Brooklands College

MEETING OF THE CURRICULUM AND PERFORMANCE REVIEW COMMITTEE

MINUTES

Date	**Wednesday 11 October 2023**
Time	16.00 to 18.00
Location	Via MS Teams
Present (Governors):	Chair: Jackie Pearson Daniela Clarkson (Student Governor) Mary Hughes Louise Salmon Dr Barbara Spittle Christine Ricketts (Principal and Chief Executive)
Officers and advisers in attendance	Lorne Richardson – Executive Director Curriculum (EDC) Sarah Clancey – Executive Director of Education (EDE) Andrew Russell – Executive Director, Student Support (EDS) Melissa Drayson - Director of Governance (DG)
Apologies for absence	Prof Craig Mahoney (Chair of the Corporation) Judy Peck (Staff Governor)
Quorum (3)	The meeting was quorate throughout

Item	**Action lead**

1.   Preliminary items

1.1 Welcome and Apologies for Absence
The Chair opened the meeting.

Apologies were as listed above.

1.2 Declarations of interest
There were no new declarations of interests relating to matters on the agenda. Previously declared interests were carried forward.

1.3 Urgent other business notified in advance
No urgent matters of other business had been notified in advance.

2.   Minutes

2.1 Minutes of previous meeting

Subject to the correction of a minor typo,

RESOLVED: That the minutes of the meeting on 21st June 2023 be APPROVED as a correct record.

2.2 Matters Arising
Supporting paper by the Director of Governance

Governors noted progress with completing previous actions. Engagement with students remained an outstanding priority.

The need to ensure that the minutes fully reflect the Committee's concerns about staff vacancies in certain curriculum areas was noted.

3. Curriculum and local skills

3.1 Student enrolments and curriculum efficiencies
Supporting paper by the Executive Director Curriculum

Key points were summarised:

- Overall enrolment numbers were slightly higher than the previous year. There was growth in Construction, Engineering, Art & Design, Travel & Tourism, Health, Hospitality and Media
- Enrolments for the brand-new T-level provision were strong for both Digital and Healthcare but lower for Childcare.
- Apprenticeship numbers were currently similar to the previous year: 234 in total, 74 of which were new starts.
- 14-16 student numbers had doubled to 99; of these 53 were home-schooled and the remainder were school links (excluding SEND).
- Plans and actions to improve average group size were working well, increasing the average group size for full-time study programmes to 17 which was helping to support staffing efficiencies.
- Teaching was being delivered through fewer full-time equivalent teaching posts and increased staff utilisation.

Governors raised questions and comments regarding student numbers:
- *Would the college run T Levels with low numbers?* Yes, because of the investment already in place.
- *How were second-year students who were finishing off the old qualification being taught?* These students would continue before the old qualification was withdrawn. There were opportunities for overlap with T Level teaching to ensure group sizes were large enough.
- *What was the conversion rate from applications to enrolments?* The hard-close date was the following week, after which more analysis would be undertaken. As well as 'no shows' during enrolment, the college had enrolled several students as 'walk-ins' without a previous application.
- *Are the 53 Home Schooled 14-16 students enrolled at the college*? Yes, they are off the school role and the college draws down funding for them.
- *What is being done to help the 14-16 students to settle in and adapt to the college culture and values?* Students are integrated

with main groups where they are very closely supported, including a laser focus on attendance. Before enrolling, each student undergoes a thorough interview to communicate expectations. Robust relationships with school leads are also key. Ultimately, students would be returned to school if the arrangement did not work out following support and interventions.

Curriculum Efficiencies

Governors were pleased to see that targets for both average group size and numbers of groups had been met, and that efficiencies were therefore being achieved. The amount of work undertaken by management following enrolment to achieve this position was commended.

Teaching was being delivered with 18% fewer FTE teaching posts, with savings mainly in agency and sessional staff. It was noted, however, that finding permanent construction teachers remained an issue.

