's 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 further highlighted the following:

- the support offered to develop students personally, emotionally and culturally
- the inspirational work being undertaken by students
- the continued issues around mental health and the series of Mental Health and Wellbeing events held in response to both national initiatives and issues raised by students

**Minute No**

- the breadth of the work being undertaken.

The APSES referred to the extension of Navigate, a platform to assess and record the student non-academic skills. There was confirmation that student engagement with Navigate currently stood at 61.9% which was a rise from the previous figure of 50%. It was added that the assessment was presented to students as an “employability skills” assessment and enabled them to see the relevance of those skills and how they may link to their long-term plans.

Questions and comments from members were invited.

- A member expressed concern in relation to the high number of possible suicides and asked what actions were being taken to address this.

The APSES responded that the level of suicide ideation had increased dramatically and that the Group had undertaken a number of initiatives to support students. The APSES highlighted the training of front-line staff in Applied Suicide Prevention Skills, roadshows and engagement with Mates in Mind who have raised awareness in the classroom and, with staff, delivered “train the trainer” workshops. Reference was also made to the increase in referrals which was considered to be a positive.

The PCEO clarified that Navigate was in its infancy in the context reported by the APSES. It was indicated that the system had been used by the Group for a number of years and that utilisation of the platform had recently been extended to deliver a one stop platform in terms of getting students ready for employment.

The DP added that the Group believed that Navigate could be an excellent tool to demonstrate the development of students and as well as developing personal and emotional skills, also moving forward had an impact on aspects such as leadership skills and confidence.

- A member stated that it was their understanding that there were significant plans in place for induction week to embed Navigate at the earliest point.

**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.**

**FEC&Q/26/22      Student Support Update Report – June 2022**

The APSES referred members to the previously circulated Student Support Report, encompassing matters relating to both a pastoral and a learning support (inclusion) perspective.

It was reiterated that student support was key to learner success with the focus being upon ensuring that the support to learners was consistently excellent, delivered in a timely way and effective in addressing barriers to students’ participation and achievement of their programme, development and further progression.

The following aspects of the report were highlighted:

- building capacity

**Minute No**

- tuition fund
- pastoral support
- retention and attendance
- safeguarding
- support and training for staff and students
- inclusion and SEND learning support
- attendance, retention and best- case achievement

The APSES indicated, as part of the Group's response to "education recovery", and in line with a commitment to be an inclusive and learner centric organisation, there had been a significant increase in the capacity of Learner Support and Inclusion teams to meet the ongoing growing demands and complexities of issues that students were presenting.

The APSES reported that the re-structuring of the area to build capacity was nearing completion with most of the recruitment having taken place. There was confirmation that there had been a lot of interest in the positions and that it was believed that the move away from a flat structure would provide greater oversight.

It was added that a link had also be established with adult courses, with a view to growing facilitators in-house.

Reference was made to the inclusion and SEND learning support which had been increased to meet the increased demands and complexity of the learning needs of students.

It was reported that the number of students requiring learning support had grown significantly with the Group currently having 104 High Needs learners, 469 students with Education and Health Care Plans (EHCPs) and a large percentage of students with needs such as dyslexia.

An overview of safeguarding referrals across all campuses was presented within which 82% of the referrals were in the category of mental health issues. It was reported that there had been investment in staff training which included Applied Suicide Intervention Skills Training; Prevent training; Mental Health First Aid courses; Trauma Informed training and Mentors for Violence Prevention.

Questions and comments from members were invited.

- A comment was made by a member in relation to the restructuring of the Learner Support and Inclusion Teams and it was asked whether the Group had attracted a diverse range of applicants.

The APSES responded that the Group had been in receipt of a diverse range of applicants some of whom had been internal, with many also being from the local area and universities and colleges. The APSES added that the posts had also been promoted via social media and that open evenings had also been held to showcase the Group's facilities.

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

**Minute No****FEC&Q/27/22 English and Maths Strategy Action Plan Update**

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

The APSPV reminded members of the very challenging context of students having not sat external examinations for the past two years. The APSPV further referenced the impact of lost learning on students as well of the lower starting points of many of the students that joined the Group.

The APSPV provided an in-year overview RAG rated and encompassing predicted outcomes for 2021/2022 compared to 2020/21 all ages by campus and by campus and age; a campus attendance comparison; and retention and achievement comparison by campus.

