

MOULTON COLLEGE

CURRICULUM, QUALITY AND STANDARDS COMMITTEE

Minutes of the meeting held on Tuesday 25th March at 4.00pm M6

Present:	Alastair Thomson (Chair)	Independent Governor
	Pauline Hawkesford	Independent Governor
	Prof. Elaine Limond	Independent Governor
	David McVean	Independent Governor
	Oliver Symons	Principal
	Amy Griffiths	Staff Governor
In attendance:	Faye Williams	Vice Principal
	Catherine Duro	Head of Governance
	Sam Smith	Director of Curriculum (items 6 &8)
	Tony Mangan	Assistant Principal for Data and Standards (item 9)
	Nikki Southgate	Director of SEND & Student Experience (item 10)

SECTION A – ROUTINE AND GOVERNANCE ITEMS:

Apologies for absence (Agenda item 1)

1. Apologies for absence were received from and Suzzanne Ijewski, Ivy Knowles and George Crick.

Declarations of interest (Agenda item 2)

2. There were no new declarations of interest.

Minutes of last meeting (Agenda item 3, Paper A)

3. The minutes of the meeting held on **Monday 25th November** were **approved** as a true and accurate record.

Actions from last meeting (Agenda item 4, List)

4. All actions were progressing appropriately

SECTION B – STRATEGIC UPDATE:

Strategic Update – Presentation (Agenda Item 5)

The vice-principal gave a strategic update. Questions were invited.

5. Governors asked that all students be given opportunity to take part in a skills competition.
6. The potential to build a college AI platform, to secure data and manage use was discussed. The importance of developing AI and digital literacy for all was agreed. It was recognised there would not be fewer jobs but different jobs, highlighting the skills we must teach.

7. Governors asked how these skills were included in Personal development sessions as well as curriculum lessons. Governors were reassured the skills were in the programme which was being revised and developed further for next year. AI can be used to support this curriculum development.

Skills Strategy (Agenda item 6 – Paper B)

8. The draft skills strategy was received and the purpose of this standalone strategy discussed. The expectation of its importance in linking back to the purpose conversation and overall strategic direction was clearly expressed.
9. A governor questioned which HE organisations might be consulted and involved in the HE skills development.
10. There was a lengthy discussion regarding the alignment of programmes with the skills need, vacancies and destinations data. It was recognised that deeper analysis was needed.
11. Governors asked what the college ambition was. Asking if it was ambitious enough, who was accountable for this strategy and where did it fit with establishing an employer council to identify from large local employers the skills gaps of the future. There was a strong steer that this stakeholder voice should inform the curriculum planning process.
12. Governors asked if we should be prioritising transferable skills, for example communication, digital literacy, and problem solving. It was confirmed that students have delivery of the skills and are assessed on these skills and behaviours.

Resolved: that the skills strategy be approved.

SECTION C – Quality of Teaching, Learning and Assessment

Skills Position Statement (Agenda item 8, Paper D)

13. Governors were reminded that Ofsted had confirmed the self-assessment of 'reasonable'. It was asked what changes were needed for the college to be strong.
14. It was recognised that the need was for more partnerships and co-delivery which was the biggest gap, though this was known prior to the Ofsted visit. It was agreed that there was a need to continue with our transformational partnerships which are new and emerging. It was asked if we could move towards school level targets. Need to define and identify outstanding partnerships in a quantifiable way.
15. Governors asked for a plan with measurable steps to come to the next meeting. **(Action SS)**

Safeguarding update (agenda item 9, Paper E)

16. The paper was taken a read, key matters were discussed.
17. Governors were very aware of the increasing numbers each year, which were concerning, but were reassured that the safeguarding team were keeping up to date with knowing who to work with and who to refer our students to.

18. It was recognised that both Ofsted visits this year praised the college on how well and how quickly we deal concerns.
19. The team appreciated the support and challenge of the link governor who is regularly in touch and helps the team to grow, whilst checking on what they are doing.
20. The trends in drug use were discussed at length. The college approach to support first rather than zero tolerance discipline was understood and supported
21. Worry was raised about the silent majority of students , could governors be assured that thy were being reached. The wide use of safezone and my concern showed that the processes worked well, though there was always more that could be done, was discussed.
22. It was asked what was needed and how could governors help. The lack of safeguarding files from feeder schools was shared as a significant concern, though we do copy the local authority in seeking this information. The chair offered their support in flagging this issue and the importance of remedial action. **(Action DMcV / NS)**
23. The intention to make policies clearer and easier to use by staff to support students was shared. A clear framework and process to fall back was agreed to be essential.
24. It was asked how many mental health first aiders the college had and challenged if it was it enough. **(Action FW - exec to review and feedback.)**
25. Governors were reminded that the college receive no external support or funding to deal with safeguarding or mental health issues.
26. The team were thanked for their hard work in very challenging times.

