



**Draft Minutes of the Curriculum and Quality Committee meeting
held on Wednesday 22 November 2023 at 10am at the St Austell campus and on Teams**

Governors Present	Wilf Hudson	WH	Chair
	John Evans	JE	Principal & CE
	Michael Hambly	MH	Governor
	Pat Wilde	PW	Governor (via Teams)
	Ellen Winser	EW	Governor
	Kathryn James	KJ	Governor
	Toby Duffield	TD	Student Governor
In Attendance	Paul Ramshaw	PR	Vice Principal Data, Funding and Compliance
	Mark Wardle	MW	Group Deputy Principal Curriculum & Quality
	Tian Bersey	TB	Clerk to Governors
	Rebecca Barrington	RB	Director of Student Experience
	Sue Johns	SJ	PA to the Principal (Minutes)
Apologies	Penny Mathers		
	Kate Wills		
Various staff members joined for different agenda items as detailed in the minutes.			

		Action
1.	<p>WELCOME, APOLOGIES AND DECLARATION OF INTERESTS</p> <p>Welcome to Tian Bersey who joined TCCG on 20 November 2023 as our new Clerk to Governors.</p> <p>The meeting is quorate, and there are no further declarations of interest to those already contained on the Register.</p>	
2 2.1	<p>MINUTES AND MATTERS ARISING</p> <p>The minutes and confidential minutes of the previous meeting on 21 September 2023 were reviewed and agreed to be an accurate reflection of the meeting.</p> <p>At point 5. Curriculum, under “<i>Challenge presented on Research Elements and Employers</i>” there is mention of North Wick. This should be corrected to read North Wyke.</p>	
3	<p>SELF ASSESSMENT REPORT (SAR)</p> <p>The Group Deputy Principal Curriculum & Quality reported that the process starts with RAID in July, with focus on the strengths and areas for improvement to take forward. He has met with CAMs and gone through draft SARs with them looking at focus on improvement. In October 2023, ELT identified courses requiring improvement that should be highlighted through enhanced course reviews. He then undertook deep dive activity and visited Golf in Sussex, Land and Environment at Bicton and Hair, Beauty,</p>	

Hospitality and Catering at Camborne which provided a good insight of activity going on. External validation was completed by Pat Denham and this has now been incorporated, together with feedback.

At OLT we spent 2 hours focussing on SAR; we looked at key judgements and skills, gathered feedback and this is now incorporated into new version of SAR. That version will go out with Board papers for 4 December.

In terms of summary, headlines from SAR are that:

- 16-18 achievement improved by 4%, however 0.3% below national average.
- For 19+ we improved by 2.6%, which demonstrates that students who study with us, generally achieve. Retention is strong. 0.4% above national average.
- Apprenticeship achievement rates dropped slightly by 2.9%.
- Overall achievement rates improved by 3.4%. Overall strong picture, and all campuses improved.
- We have strengths in terms of high needs learners, ALS roughly in line, and we don't have any significant gaps in ethnic groups where cohort is over 10.

Achievement gaps by group were shared including EDI, LLDD, Free Meals and High Needs. It is important that SPMs understand their learners, and what their differing needs are that they need help with. A Governor discussed support outside of lessons, and what we can do to help with this. A governor enquired regarding the educational performance of feeder schools, and whether there are figures to show those that are lower performing, in that we take learners with a disadvantage from the start? There are mixed answers to that as it depends on which school.

The Group Deputy Principal Curriculum & Quality emphasised that it's not just about data, as it doesn't necessarily tell the whole story. We want our curriculum to be ambitious, and for students to have a wider, richer experience with us - data is only one indicator. The Committee discussed the data on page 24 of SAR (which focussed on "campus & curriculum area overall effectiveness"). We know Foundation Learning, E&M and Land & Environment are our key focus areas. We need, in particular, to focus on Foundation Learning and Land & Environment. **Action: For C&Q on 7 February 2024 the Chair suggested we invite people from Bicton and Stoke to hear the story of those two areas.**

The Student Governor explained that he finds the staff are amazing who teach E&M. Massive downside is students' attitude to learning, with no goals or aspirations, students think of it like secondary school and he feels that should be more of a focus for us. How to persuade students that they should want to achieve and the good reasons why? A governor questioned what we can do to help parents to help students?

