

THE FURTHER EDUCATION CORPORATION OF MIDDLESBROUGH COLLEGE
CONFIRMED MINUTES OF CURRICULUM AND STANDARDS COMMITTEE MEETING – 04.12.2023

PRESENT: P Lynn (CG and Chair), C Cannon (CO), D Dodds (CG), M Gaze (CG), Z Lewis (Principal/Chief Executive), D Still (Staff Governor).

OFFICERS: A Adamson (VP), J Barwell (AP), P Blewitt (AP), Z Foster (Clerk), R Gray (AP), T Pierce (AD), B Robinson (DP), O Rodley (VP), P Watt (AP), C Yule (AP).

IN ATTENDANCE FOR RELEVANT ITEM: S Beesley (AD), M Gardiner (Apprenticeship Quality Manager), J Laidlaw (HE Data and Quality Manager), L McKenna (HE Quality Recruitment and HE Support), P Stone (Director of HE), R Walsh (English and Maths Innovation Manager).

Key: CG – College Governor, CO – Co-opted Governor, DP – Deputy Principal, VP – Vice Principal, AP – Assistant Principal, AD – Associate Director, Head of T & L – Head of Teaching and Learning.

1. Apologies for Absence - S Lane (CG), J Tait (CG) and L Woods (CG).

Darush Dodds was welcomed to the Committee.

2. Declarations of Interest – no declarations.

3. Minutes of Meeting of 03.07.2023 – approved as a correct record.

4. Matters Arising – no matters arising.

5. Principal/CEO Verbal Overview and Risk Summary

Z Lewis gave a reminder of the position at the end of the academic year 2022-23 ahead of detailing the current situation for each of the provision areas drawing out areas of change/concern for governors to consider within the meeting. Additionally, she highlighted an overall focus on consistency of practice across the College.

6. QIP/Development Plan Update

O Rodley outlined progress against the five key areas identified for improvement over 2023-24: three of which were on track (green) and two which were amber (progressing). Greater detail was given in relation to the two amber areas (Initial Assessment and monitoring of learner progress and persistent absenteeism).

He also drew attention to the twenty-seven areas for improvement identified on the College QIP and their status at Assessment Point 1 (all either 'on track' or 'progressing').

Discussion and questions included: Initial assessment in relation to High Needs across the faculties and approaches being taken to support (including CPD); Taking Teaching Higher/other strategies and consistency in application across the College and how excellent practitioners/sharing of good practice was being used to support this (via presentations, CPD delivery and content for December 6th and January 8th sessions; teaching and learning fayre, newsletters, podcasts and peer observations, and the building of the library bank of How2 platform videos); the use of performance management/pop ins to support timely targets for action; and clarification on whether all learners do an initial assessment of Maths and English and the checking of the robustness of the approach where faculties didn't use CenturyTech.

Governors acknowledged the improvement in attendance figures overall.

7. Quality of Education – Intent

B Robinson detailed the strategic documents relating to curriculum intent (Curriculum Intent 2023; annual accountability statement and the Enhanced Inspection paper). He outlined the work triangulating the understanding and articulation of curriculum intent from staff to student. The programme of deep dives was also highlighted. Finally, he outlined the LSIP response plan attached to the papers, clarifying that this was a working document.

Questions and discussion included: teacher understanding of intent both at faculty and wider levels and how this was being supported; key concerns - consistency of practice and hitting standard of high expectations ; turnover and recruitment of staff and pace of change in a complex organisation; and how the College is encouraging employer led teaching and how this might be progressing (including via the Institute of Technology).

8. Quality of Education – Implementation

T Pierce outlined term one activity and progress drawing out good behaviour within lessons; progress on consistency relating to checking for understanding; a very good induction survey; and additional CPD giving staff time for reflection and embedding of strategies and actions to further develop consistency.

Discussion and questions included: developing the cross college checking for learning (beyond faculties); an update on the consultant reports; and innovations from staff (e.g. advent calendar).

9. Quality of Education – Impact

O Rodley gave a summary of the current situation within each of the eight metrics used to monitor impact across the College.

Discussion and questions included: the effect of the national GCSE resit policy on student achievement; persistent absentees and school attendance record links and transition information; local increase in NEETs across Tees Valley; the reasoning behind and positive effect of the trauma informed approach used by the College and development of case studies; attendance in Middlesbrough schools more widely and DfE project to support this; reasoning behind 6 week dropout rates in Access to HE (partially due to access to learner loans); and a full discussion on improvements to IAG and standardization of approach and strategy across all areas.

10. Personal Development, Behaviour and Attitudes

A Adamson drew out a range of personal development activities and positive participation by students.

Governors' questions and discussion: work experience and how placements for students were determined (3 tier system); progress on work experience for all students and complexities with this now and in the future; documenting of experiences for work (including reflective practice) via Grofar; the quality of employer encounters and how these might be developed further; and examples of the use of employers teaching/lecturing and the positive effect of that.

