



BURY COLLEGE FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 24th JUNE 2026 VIA TEAMS

Meeting Commenced: 4.30 p.m.

Meeting Closed: 6. 15 p.m.

PRESENT:

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Mark Granby	Independent Member – Withdrew from the meeting at 5.44pm
Jane Macdonald	Independent Member
Timur Rahman	Independent Member
Chris Trees	Independent Member

IN ATTENDANCE:

Michael Fordham	Assistant Principal Academic and Technical Education
Joanne Greenhalgh	Executive Assistant to the Principal (acting Clerk to the Corporation)
Lisa Matthews	Vice Principal - Curriculum
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality – Withdrew from the Meeting at 5.00pm
Sarah Walton	Vice Principal – Curriculum

C&Q.25/26.40	<u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u>
	Apologies for absence were received from Naomi Sharples and Chris Trees had agreed to Chair the meeting
C&Q.25/26.41	<u>DECLARATIONS OF INTEREST (AGENDA ITEM 2)</u>
	There were no declarations of interest in relation to any of the items on the agenda.
C&Q.25/26.42	<u>MINUTES (AGENDA ITEM 3)</u>
	The Minutes of the meeting held on 4 th March 2026 were approved as a true and correct record and to be electronically signed. It was noted that Mark Granby had attended the meeting and his name would be added to the attendee list.
C&Q.25/26.43	<u>MATTERS ARISING (AGENDA ITEM 4)</u>
	The Clerk presented the Matters Arising Report and updated Members on the implementation of any agreed actions. Members noted there was one on going action which related to the specific areas for development identified in the HE SAR and would be closed out at the end of the academic year
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.44	<u>MEETING LOCAL NEEDS CURRICULUM SPOTLIGHT: YOUNG PEOPLE AND WORK – BURY COLLEGE RESPONSE(AGENDA ITEM 5)</u>
	The Principal made a presentation which focused on the findings of the DWP Young People and Work: Interim Report (2026) and the College's response. Key findings from the report included: • An urgent need to address the growing number of young people who are not in education employment or training (NEET). • A whole-system approach to supporting young people into positive destinations which included recognising the importance of education (schools), skills (FE), employer engagement and early intervention in preventing a generation of young people from becoming detached from learning and work.

	The Principal highlighted that the College had for many years recognised the priorities identified within the interim report. These priorities, therefore, were already strongly reflected within the College's mission, strategic plan, policies and procedures, decision making and daily actions. Furthermore, the Management Team was in the process of developing an action plan that responded to the findings of the Report and the College already had a number of established and effective processes, designed to facilitate positive progression: Following questions, it was confirmed that: Members confirmed they were pleased the exec team had picked this up so quickly Members noted that: • When the Greater Manchester Combined Authority LSIP action plan is updated, the relevant parts would be incorporated into the action plan so that the College had one Work Ready plan in place. This would be included in the Accountability Statement the Corporation had approved at its meeting on the 28th of April 2026 if appropriate. • The Leadership Team were in the process of amending the Strategic Plan to bring all the work-related objectives together under a new aim: Work Ready, and would seek approval for the amendments at the July meeting of the Corporation. • The Vice Principal – Curriculum, Sarah Walton, was working proactively to reach out to care experienced and home schooled young people and two new courses, specifically targeting the NEET cohort, had been brought to a recent New Course Approvals Panel.
	It was Resolved that The contents of the report should be received and noted; and I. The updated Strategic Plan would be brought to the Corporation on the 7th of July and approval sought for the amendments.
C&Q.25/26.45	QUALITY IMPROVEMENT PLAN (QIP) (AGENDA ITEM 6)
	The Deputy Principal introduced the report and confirmed that the College had made progress against the key areas for improvement identified in the Quality Improvement Plan this year. Those key areas for improvement were • Maths for Young People • Attendance and Punctuality • Quality of Education in underperforming teams, Digital, Science and Childcare • A Level attainment, specifically: Value added The following points from within the report were highlighted: GCSE maths was making good progress under a new Assistant Director and attendance at maths GCSE Exams had been excellent at 97%. A new assistant manager had also been appointed (internal promotion) to further strengthen management of the area. Under the new curriculum structure, Level 1 maths and English provision would sit alongside Foundation Studies under a newly appointed Director of Curriculum. L1 Number & Measure Jan Pass of Entries results were 31.4% (+13% on Jan 2025) with 1 more sitting – results in August. Entry 3 exams were ongoing at time of reporting Current achievement was 73% (+16.7% on end point last year with 1 more sitting in June. The NBM was 78.1% and it was anticipated this would at least be met. Attendance was marginally up on the same point last year. New reporting (by 'band') was now in place in readiness for the new academic year. A Data sharing agreement with the local authority was being finalised giving access to attendance information from schools which would allow the College to and measure progress and put interventions in place. Reasonable progress had been made in Childcare and Science. Digital provision continued to face performance challenges. A review of the curriculum offer in Digital had taken place for 26/27 with some provision streamlined. All curriculum areas were now under new Directors of Curriculum. A Level value added was showing promising progress towards target. Retention had improved on the

