

THE TRAFFORD COLLEGE GROUP

Minutes of the Meeting of the Further Education Curriculum & Quality Committee held at 5.30pm on Wednesday 16 June 2021 via Microsoft Teams

Present	Sarah Drake, Chairperson Kurt Allman Glad Capewell Colette Fagan Graham Luccock Esha Mumtaz (F.E Student Governor) James Scott (Principal and Chief Executive Officer)
In Attendance	Barry Watson, Corporation Secretary Carmen Gonzalez-Eslava, Deputy Principal Gemma Hawksley-Holt, Head of Quality of Education Emma Goodlet, Assistant Principal, 16 -19 Study Programmes Michael Jarkowski, Deputy Student Governor Michelle McLaughlin, Student Engagement and Learner Voice Lead Joan Scott, Assistant Principal, Apprenticeships and Adult Learning Andrew Mould, Assistant Principal, Stretford Helen Wood, Assistant Principal, Cheadle and Marple Alison Duncalf, Deputy Corporation Secretary

Minute No

Prior to commencement of the meeting the Chairperson confirmed that, as they approached the end of their terms of office, this would be last meeting of the Committee that the Student Governors would be attending. Members thanked the Student Governors for their contributions and excellent support to the Committee.

The Chairperson also indicated that this would be last meeting of the Committee to be attended by Joan Scott, Assistant Principal, Apprenticeships and Adult Learning, who was due to leave the Group in July 2021 following 37 years of service. Members wished JS well for the future.

A welcome was extended to Alison Duncalf, Deputy Corporation Secretary, who following her recent appointment, was attending her first meeting of the Committee.

The Chairperson further confirmed that two new governors were also due to join the membership of the Committee Sue Derbyshire and Sattar Shakoor

FEC&Q/17/21 Apologies for Absence

The Corporation Secretary (CS) reported that no apologies for absence had been received.

FEC&Q/18/21 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/19/21 Minutes of the Curriculum & Quality Committee Meeting held on 10 March 2021

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

Minute No**FEC&Q/20/21****Matters Arising from the Minutes**

- i) GC&Q/04/21 – Matters Arising - Alumni Proposals

There was confirmation that there was no further update in respect of the alumni proposals at this time

- ii) GC&Q/04/21 – Matters Arising – Safeguarding Children and Vulnerable Young Persons Update Report

There was confirmation that the Board of the Corporation had approved that the Safeguarding Link Governor be added to the membership of the Committee.

- iii) GC&Q/04/21 – Matters Arising – Ofsted Update

It was reported that the Ofsted Ready Group had last met on 14 April 2021. A question was asked by a member with respect to the likely inspection visit date given that the merger had taken place on 4 May 2021.

The Deputy Principal (DP) confirmed that as a new organisation the “clock” restarted from the point of merger and an inspection was unlikely to be triggered unless there were serious concerns relating to the performance of the Group. It was indicated that the Group was expecting to receive a monitoring visit which may provide a steer as to the timing of a full inspection.

A member indicated that post the merger with Stockport College a monitoring visit took place 12 months later. It was suggested that the Group could at the earliest expect a monitoring visit from Ofsted in the autumn term of 2021.

The DP confirmed that an Ofsted monitoring visit would have as its focus how well the merger was progressing. It was further noted that at least two Greater Manchester colleges were also expecting an inspection.

After due discussion and consideration, it was agreed that the Ofsted Ready Group should next meet during the first half of the autumn term in 2021.

Action: Corporation Secretary

- iv) GC&Q/12/21 – Careers Education, Information and Guidance Report

The Assistant Principal, 16-19 Study Programmes (APSP) confirmed that a further submission of the DFE monitoring form had been made the previous week and that feedback was awaited.

There were no other matters raised by members arising from the minutes and it was resolved that they be noted.

FEC&Q/21/21**Updated Student Engagement Action Plan 2020/2021 and Priorities 2021/2022**

The Deputy Principal (DP) presented a report which provided members with an overview of activities undertaken in relation to student engagement during 2020/2021. The report provided an evaluation of the impact of the latest student activities measuring the participation rates and feedback from learners.