The following key issues were highlighted:

- that the results for 2021/2022 would be based on national examinations
- that the summer exam series had been very challenging with 1,189 English entries and 1,649 maths entries across the Group
- the significant amount of work that had taken place to support attendance to the exams which had been 88% for English and 97.4% for maths (overall)
- attendance to the exams had been higher than the average in-year attendance to English and maths sessions, demonstrating student awareness of the importance of achieving these qualifications to progress to further study and employment
- attendance at English and maths was not on track to meet the target of 80%+ (68% maths and 70% English) albeit there had been challenges with stabilisation of groups and registers at the start of the year which had impacted on the accuracy of data and for which Cheadle and Marple had been affected the most
- narrowing the gap between English and maths attendance with curriculum attendance for the rest of the Group would remain a focus for 2022/2023
- initial assessment integration for 2022/2023 required further work to ensure that the full impact of the skills development was explicit, recorded and consistent for those who require English and maths and for those who meet threshold attainment (4+)
- the predicted outcomes for GCSE maths at Cheadle and Marple was significantly lower than the rest of the Group and if the results were accurate when released, high level interventions would be required in 2022/2023
- predicted 4-9 grades at Stretford were significantly lower than in 2020/2021 but were more in line and consistent with the site performance across the Group
- harmonisation of awarding bodies (a move to AQA across the Group) and the changes to leadership and management structures for 2022/2023 would need embedding at Cheadle and Marple, as well as training to ensure TLA improves
- significant numbers of exam entries and students with exam access arrangements had placed pressure on the enabling teams which had been under-resourced due to the recruitment crisis
- the creative utilization, of the Tuition Fund which had been used effectively to provide over 600 additional hours of maths and English support to students across the Group

**Minute No**

- the allocation of funds to workbooks and workshops relating to resilience for students
- the priority placed on attendance at the exams and the support provided to students to achieve their end goal.

The APSPV stated that there continued to be work to do, moving forward, particularly around attendance which included the following:

- narrowing the gap between English and maths attendance and overall curriculum attendance
- addressing the predicted attendance and achievement for GCSE maths at Cheadle and Marple which was significantly lower than the rest of the Group.

Questions and comments from members were invited.

- A member commented on the very low numbers at Marple College adding that this needed to be taken into account in terms of the context of the issue.

The APSPA concurred with this statement and said that numbers at Marple comprised 50 English students and 160 maths students compared to the 600 maths entries at the Altrincham campus.

- The member asked if there were any actions to be taken in relation to Marple for the 2022/2023 academic year.

The APSPV responded that a number of discussions were ongoing. It was added that there was recognition that there were likely to be challenges and that early work would include looking at the quality of teaching and learning and the quality assurance arrangements.

The PCEO stated that a key success to maths and English related to the MIS arrangements. It was suggested that MIS was a challenge at the commencement of the academic year but that MIS was now in a much better position to provide oversight as to who was attending and who was not.

The APSPV stated that the Assistant Principal Planning Funding and Performance had already undertaken a considerable amount of work in preparation for September 2022. The APSPA added that the approach to study programmes and vocational tutors, having responsibility for maths and English, as already fine-tuned at Trafford, was also to be extended to Cheadle and Marple.

The APSPV reiterated that moving forward priority would be placed on narrowing the gap for maths and English attendance to that of the rest of the curriculum.

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

**FEC&Q/28/22      Merger Integration Update Report – June 2022**

The APSPA referred members to the previously circulated Merger Integration Update Report.

## Minute No

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 following was highlighted:

- the curriculum offer had been maintained in the current academic year excepting where there was a significant risk
- the alignment of the middle management curriculum structure for 2022/2023 to ensure all the Group's learners had access to the same breadth of study programme experience and curriculum expertise
- alignment of key curriculum areas for 2022/2023 including core delivery hours, awarding bodies, assessment processes and other study programme aspects such as work experience and tutorial delivery

The APSPA reported that the new middle management structure would be in place from September 2022 with the introduction of a matrix management model and Group vocational heads leading on study programme provision at CAM. There was confirmation that the model was already in place for Access, Adults and Progression Curriculum and was already established across the other 3 campuses.

The APSPA reiterated that the new structure would ensure all students had the same experience, adding that a lot of work had already taken place to deliver a smooth transition from September 2022.

The APSPA suggested that the Group was still on a journey but that positive progress had been made in terms of aligning structures and core aspects. It was stated that there was a need to support staff in this transition and also to stabilise the provision at both sites. The incremental approach being adopted was highlighted.