- **Action** – to detail some examples of meaningful employer encounters in future reports.
- **Action** – to bring a Work Placement strategy paper to the March meeting.

11. Provision for Learners with High Needs

A Adamson gave an overview of the provision for the 175 High Needs students in the College including support for students including a new postcard system to ensure understanding of targets, teaching strategies to support staff and the outcomes of the recent deep dive into the area where the outcome was 'good'.

Questions and discussion included: the use of the dashboards in relation to target setting and quality assurance; auditing processes for learners; work experience generally and for this set of learners; assurances around supported internships of which detail was given; resources for High Needs including staffing; and the approaches to development of staff to ensure consistency of approach for young people with High Needs.

12. Department Reports (Presentations)

12.1

A Levels - C Yule gave a comprehensive account of A Levels and progress against the QIP key areas for improvement including: on track retention; focus on pass/high grades and feedback; an update on A Level Science and actions; a positive start to attendance; development of softer skills; the QDP outcomes and resulting actions.

She also highlighted in-year emerging issues and progress and impact on those which included: staffing; teaching and learning improvements; increases in safeguarding incidents; adults attendance and QDP induction results.

Finally, she outlined future developments which included preparing for T Level delivery and managing the Level 3 qualification reform.

Questions included: whether the College was cross marking/standardizing with other colleges/sixth forms – which it was and additionally was using EdExcel’s marking service for mock exams; and use of the new platform by both staff and students and how this would be evaluated.

- 12.2 Hair and Beauty** - S Beesley highlighted the main areas for improvement within the QIP particularly SPaG and closing the loop and progress in English and Maths as areas of attention.

She then detailed three emerging issues (maths staffing; some Higher Education and SWO staff sickness) and the impact and progress within each.

In relation to future developments, she highlighted the future approach to staffing for Maths and English; curriculum reform; staff training and new employer liaison strategies for Hair and Beauty.

Assurance was sought in relation to progress of improvements in learners work in SPaG and Closing the Loop quality of feedback.

13. Provision Type Reports

- 13.1 T Levels** – J Barwell highlighted good attendance across the three T Levels and positive engagement with CPD to further best practice.

- **Action** – to split out placement information by department (currently recorded across two years) for the next report.

- 13.2 Education Programmes for Young People** – P Watt drew attention to improvements for 6 week retention figures and improvements within attendance.

Clarification was sought on what was being done in relation to Life Skills and where this sat (predominantly in Inclusive Learning).

- **Action** - it was **agreed** there would be a paper on Life Skills for the next meeting.

- 13.3 English and Maths** – R Walsh presented his report.

Discussion and questions included: the central focus of engagement with CenturyTech with CPD for staff and technical issues being outlined by R Walsh; the main vocational areas of concern (engineering and construction) and how student engagement was being developed; the sharing of good practice cross college and how the different practices were measured/effectiveness (which should be able to be extrapolated once the resit results were available in early January).

- 13.4 Apprenticeships** – M Gardner presented his report with no further additions.

Clarification was sought on those past the end date and reasons why. Confirmation was given on the closure of all August 2021 and progress on 2022-2023 for a small number of learners.

Staffing was discussed as was the triggering of end dates and the impact on data.

- 13.5 Higher Education** – P Stone presented his report for questions.

Questions and discussion included: outcome rates and improvements; B3 data and the complexities of this for the College in terms of destination outcomes and measures the College could take in relation to reporting within this area next time to improve this and the associated TEFL rating (including communication with other Colleges such as the Art College).

- 13.6 Adult Learning Programmes** – R Gray gave a summary of her report with a focus on positive retention and attendance rates and an update on bootcamps.

Discussion and questions focused on distance learning and the use and engagement with Multiply and progression.

- **Action** – to present additional data and case studies in relation to the impact of Multiply for next time.

J Barwell gave an account of the recent three day deep dive in Access to Health outlining the strengths identified and actions to take.

- 13.7 Subcontracted Provision** - R Gray highlighted teaching and learning walkthroughs and College deep dives for the subcontracted provision to ensure quality. She also outlined the work of the new subcontractor AIS Survive X who were being used for bootcamps in November and December.

Questions included: whether the due diligence delay impacted on the subcontractor's ability to deliver the contract (no); the procurement process in the future more widely under reclassification and Managing Public Money (MPM) and impact of devolution on this; the inspection of skills bootcamps; and staffing.

14. Committee Review of Top Risks

The main areas of Engineering, Inclusive Learning, and general consistency of application of TTH strategy were confirmed as the main risks, along with the continued focus on persistent absence.

In addition to the department presentations, it was **agreed** to add Engineering and Inclusive Learning to A Levels (where progress in relation to the mocks would be known) and Hair and Beauty.

15. Date of Next Meetings 2024

- Tuesday 12th March 2024 at 2pm
- Monday 1 July 2024 at 2pm

16. Any Other Business

None taken.

The meeting closed at 4.55pm