Minute No

The DP reminded members that at the last meeting extensive discussion had taken place with respect to the measurement of impact and how it could best be quantified. There was confirmation that the feedback that had been received had been positive and work was continuing on this aspect with a view to new proposals being presented to members for consideration early in the new academic year.

Action: Deputy Principal

The DP reported that in reviewing the Student Engagement Strategy for 2021/2022 there would be a focus on the following:

- ensuring that, alongside young people, more apprentices and adult learners engaged in the activities planned, broadening the range of activities if necessary, to better meet their needs
- monitoring the demographic profile of those who engaged in the activities, ensuring that learners from vulnerable cohorts, disadvantaged backgrounds, minority groups and different protected characteristics were actively participating, and taking actions to narrow any gaps in participation
- assessing the personal skills, attitudes and behaviours that learners needed to develop at the beginning of their programme and to monitor how the activities that learners engaged with were supporting that development through the use of Navigate.

There was confirmation that Navigate was already used to record the employability skills that learners develop as part of their work placements and that the intention was to maximise the potential from this platform. Clarity was provided that Navigate was an online platform that supported students to contextualise and evidence activity and development of employability skills and personal development. The DP further highlighted the benefits of Navigate to the organisation.

The Student Engagement and Learner Voice Lead (SELVL) reported that she was meeting regularly with Care Experienced Young People at Trafford College through which future co-student leaders had been identified. It was stated that 21 Care Experienced Young People would be returning to the Group of which 8 had been identified for involvement in activities and leadership roles.

It was noted that there was a Looked After Children (LAC) Council apprenticeship arrangement in place at Stockport but that it was not currently replicated at Trafford. There was confirmation an offer had been made to trial the scheme at Trafford.

Members raised the following questions arising from the report.

- A member raised the issue of the recent Ofsted review of sexual abuse in schools and colleges and asked if any issues had been identified at any of the Group's campuses.

The APSP responded that the safeguarding report addressed the actions being taken in respect of sexual abuse and harassment in colleges. It was further indicated that the matter had been explored internally and channels of reporting had been strengthened over the past few weeks. The APSP stated that NHS representatives had also attended campuses to deliver work in respect of healthy relationships.

Minute No

In terms of seeking the view of students it was suggested that low level activity and sexual harassment may have been accepted and that there was a need to address and understand the unacceptability of such behaviours. Assurance was provided that at a higher level, well developed systems and processes were in place.

The Chairperson invited the views of the Student Governors. The Governors referenced the pastoral presentations they had received in relation to aspects including safeguarding and sexual harassment which they considered to be effective. It was added that they had always felt safe whilst in college and at the start of each academic year were guided in the right way in which to report any concerns.

A member highlighted the shared resources available and the new FE/HE agreement for Manchester developed in conjunction with student unions. The Group was encouraged to make contact via the Civic Forum to access the resources.

Action: Assistant Principal 16-18 Study Programmes

- A further question was asked by a member in relation to the reporting of information and data on the lower-level aspects of sexual abuse and harassment.

The APSP responded that a new category was being added to the reporting of Programme Leaders. It was added that staff training would also continue to have a focus upon what was appropriate behaviour and when action should be taken.

- The Chairperson commented that the student feedback was very positive and asked how the learner input into the quality of teaching and learning was being addressed.

The DP advised that the Executive Leadership Team were giving this matter some thought and the Student Engagement and Learner Voice Lead (SELVL) commented that where students had raised issues changes had been made and recorded but that moving forward there would be more explicit recording of this data.

Action: Deputy Principal

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

FEC&Q/22/21**Safeguarding Children and Vulnerable Young Persons Update Report**

The APSP presented a report and verbal update which provided the Committee with details of the key issues and actions regarding the implementation of the Group's Safeguarding Children and Young Persons Policy.

There was confirmation that the report included Cheadle and Marple (C&M) numbers.