Destinations Report (Agenda item 10, Paper F)

27. The report was taken as read and governor feedback was invited.
28. It was questioned how we can provide more IAG support to leavers who may not have completed the course, or to leavers who don't immediately go onto a positive destination – a route for alumni IAG and careers guidance was sought. **(Action TM)**
29. Governors raised significant concern regarding the net promoter score. They were advised that work was underway to drill down further, the report from the external survey had only recently been received and time was needed to complete the deeper analysis but a review would be shared with governors. It was further asked if it was possible to see if transferable skills were being utilised, or were vocations skills being used in or outside the region. **(Action TM)**
30. Governors asked how the destination pathways linked to the skills strategy and employer voice, asking if employers could be asked to at least guarantee completers an interview.

Ofsted Feedback and Actions (Agenda item 7, Paper C)

31. Governors were advised that the report was now published.
32. Clear theme throughout the report, was skills, is a lot of activity starting to happen but it needs to be about the impact.
33. All leads could talk about intent and implementation but less about impact, this was now the priority to deliver excellence and be seen as outstanding.
34. It was asked if there was anything that surprised leaders. Governors were assured that the self-assessment had been aligned throughout the week. All actions are on the QIP,
35. There was a lengthy discussion regarding the importance of GCSE English and maths as a transferable skill. Governors asked what would be done to help improve this. The proposal to move English and maths into faculty areas so students get support from the vocational teams, with a central English and maths lead as the content specialist, was explained. It was asked if we could build relationships with local outstanding academies
36. Governors concluded by asking how we change the culture to build on good, to have an expectation and culture of excellence and what was the strategy to create excellence across all areas. **(Action FW)**

Student 2024/25 Retention and 2025/26 Recruitment (Agenda item 11, Paper G)

37. The key trends and concerns were discussed.
38. It was questioned if traditional HE courses were viable for the future. It was asked what our future HE Strategy should be, would a blended, modular or part time offer better serve adult returners and our potential market. A strategic choice was needed to play to our niche and strengths.
39. Governors sought a paper for a future corporation meeting, providing the information, and timeline to formally make a strategic decision regarding the future HE provision – with student numbers, finances and potential impact considered. **(Action FW)**

Balanced Scorecard (Agenda item 12)

40. It was confirmed that the scorecard was still on the February data, which there had been some excellent challenge on from governors, between meetings. It was agreed that the monthly update, narrative and opportunity to discuss was working well.
41. Attendance still hovering around 85% needs a strong innovative project. Survey on student safety going out shorty. Employer engagement, ISB's and strong partnerships, how can we measure that.
42. It was confirmed that strategic projects were on track, but advised that these may need to be paused or reduced this year through financial necessity.
43. There were no questions.

HEBoS – Feedback and Recommendations (Agenda item 13)

44. The HEBoS Chair confirmed that much of the material had been addressed earlier in this meeting. They added that student feedback was going in the right direction and that FE to HE progressions were strengthening. A review of the Higher level programmes the college should offer was supported.

SECTION D – TRIANGULATION

Link Governor Reports (Agenda item 14, Paper H)

45. The link governors reports were received, with thanks, including feedback from a recent ISB which supported the need to evolve the process for hearing the employer voice.

Staff Voice (Agenda item 15, Verbal)

46. Governors were informed that the current restructure consultations had raised concern amongst staff.
47. It was confirmed that Ofsted was well received and there had been no surprises. Governors were informed that the Ofsted approach has been less combative, more welcoming, and more understanding.

Student Voice (Agenda Item 16, Paper I)

48. Governors were informed that a process was underway encouraging continuing students to apply to be student governors.
49. Governors were encouraged to undertake learning walks to engage with learners, in their time.
50. Governors challenged how the college could ensure heads of faculties were getting an honest appraisal, from staff and cohorts of learners, asking if we were measure the right things, and securing a wide enough voice. **(Action FW)**

SECTION E – STANDING ITEMS

Risks and Mitigations (Agenda item 17, Paper J)

51. The restructured risk report was reviewed.
52. It was asked if the report captured the challenging conversations had during the meeting. It was agreed that further work was needed to align it to the priorities highlighted from the papers. It was asked that it be revised for the next meeting to include HE risks and restructure, with a clear link made to strategic risk register. **(Action CD/FW)**

SECTION F – Policy/Annual Reports

There were no policies due.

SECTION G – Closing Items

Any other items of urgent business (Agenda item 18)

53. There were no further items to discuss.

Impact of Governance (Agenda item 19)

54. Governors reflected on the meeting and identified areas of governor impact as listed below:

Date and time of next meeting (Agenda item 20)

55. 17 June at 4.00pm

Meeting closed 18:06