In response to a governor's question, it was reported that the following courses were under target in terms of group size:
- The SEND group size was lower by prior agreement
- Science and Public Services were at 14 to 15 students
- Health Care averaged 16.8 in a class, partly due to the impact of T Levels

This was balanced, however, by some subjects where group sizes were well above target, including Art and Design and Engineering

It was also confirmed that, in Early Years, Hospitality and Public Services, Level 2 and 3 students were taught together for some lessons where appropriate.

Governors were interested to know the impact on attendance of larger teaching groups. This would be monitored and any trends would be reported back.

3.2 Growth opportunities
Supporting paper by the Principal and Chief Executive

The paper explored specific growth opportunities in 16-18 as the College's core business. This did not discount the potential for growth in other areas of provision, such as apprenticeships and Higher Education. Considering demographic increases and the priority skills areas highlighted in the Local Skills Improvement Plan (LSIP), it presented a plan to increase income to £15m. The paper had also been shared with governors ahead of the Strategy Day the following week.

Governors commented that the paper was both ambitious and deliverable, but advised that it might be caveated in terms of political changes, which might result in significant changes to post 16 qualifications. It was agreed that these might present opportunities as well as risks.

It was noted that a significant portion of growth was in construction, which would be a growth sector under any government. Demographic projections also forecast a 20% increase in the need for SEND provision

There was some caution about achieving the increased numbers, as this had not always materialised in the past and there was increased competition for 16-19-year olds. Governors were informed that this was the first time that this level of detail had been brought for discussion, and that the first-year illustrations had been based on robust evidence. Year-on-year growth was approximately 60 students. This had already been achieved in 2022-23 so the college seemed to be on track.

It was agreed that the estate development would provide an exciting opportunity to promote the college and attract new learners. The plans would accommodate 36% growth and were under review to ensure that they reflected the key growth areas.

4.   **Performance against 2022-23 KPIs and College Improvement Plan**
        Supporting paper presented by the EDE

Governors noted the summary overview of the current position against KPIs:

- Retention rates were high at 93.9% (overall) compared to 90.8% 2021-22.
- Early indicators were that overall forecast achievement would I marginally improve. Work continued to maximise outcomes for young people, particularly in Engineering where quality issues impacted on the College's Performance.
- Indicators were that adult achievement rates were forecast to improve by around +6.8% compared to 2021-22.
- Outcomes for Functional Skills (all ages) were forecast to improve compared to last year by +12.3% (82.1% compared to 69.8% in 2021-22) against a KPI of 80.0%. Resits were currently taking place for those learners who have not yet achieved.
- GCSE entries were significantly higher this year as a result of the College's strategic decision to place more students on GCSE resit programmes. Actual high-grade GCSE achievement for young people were less than 2021-22. GCSE results for 16-18-year olds had been impacted nationally by an increase in grading standards. Further analysis of progress made of learners between entry grades and achievement grades would be included in the self-assessment report
- Timely achievement for Apprenticeships had improved by +2% and overall achievement rates were forecast to increase to 67% (compared to 63.9% in 2021-22) demonstrating a continued trend in improving outcomes on apprenticeship programmes.
- Improved collaboration with employers was starting to have an impact with more students engaging in meaningful industry placements (+5%) although there was further work to do.

Detailed underlying data would be finalised after 19th October in preparation for the Self-Assessment Report validation meeting on 9th November.

Average attendance rates stabilised by year-end at 80%, but the gap between the main study programme and English and Maths attendance remained a key weakness. In response to a question, it was reported that current attendance on Vocational programmes was 86%. Governors challenged on what measures were being implemented to ensure that attendance did not drop further.   Additional resource had been added to chase up non-attendance with parents and carers, and Progress Coaches were being taken on to focus on support for at-risk learners.

Governors received an update on two of the themes in the FEC Commissioner-led strategic project: Data, Quality of Teaching and Learning

Use of data
Leaders, managers and teachers were all using the Civica REMS system more effectively and consistently, with training provided to assist staff with using and analysing data.