The report and verbal update provided Committee members with the following information:

- the current active workload across the Group in terms of safeguarding referrals for under 18 years of age was 49 of which 11 were C&M students
- across the whole year for C&M there had been 162 referrals
- confirmation that C&M were now using CPOMS (Child Protection Online Management System) which had not been the case prior to merger
- for safeguarding referrals (students at risk who do not meet safeguarding referrals) the highest category for referrals was mental health (45)

Minute No

- the significant increase in the number of domestic violence referrals was highlighted (30) compared to the previous year of 5
- Looked After Children (LACs) numbered 81 across the Group as compared to the 50 reported in March 2021
- there had been an increase of 12 LACs from Stockport and Trafford in the latter part of the year
- retention of LAC students was good at 94% and bolstered by the additional catch-up support put in place (3 additional PSMs)
- the LAC Mentor had been invited to join the Virtual Schools Local Authority Board
- attendance of LACs was currently below the college average at 77%
- the Group had recently been awarded the National Network Education for Care Leavers Quality Mark an excellent achievement (only one third of colleges have been awarded this kite mark).

Members raised the following questions from the report:

- A member applauded the excellent work being undertaken supporting LACs and Care Experienced Learners. A question was asked in relation to C&M where the numbers appeared to be out of proportion with the rest of the Group.

The APSP responded that C&M had a small welfare team and that they had limitations in terms of wrap around care. In addition, it was indicated that the house monitors were not trained to the same level of safeguarding support. There was confirmation that work would be taking place to bring the support offer at C&M in line with the rest of the Group.

Action: Assistant Principal 16-19 Study Programmes

- The member further commented that there was also no counselling support at C&M.

The APSP responded that moving forward, the Group would be looking at the additional resource requirements of C&M.

Action: Assistant Principal 16-19 Study Programmes

- A question was asked with respect to the Trafford Virtual School.

It was confirmed that the virtual school was in place to ensure that LAC and young people were optimising their education opportunities across Trafford. It was noted that the school liaised with the various education providers in the area.

- A member commented that she could not access the relevant links in the report and the APSP advised that the link would be sent directly to committee members.

Action: Assistant Principal 16-19 Study Programmes

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

Minute No**FEC&Q/23/21****SEND Update Report**

The APSP presented a report which provided the Committee with a progress update for all matters relating to inclusion at the Group.

The APSP advised that the report covered all activities relating to learners with disclosed needs and provided the Committee with an overview of the key issues arising from the report which were as follows:

- retention for learners with EHCPs including higher needs was strong and currently stood at 95.5%
- current attendance for learners with higher needs was 87.8% which was higher than the college average of 82%
- overall a positive picture was delivered in what had been a difficult year
- a health check addressing inclusion took place at the start of term 2 arising from which there were key actions to follow up including improving the quality of learning support SMART targets and the number of learners with a SMART target
- 133 EHCP higher needs students had had targets set for them
- a significant amount of training with facilitators had taken place which had changed the way in which SMART targets were set
- 959 SMART targets had been set by the Inclusion Team across the Group for 396 individual students (an increase of 297%) with each student having at least 2 and sometimes 3 targets
- the Cognassist platform had been purchased and had initially been embedded for apprenticeships and, thereafter extended to adults
- via Cognassist initial diagnostics took place which supported the identification of areas of potential need
- confirmation that 752 learners had been uploaded to the system of which 194 had been identified as having potential need, 69 were matched learners and 19 learners were currently engaged with strategies
- from September 2021 the platform would be fully operational with an emphasis upon supporting more hard-to-reach learners and for which there was funding support via the ESFA.

Members raised the following questions from the report:

- A member commented that the data reflected the level of the support being provided to students by the Group and asked if there were any formal mechanisms in place for the collection of views of parents.

The APSP responded that where Education and Health Care Plans (EHCs) were in place a review was undertaken at the end of the year where the views of parents were captured.

It was added however that it was recognised that there was a need to develop parental forums. It was further noted that extensive engagement had taken place with parents during lockdown but that more was needed to be done to capture the feedback.

Action: Assistant Principal 16-19 Study Programmes

- A further question was asked around those students who declined support.

The APSP stated that some students did not wish to have in class support but were prepared to engage outside the classroom.

Minute No

It was added that the Student Voice had identified a demand for out of class support and the SEND Team were now offering that extra support. The APSP suggested that extra training to other teams would extend the support offer and also develop the skills of staff.