A governor asked the Student Governor if he feels we are creating the right atmosphere in terms of control and discipline in the room? There has to be a level of respect for behaviour and order. The Student Governor responded that peers tend to follow peers, but feels discipline is lacking in E&M. We see more of a common trend in E&M because discipline is harsher, which affects other students. He supports the idea of those students who have passed E&M being able to support other students who are struggling with it.

The Chair asked everyone if we are okay to present this SAR to Board (together with amendments and discussions made at OLT where there were 5 Governors present)? Everyone agreed happy to present to Board on 4 December.

WH

4	<p>OPERATING STATEMENT – AREAS LINKED TO COMMITTEE</p> <p>The Chair asked if there is anything anyone would like to pick out on item 4 for discussion? The Group Deputy Principal Curriculum & Quality confirmed a revised copy will be sent to Board on 4 December.</p>	
5	<p>QUALITY OF EDUCATION</p> <p>Data Dashboard</p> <ul style="list-style-type: none"> In terms of enrolment, we're extremely pleased with 16-19, positive picture. You can see big proportion of our growth is at STAC. Team are proud of that and have worked really hard. We have now gone past 42 days. In terms of attendance, this is positive, 16-18 still around 87%. Attendance at schools is a massive challenge, particularly since COVID, which has exacerbated position for us. If schools don't demonstrate good attendance, then this affects us. <p>The Student Governor asked if we can see that students are trying, and have a generally high attendance, could they have a limited amount of attendance at school in order to attend college?</p> <p>A governor noted that presumably attendance is also linked to transport system and difficulties getting in? Most definitely, students are dependant on external actions when getting to college.</p> <p>The College is now tracking students on attendance versus pass rates. The Vice Principal Data, Funding and Compliance has developed model looking at our likely achievement rate at end of year.</p>	
7	<p>SAFEGUARDING AND PREVENT TERMLY UPDATE</p> <p>The Director of Student Experience reported that since the academic year has started, we are getting to know our students, and there is nothing which raises concern at this point. Mental health still remains the primary area of support.</p> <p>To date we have received approximately 43% of requested school files. There are 587 school files provided which is comparable to last academic year so an exercise to confirm that the outstanding students without a school file are a verified 'nil return' and there are no safeguarding requirements. We have 46 elective home educated (EHE) students.</p> <p>Our mental health policy has been requested by the Anna Freud Mental Health Charity as an example of good practice.</p> <p>Action: The Chair requested a report of the progress of the EHE students during the spring meeting.</p> <p>The Chair shared feedback from an EHE student during his recent Beyond the Board Room visit that their experience to date had been brilliant.</p> <p>The Director of Student Experience confirmed that upcoming tutorials will focus on prevent and exploitation with drills around Run, Hide, Tell and a session on resilience.</p>	RB/WH
8	<p>RESIDENTIAL PROVISION INSPECTION UPDATE</p> <p>The Director of Student Experience reported that the College is expecting an inspection very soon, although unsure exactly when. Currently have 188 students in overall accommodation on site at Stoke and Bicton, and 157 students in scope who are under 18. Ofsted inspectors are only focussing on under 18s. We have 25 students with EHCP, 74 with a Residential Care plan. 28 with High Needs and 41 have a safeguarding record. There are more at Bicton than we have at Stoke.</p> <p>Work has been done to further improve accommodation, particularly at Bicton. Communication between campuses has now improved which will be one of key areas inspectors will be looking at. With pastoral support, students are saying they feel safe. From a Learner Voice perspective, food is always an area which excites conversation, in that Bicton food is better than Stoke. Development areas are that students need to have more opportunity to talk together, and have personal development for independence. In terms of preparedness, when we get the call (expected on a Tuesday morning) they</p>	

	will be on site within 2/3 hours, and we will need to know which site. They will ask for a questionnaire to be sent to students on site. This is always updated weekly, along with the Op plan/SAR. We will need to provide students with lots of opportunities to talk to inspectors.	
9	RISK REGISTER REVIEW and FURTHER ASSURANCE REQUIRED This has now been revised in preparation to send to Board. It was reviewed during the OLT away days to make sure we are happy with level of risk and whether we are capturing all risks. No further comments.	
10	ITEMS TO SHARE WITH BOARD/ COMMITTEES SAR will go to Board on Monday, 4 December. Curriculum Strategy will go to Governors Strategy Day on Wednesday, 31 January 2024.	
11	AOB Course Review information will be shared with all Committee members.	
12	DATES OF NEXT MEETINGS 7/02/2024 at 10:00-12:00 12/06/2024 at 10:00-12:00	