Quality of Teaching and Learning
The investment of time and resource in raising quality, including the implementation of the Teaching Toolkit, was starting to bear fruit. Impact was being measured through learning visits, with bespoke support and intervention packages being put in place where improvement was needed. New teachers were benefiting from an improved induction. The college was continuing to draw upon the support of the FE Commissioner team.

Governors asked when KPIs and targets for 2023-24 would be set, and were advised that SLT was discussing a range of measures and milestones that would allow impact to be assessed as the year progressed.

ACTIONS:
i)	**That a final data pack would be provided to governors as part of the SAR validation materials**	**PCEO/ EDE**
ii)	**That proposals for setting KPIs and targets for 2023-24 would be brought to the next CPR Committee meeting**	

5.   **Quality of Teaching and Learning 2023-24**
Supporting paper presented by the EDE

The Committee was updated on the QTL improvement project for the year ahead. Key aspects of this were:
- Continued work with FEC and implementation of the Teaching Toolkit.
- The introduction of Learning walkthroughs, in addition to the normal learning visit cycles, for teachers who might benefit from early support.

The impact of the project would continue to be monitored through the College Improvement Plan (CIP). It had been observed, however, that most lessons were taking place in a calmer, more orderly environment, and respect between peers was evident.

Governors queried the impact of staff absence and turnover on behaviour and student morale in some classes. Management confirmed that there had been a concerted focus on stabilising staffing in these areas and all students now had a dedicated teacher.

6.   **Embedding a Culture of High Expectations 2023-24**
        Supporting paper by the Executive Director Student Services

        The report brought together the previous separate reports on behaviour and attitudes and personal development, but continued to align with the Ofsted framework. Key points were:

        - Improved ID and lanyard wearing compliance as a result of a concerted drive and improved building security.
        - Explicit messages to students and staff to promote the importance of work readiness skills.
        - A shift from teacher to Progress Coach delivered personal development.
        - Continued priority focus on improving attendance, through the new Progress Coach team. In response to questions, it was confirmed that three-quarter of roles were filled.
        - The Student Behaviours Policy had been updated. This included a trauma informed approach to tackling performance and conduct in a rigorous, consistent but supportive way.

        Governors commented that it was positive that work placements for students had increased and asked when progression and destination data would be available. It was confirmed that the data was being collated for the self-assessment report, and would be provided in future committee reports. There followed a discussion about the best way to gather destinations of college leavers so that the effort did not outweigh the benefits.

        ACTION: To bring a destinations and progress report to the March Committee meeting and to include a KPI target for 2023-24

7.   **Committee risk assurance**
        Supporting paper by the Director of Governance

        The Committee noted the updated risk register and the increased emphasis on Quality of Teaching and Learning risks. The Committee confirmed that it had a thorough discussion of the key risks falling within its remit, and was aware of steps being taken to reduce risks.

8.   **Committee matters**

8.1   **Annual review of CPR committee during 2022-23**

        The Committee endorsed the conclusions of the review, that it had complied with its Terms of Reference during the year, but that oversight of Equality, Diversity and Inclusion should be developed further.

8.2   **Committee workplan 2023-24**

The workplan was endorsed, including the new agenda structure to reflect key sections of the College Improvement Plan.

9.   **Governor engagement reports: Link Governor visits and performance sub-groups**

Governors reported verbally on recent activity:

Several governors had attended curriculum performance review meetings. Evidence had been provided of improvement achievement. It had also been good to learn about the positive impact of 'start of year' activities on students. Governors had witnessed high standards of student behaviour around the college.

The Safeguarding Governor had attended a productive meeting with the new Head of Safeguarding.

The Student Governor commented that she had received great support with progressing onto a degree this year. She also supported the positive improvement in lanyard wearing and the difference of having a traffic-free campus.

10.   **Date of Next Meeting**

Wednesday 22nd November at 16.00 if required (to be confirmed)

Minutes approved by the Teaching and Learning Committee on 6 March 2024