- A member highlighted the positives arising from the Inclusion Lesson Visits but noted that 6 teachers had no areas for improvement and that it might be helpful to have some areas for improvement identified.

The APSP responded that outstanding teachers had areas for improvement and that this outcome was more a result of the system in place for teacher observations. It was suggested that further work may need to take place around the systems and how they were utilised. The Head of Quality of Education (HQE) commented that it was unusual not to have any areas for improvement and undertook to investigate the matter.

Action: Head of Quality of Education

- A member observed that 96 learners had been identified as likely to benefit from the College Ready Programme for 2021/2022. It was asked whether the Group had the capacity to cope with this number.

The Student Engagement and Learner Voice Lead (SELVL) responded that the figure now stood at 109 (66 at Stockport and over 40 at Trafford) stating that the numbers were manageable and were being split across sites and classrooms. It was noted that each group comprised 15 students with a group supported by 3 members of staff and an external presenter. There was confirmation that where a LAC student was in a group an experienced Pastoral Mentor (PSM) attended to provide support.

With respect to C&M it was reported that a decision had been taken not to engage in the College Ready Programme and they were to continue with their own transition work for the current academic year.

There were no further issues raised by members arising from the report and after due discussion and consideration it was resolved that it be noted.

FEC&Q/24/21**Curriculum Development Area Review Update Reports**

The HQE provided the Committee with copies of the recently completed Curriculum Development Area Review (CDAR) reports in respect of the following areas of provision:

- **Creative Industries**

The HQE provided the Committee with a brief overview of the report and drew members attention to the following key issues:

- the main positives around a well-planned and clear curriculum; flexible provision that met the needs of learners; and learners that could articulate the programme
- a key area for development related to administrative tasks that supported the teaching, learning and assessment (TLA)
- records were incomplete
- the impact of activity could be seen when talking to learners but evidence was not strong.

Members raised several issues arising from the report as follows:

Minute No

A member commented that the process of CDAR was very effective and that she supported the current arrangements. It was further commented that attendance was low in some classes however teaching and learning was considered to be good. The view was expressed that if students were not attending how could teaching and learning be good.

The HQE stated that the issue related to the recording of attendance where a lot of learners were being assessed remotely but without this having been marked on the register i.e. this was an issue of capturing attendance where work was undertaken and assessed at a later point. The HQE agreed that further work needed to be undertaken to accurately reflect the way data was captured.

Action: Head of Quality of Education.

- A question by member in respect of retention for which it was commented there was no reference in the report.

The HQE responded that at the time the CDAR took place it was one month after the lockdown and there had been an extension at that time to facilitate a return to learning. It was confirmed that the data had not captured this context and that it would be looked at if it was a significant issue.

Action: Head of Quality of Education

- A member asked about shortfall in standards and whether it would be an issue for Qualification-level Teacher Assessed Grades (Q-TAGs).

The DP advised that a lot of work had taken place around quality assessment for staff and that processes had been tightened up. It was stated the risk had been mitigated through the processes that had been put in place.

The DP further advised of the current group performance in relation to retention and achievements together with comparators for the previous year.

- A member requested that future reports include reference to who had produced them and if they included an action plan.

It was confirmed that the Creative Arts and Foundation Learning reports had been authored by the outgoing Interim Quality Manager and that the Apprenticeship report had been authored by the Assistant Principal Adult Learning and Apprenticeships (APALA). It was further advised that the CDARs led to action plans and that they are reflected in the Quality Improvement Plan (QIP).

Action: Head of Quality of Education

There were no further issues raised by members arising from the report and it was resolved that it be noted.

- **Foundation Learning (One Day Review)**

The HQE provided the Committee with a brief overview of the report and drew members' attention to the following key issues:

- within the summary, curriculum intent was referenced on a number of occasions and there was now a clear curriculum plan in place within which learners had clear links to progression

Minute No

- structural changes to the team had been proposed to ensure learners had all the support that they needed
- a significant amount of staff training and CPD had been undertaken
- the impact of training had led to an increase in compliance with systems and the quality of course files which were now 100% compliant and completed to the required standard
- ProMonitor recording had improved.