It was stated that over the past year the Group had been able to see what worked effectively at each of the 5 campuses and from which the best aspects had been adopted and rolled out accordingly. The APSPA emphasised the commitment to ensuring all students had the opportunity for the same experience.

In terms of cultural alignment, the APSPA reported that a significant amount of progress had been made adding that whilst there continued to be a lot to do that the building blocks were now in place.

Questions and comments from members were invited.

- A comment was made in relation to the excellent work that had taken place post the merger. It was asked as to the anticipated timeframe as to when reporting on the integration progress was likely to cease.

The APSPA suggested that there would be at least one further report. It was added that the intention was not to make mirror images but that each site should retain its uniqueness and what worked for them. There was confirmation that while

**Minute No**

management integration would have taken place from September fuller integration would take place over a longer period.

The DP commented that, culturally, integration could take some time. It was stated that Ofsted was likely to ask about the approach taken, adding that the view of the Group had been that they wanted to take staff forward. The DP indicated that this had been a conscious decision and the staff had been listened to and changes had been introduced gradually.

The view was also expressed that a lot of good practice from CAM had been adopted. The DP confirmed that the Executive continued to meet with staff regularly and that a change in the conversations had been seen.

- A member recognised the time it would take to attain this level of full integration. It was asked what had been the reaction of the staff at Cheadle and Marple.

The APSPA responded that, relatively, the changes seemed bigger than they were, stating that the changes made had been positive and to the benefit of the students.

It was further stated that change was not impacting negatively on staff and the main changes from a staff perspective related to line management becoming subject specific. The APSPA also reported that for Marple there had been a change to the timetable to match those of other campuses. The APSPA suggested that there would be further challenges in September 2022 but that they would be dealt with accordingly at the time.

- Members recognised that the key changes were made for the benefit of students.
- A member highlighted the positive position from the recent cultural survey which indicated that CAM in many respects was not out of kilter with the rest of the Group and that, as per the other 3 sites, CAM had scored highly on “regard” with Marple being above average.

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

**FEC&Q/29/22 Policy Reviews 2022/2024**

The following Policy Documents, which had previously been circulated, were presented for review by the Committee:

- Careers, Education Information and Guidance Policy

The Assistant Principal, Adults Skills & Employer Engagement (APASEE) confirmed that the proposed changes were minimal and largely related to the updating of terminology. Reference was made to National Careers Week event scheduled to take place during the first week of March 2023 and which the Group would be participating in.

**There were no questions or comments from members and following due consideration it was resolved that the Careers, Education Information and Guidance Policy 2022/2024 be recommended to the Board of the Corporation for approval.**

**Minute No****Action: Board of the Corporation**

- Special Education Needs and Disability (SEND) Policy

The APSES confirmed that the proposed changes related to the updating of terminology.

**There were no questions or comments from members and following due consideration it was resolved that the Special Education Needs and Disability Policy 2022/2024 be recommended to the Board of the Corporation for approval.**

**Action: Board of the Corporation**

- Positive Behaviour Support Policy

The DP reported that the Policy reflected the Trauma Informed Approach and its principles and had been renamed the Positive Behaviour Policy demonstrating a shift to the understanding of behaviour. There was confirmation of the emphasis on the approach of the Group, forms of communication and restorative approach.

Reference was made to the updated values and the positive behaviour symbols.

**There were no questions or comments from members and following due consideration it was resolved that the Positive Behaviour Support Policy 2022/2024 be recommended to the Board of the Corporation for approval.**

**Action: Board of the Corporation**

- Sexual Harassment Violence and Abuse Policy

The APSES confirmed that there were no proposed changes to the Policy

**There were no questions or comments from members and following due consideration it was resolved that the Sexual Harassment Violence and Abuse Policy 2022/2024 be recommended to the Board of the Corporation for approval.**

**Action: Board of the Corporation**

- Mental Health and Well Being Policy

The APSES confirmed that the proposed policy was consistent with external guidance and highlighted the ways in which the Group focused on the promotion of mental health and well-being. The APSES drew attention to the proposed changes to the policy which were highlighted in red and provided an overview of what the Group was doing to promote mental health and wellbeing as well as the early interventions adopted.

**There were no questions or comments from members and following due consideration it was resolved that the Mental Health and Well Being Policy 2022/2024 be recommended to the Board of the Corporation for approval.**

**Minute No**

**Action: Board of the Corporation**

**FEC&Q/30/22 Any Other Business**

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

**FEC&Q/31/22 Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 9 November 2022.

**Action: Corporation Secretary**

The meeting closed at 7.15 pm