Members welcomed the progress that was being made. There were no issues raised by members arising from the report and verbal update and after due discussion and consideration it was resolved that it be noted.

- **Apprenticeships (One Day Review)**

The HQE provided the Committee with a brief overview of the report and drew members' attention to the following key issues:

- there was confidence that all tools and processes needed for improvement had been made available and clearly communicated to all managers and teams
- there was consistency in the application of processes and performance management
- KPIs had been agreed with Executive Leadership Team (ELT) for Engineering where progress had been made and in Construction where changes were being made
- retention of 82% was predicted for 2020/2021 (76% in 2019/2020 and 73% in 2018/2019)
- predicted achievement was 73% for 2020/2021 (68% in 2019/2020 and 70% in 2018/2019)
- that a 5% increase was being aimed for in what had been a very difficult year and also where there had been a move from frameworks to standards.

There was confirmation that the report would form the basis of the handover to the incoming Assistant Principal.

Members raised the following issues arising from the report:

A member commented that a much-improved position was presented. A question was asked around the timeliness of the data available to managers and the impact this could have upon the making of swift interventions.

The APALA responded that a more centralised system was now in place the operation of which was much improved over the last few weeks. It was stated that the dashboard was in its infancy however, moving forward, there was a commitment to making it more robust.

The DP added that over the last few months the area had come a long way, issues around compliance had been addressed and employers were now engaging on many aspects. There was recognition that the use of a number of different systems had been very challenging and that the move towards a more centralised application was a positive step forward.

There were no further issues raised by members arising from the report and verbal update and after due discussion and consideration it was resolved that it be noted.

Minute No**FEC&Q/25/21****Student Governors Report**

The Student Governor (SG) and Deputy Student Governor (DSG) provided the Committee with a verbal report which identified some of the current key student issues as follows:

- during the week commencing 22 March 2021 Council Members had delivered a student tutorial around voter registration and the accessing of postal votes
- a successful Greater Manchester Mayor hustings event had been held at which Andy Burnham and other candidates had answered questions
- the Annual Student Council meeting had focused upon the effect of lockdown on mental health which had subsequently been followed up with a questionnaire looking at how systems could be improved
- the Equalities Council had made presentations on mental health to the Scrutiny Committees at Trafford and Stockport Councils.
- a Student Q&A had been held with the GMP Chief Superintendent Umer Khan
- the final student newsletter of the academic year, the theme of which was transition and moving forward, was at its final edit stage.

Members welcomed the report and update and acknowledged the excellent and innovative work that was being undertaken regarding Student Engagement and the activities of the Student and Deputy Student Governors and the Student Body as a whole.

Members further requested that they have access to the Student Newsletter.

Action: Student Engagement and Learner Voice Lead/Corporation Secretary

The Chairperson thanked the Student Governors for their strong contributions to the Committee and wished them both well for the future.

There were no further issues arising from the update and members thanked the students for their report and resolved that it be noted.

FEC&Q/26/21**Quality of Education Update Report**

The HQE presented a report which provided the Committee with an update concerning the Quality of Education at the Group.

It was noted that the report covered an overview of lesson activity in 2020/2021; Continuing Professional Development (CPD) activity encompassing CPD Tier 1 – Action Research Groups and CPD Tier 2 – Bookable CPD Sessions as well as a copy of the Student Success Framework and the overall approach for 2021/2022.

There was confirmation that with respect to Cheadle and Marple for the remainder of the academic year they would continue with their CPD via activity pods.

The DP expanded upon the planned approach in the coming academic year as outlined in the attached Student Success Framework presentation, adding that a lot of thought had been given as to how the Group could improve its quality processes.

The following was highlighted:

- that the Student Success Framework described the overall purpose, and brought together how activity supports and improves learner performance
- the new approach describes the activity but does not make significant changes

Minute No

- it measures how effective six specified areas were in enabling students to make progress and succeed
 - Planning and Preparation
 - Lesson Visits
 - Formative and Summative Student Feedback
 - Tracking of Student Progress
 - Student Voice
 - Student Support and Intervention Strategies
- that judgements would be made for each aspect with an overall judgement for each area being delivered through the CDAR (Curriculum Development Area Review) process.

It was reiterated that the approach was not new and offered a different way of describing that which currently took place and that it was more about fine tuning and adding value.

The DP further reported that the Excellence in Teaching, Learning and Assessment Strategy was in the process of being reviewed and would be brought in a finalised format to the autumn term meeting of the Committee.

Action: Deputy Principal

The main changes to the Strategy were outlined to be:

- a heightened emphasis on developments in the effective use of learning technology made during the pandemic;
- the inclusion of aspects from the Cheadle and Marple Sixth Form (CAMSFC) Teaching, Learning and Assessment (TLA) Strategy including focus on learner behaviours to become “Expert Independent Learners”;
- a focus on developing students’ cultural capital; and
- capturing inclusion more explicitly through the objectives.

It was further reported that the Quality Cycle moving forward would include the Self-Assessment Process; Academic Boards; Course Performance Reviews; Curriculum Developmental Area Review (CDAR); and Themed Health Checks.

The DP stated that the Excellence in Teaching Learning and Assessment Strategy would also be supported by the three pillars of the Quality Cycle; Staff Appraisal and Continuous Professional Development (CPD); and the Student Engagement Strategy. It was re-emphasised that the key focus would be around supporting improvements for the learner.

The HQE took members through each of the component parts and highlighted the following characteristics:

- the Student Engagement Strategy and its heightened emphasis upon learning technology, working with the individual colleges and developing students’ cultural capital and within which inclusion was more explicit
- the Quality Cycle which outlined the different processes adopted to improve an area
- the Self-Assessment (SAR) Process within which there would be Ofsted Subject Clusters (SC) to identify themes across a SC area, where there would be termly reviews of progress and the introduction of a Subject Self Reflection document (one page in length that teachers will complete and which would feed into the SAR process)

Minute No

- Academic Boards which will take place half termly over a two-week period, and within which meetings would focus in on priorities
- Course Performance Reviews aimed at those courses identified at risk and which would be led by Quality Assurance Leads with the reports of activity and impact subsequently being shared at Progress Boards
- Curriculum Development Area Review (CDAR), following on from their in-year positive impact to, in future, be undertaken more extensively with a view to establishing a baseline across the Group in Term 1, within which higher risk areas would be prioritised earlier in the term and where there could be follow-up for areas of concern in terms 2 and 3
- CDAR Teams, led by a senior member of the Group, gaining more consistency across the team as well as greater capacity and for which there would be a clear set of standards for reviewers to make consistent judgements (Student Success Framework)
- Themed Health Checks for which a Team would be in place, based on the theme to be covered.

Members welcomed the Student Success Framework and raised the following questions.

- A question was asked by a member referencing the approach adopted at C&M when judging lessons and whether there would be an issue attaining a common approach moving forward.

The HQE responded that the issue for C&M had related to capacity as opposed to the approach.

- A further question was asked by a member in respect of the Student Success Framework and where student support would sit.

The HQE responded that this would be covered within “Student Support and Intervention Strategies” the sixth area in the Framework. There was recognition that greater detail underpinned the overview as presented.

Members indicated that it would be helpful to see more detail underneath the Framework and the HQE undertook to share this information.

Action: Head of Quality of Education

- A comment was made by a member that the more streamlined approach was welcomed and challenged senior managers to identify performances that add real value.

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

FEC&Q/27/21**Quality Improvement Plan and Performance Indicators Report 2020/2021**

The DP presented a report which provided members with a copy of the RAG rated and updated Quality Improvement Plan (QIP) to May 2021. Members were also reminded that information outlined in the report had been considered by the Board of the Corporation at its meeting on 19 May 2021.

The DP outlined the current position in respect of predicted retention rates and highlighted the following:

- 16-19 retention of 92.3% against 94% in 2019/2020 and a target of 92%

Minute No

- adult retention of 96% against 98% in 2019/2020 and a target of 96%
- apprenticeship retention of 81.5% against 67% in 2019/2020 and a target of 80%.

There was confirmation that predicted achievement was high and for which there had been over 12,000 entries. It was added that the approach to the measures had been conservative and that it was likely an improved final outcome would be delivered.

The Assistant Principal Cheadle and Marple (APCM) confirmed that over the last five weeks a significant amount of work had taken place. The following headline position was outlined:

- for A levels A* to B the assessed grades were indicating a 7% improved position over the previous year
- it was added that there was confidence that there was evidence to support the assessed grades, trend data and analysis
- for the Extended Diploma Level 3 achievement was 99% with top grades being overall slightly lower than the previous year (increased at Cheadle and decreased at Marple) at 53% compared to 57%
- Level 2 was presenting an achievement rate of 94% although further work was taking place
- for GCSE Maths grades 9-4 the projected pass rate was 31% and for English 56%.

There was confirmation the final picture would be available in August 2021.

In respect of TTCG the APSP reported that grade 1-9 achievement had stayed the same for English and Maths at 90% and 89% respectively and for the higher grades (9-4) 42% for English and 35% for Maths.

The Assistant Principal Stretford (APS) reported that for the 3,679 16-18 students, whilst there were still some students to complete, 89.7% were looking to achieve and a further 116 students were being encouraged to return and would hopefully be successful. It was noted that the projected outturn was approaching 90%.

For apprenticeships it was reported that 16-18 achievements were projected to between 78% and 83% (against 66% in 2019/2020) and that for adults between 85% and 89%. There was confirmation the date for completion in the current academic year was 31 July 2021.

Discussion followed with respect to the measurement of success and its comparability to the previous year and the DP advised that the measurements were largely similar to the current year with minor adjustments around assessment.

Members placed on record their thanks to teaching staff who had worked very hard in a very challenging year. The Chairperson of the Board undertook to write to staff and pass on the thanks of the Committee and Board of the Corporation accordingly.

Action: Chairperson of the Board of the Corporation

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

Minute No**FEC&Q/28/21****Careers Education, Information and Advice & Guidance Report**

The APSP presented a report which updated members concerning the progress that had been made against the 8 Gatsby Benchmarks and milestone targets within the Careers Education, Information and Advice & Guidance Strategy (CEIAG).

It was indicated that the report included an overview of the CEIAG milestone targets for 2020/2021 and a summary of progress against the targets and Gatsby benchmarks.

The APSP stated that, as strategies approached their end there was a proposal in the CEIAG Action Plan that they be addressed as part of the Student Engagement Strategy for 2021/2022 and further that the following be developed:

- a Parental Engagement Strategy with a clear focus on CEIAG support; and
- a Parent Portal in order that effective lines of communication could be built with parents.

In terms of progression, it was reported that of the 2,677 learners who had had progression interviews, currently 51% had been recorded to be progressing at the Group next year, a further 10% were unsure and required additional IAG support whilst 4% were not expected to progress. The APSP added that the remaining learners were either progressing on to external HE, an external apprenticeship or into employment.

There were no issues raised by members arising from the report and after due consideration it was resolved that the report be noted.

FEC&Q/29/21**Student Mental Health and Well Being Strategy Update Report**

The APSP presented a report which updated members concerning the progress that had been made in relation to the Group's Student Mental Health and Well Being Strategy.

The APSP advised that the main issues arising from the report had been covered in the agenda item relating to the Student Engagement Strategy Action Plan Update.

It was highlighted that retention on the College Ready Programme now stood at 96% with only two students (from a total of 50) having been lost, a very successful outcome.

There were no issues raised by members arising from the report and after due consideration it was resolved that the report be noted.

FEC&Q/30/21**Maths and English Strategy Action Plan Update Report**

The APSP presented a report which provided the Committee with a progress update on the implementation of the English and Maths Strategy for the Spring Term 2020.

The report included a copy of the Action Plan update which enabled the Committee to monitor current progress against the Strategy.

There was confirmation that the key aspect related to predicted achievement was covered earlier in the meeting.

Minute No

There were no issues raised by members arising from the report and after due discussion and consideration it was unanimously resolved that it be noted.

FEC&Q/31/21**Unlocking Potential, Fostering Success at Stockport College Project Update**

The Principal and CEO (PCEO) referred members to the previously circulated report and an update on the statement of intent and implementation plan regarding “unlocking potential, fostering success” at Stockport College.

The PCEO stated that notwithstanding the challenges of the past year good progress had been made on the project including:

- the positive response to the challenges presented by Covid-19
- significant development around student engagement and enrichment
- enhancement of student support including pastoral and learning support as well as safeguarding arrangements
- Community Partnership had gone from strength to strength and student engagement in World Skills UK had been encouraging with 57 registrations at Stockport College
- the College Ready programme had been successful in supporting the transition, engagement and retention of very vulnerable young people
- stakeholder engagement was also making positive progress.

It was noted that there continued to be a few key areas for further development and improvement with the biggest challenge being maths and English which moving into the new academic year, would be a key focus.

The PCEO reminded members of the following improvements following the Stockport merger in 2018:

- the financial position of the Group was now good
- the redevelopment of the campus was ongoing and targeted to be completed in 2022
- all items measured by Ofsted had indicated that significant progress was being made.

A question was asked by a member in relation to an audit issue where the ESFA were of the view that some of the financial support during lockdown should not have been given.

The PCEO confirmed that there had been no clawback in relation to these monies and that the matter was now resolved.

A further question was asked around the support to vulnerable learners (priority 3) and whether detailed family assessments were conducted. There was confirmation that this had not taken place which was in part due to the impact of Covid.

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

FEC&Q/32/21**Annual Student Exclusion Report**

The HQE referred members to the previously circulated report and information relating to student exclusions during the 2021/2022 academic year.

Minute No

The HQE reported that the number of students in receipt of suspension hearing reduced from 37 in 2019/20 to 27 in the current academic year. It was noted that the number of students excluded following a suspension hearing fell from 8 to 4 in 2020/2021.

The HQE further reported that there had been an increase in the number of students dealt with through the GROW process and then formally through the Learner Improvement Process (LIP). There was confirmation that matters in relation to student conduct and performance, as opposed to gross misconduct, were dealt with through the GROW informal process.

The PCEO added that in previous years an update report has been presented at the beginning of the academic year which provided further information in relation to ethnicity breakdown. There was confirmation an equivalent report would be made in the autumn term 2021.

Action: Head of Quality of Education

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

FEC&Q/33/21**Review of Quality Assurance Policy 2021/2022**

The HQE referred members to the previously circulated Quality Assurance Policy 2021/2022 and covering report.

There was confirmation that there were no significant changes to the Policy excepting the updating of terminology.

There were no questions from members and after due consideration it was resolved that the Quality Assurance Policy 2021/2022 be recommended to the Board of the Corporation for approval.

Action: Board of the Corporation**FEC&Q/34/21****Review of Student Charter**

The APSP referred members to the previously circulated College Student Charter.

There was confirmation that the Charter had been updated to reflect the Group's term dates for 2021/2022 and included information in respect to Covid-19 and staying safe.

There were no questions from members arising from the report and it was resolved that it be received and noted.

FEC&Q/35/21**Review of Student Behaviour Policy 2021/2022**

The APSP referred members to the previously circulated proposed Behaviour Policy for 2021/2022.

The following changes to the policy were highlighted:

- the updating of the content to reference Cheadle and Marple roles
- revisions to Appendix 2 and an updated Student Code of Conduct which also expanded upon the commitment of the college
- confirmation that a further appendix would be added to specifically address Covid-19 related issues.

Minute No

There were no questions from members and have due consideration it was resolved that the updated Student Behaviour Policy for 2021/2022 be recommended to the Board of the Corporation for approval.

Action: Board of the Corporation

FEC&Q/36/21**Appointment of Assistant Principal Altrincham (Maths and English)**

The DP reported that Kendra Kirby had been appointed to the position of Assistant Principal and would be taking up the appointment on 8 August 2021.

There was confirmation that Foundation Learning now fell within the remit of the APSP.

There were no questions from members and it was resolved that the update be received and noted.

FEC&Q/37/21**Any Other Business**

The Chairperson commented that given such a turbulent year the achievement and performance of the Group had been exceptional and offered her congratulations to all involved.

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

FEC&Q/38/20**Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 10 November 2021.

Action: Corporation Secretary

The meeting closed at 7.45pm.