	previous year. There had been 100% attendance at A Level examinations to date. A New Director of Curriculum had been appointed to oversee the provision. The Assistant Principal – Academic and Technical explained that the target was to get Value Added to 0 from a negative position last year, indications that this would be achieved were looking favourable. Members noted that: • The data sharing agreement was a positive step and thanked The Vice Principal- Curriculum Sarah Walton for the great work in bringing this about. • Attendance at A level was 100%, including 1 student who had sat the exam at home following a stay in hospital. • The Value Added score had moved up a quartile last year and out of 109 FE colleges only 12 had a positive Value Added score. • Apprenticeship provision continued to be in a very strong position showing 3 years of sustained performance.
	<i>The Deputy Principal – Curriculum & Quality withdrew from the meeting at 5.00pm</i>
	It was Resolved that the report should be received and progress noted.
C&Q.25/56.46	SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 7)
	The Vice Principal – Curriculum Sarah Walton introduced the report which provided an overview of the College's current safeguarding and wellbeing provision and highlighted the following: An Overview of the Management of Safeguarding • The College continued to maintain a strong and effective safeguarding culture, supported by robust governance, clear operational oversight and well-established safeguarding processes. Safeguarding remained a standing agenda item at Corporation, Curriculum and Quality Committee, Leadership Team meetings and operational risk forums, ensuring appropriate scrutiny and accountability. The appointment of a new Safeguarding and Prevent Manager in March 2026 had further strengthened safeguarding capacity and leadership. Incidents and Reporting • A total of 1,276 safeguarding incidents had been managed during the reporting period, with 754 students receiving support through safeguarding processes. Mental health remained the most significant area of concern, accounting for 377 cases, highlighting the continued importance of early intervention and wellbeing support. The College had responded by strengthening its mental health offer through daily wellbeing drop-ins, one-to-one support and the introduction of a new Student Assistance Programme. Since its launch in January 2026, 403 students had registered for the service and 71 students accessing counselling significantly increasing access to professional support (60 accessed counselling when in house) student reps gave valuable feedback on some accessibility issues which have been addressed Prevent Duty and Security (including Subcontract Partner) • Following the national increase in the UK threat level to Severe, meaning that an attack is highly likely, the College undertook a comprehensive review of its security and safeguarding arrangements. A campus-wide review of existing security measures was completed to ensure appropriate controls remained in place. A staff awareness campaign was implemented to ensure all colleagues understood the increased threat level, remained vigilant and knew how to report concerns, while maintaining a calm and proportionate approach. Information was also shared with students and parents to raise awareness and provide reassurance. • The College attended an extraordinary multi-agency meeting on 1 May with the Local Authority, Police and partner agencies to receive intelligence on the national and local response and to ensure that College arrangements aligned with local planning. Following this meeting, the College confirmed enhanced Prevent training expectations with the Local Authority. All staff were required to complete Level 1 Prevent Awareness training, the Safeguarding Team completed Levels 1 and 2, and the Designated Safeguarding Lead (DSL) and Safeguarding and Prevent Manager completed Levels 1, 2 and 3 training to strengthen organisational capability. • In addition, a review of the lockdown procedures and security arrangements at the College's subcontracted provision was undertaken on 29 April to provide assurance that appropriate emergency arrangements were in place and aligned with the College's safeguarding expectations.

	LADO (Local Authority Designated Officer) Referrals - Safeguarding concerns involving staff continue to be managed appropriately, 14 referrals had been made to the Local Authority Designated Officer (LADO) and all cases were managed in accordance with statutory guidance. Disciplinary Data Year on Year Comparison 20/05/2026 (Census date 17/10/2025) - Behaviour and disciplinary data continued to show improvement when compared with previous years, with reductions in disciplinary incidents and exclusions. Following discussions and questions members noted that: - All outstanding Safeguarding incidents would be closed down by the year end - The EDI information for Stop and Search May 2026 was detailed within the report - The Chair had accompanied the Senior Leadership Team during a recent visit to the subcontract partner and was particularly impressed with the security arrangements. - Prevent and Security arrangements were not only scrutinised by members of this Committee and the Corporation but covered in the College's Prevent Action Plan, High Risk Register, Business Continuity Meetings and Safeguarding Committees
	It was Resolved that: The contents of the report should be received and noted.
C&Q.25/26.47	INCLUSION UPDATE (INCLUDING EDI, SEND, HIGH NEEDS, EHCP AND LAC(AGENDA ITEM 8)
	The Vice Principal – Curriculum Sarah Walton introduced the report which provided an overview of the College's approach to inclusion and highlighted the following: Overall, the College continued to embed equality into strategic decision-making, ensuring timely identification, inclusive provision, and coordinated support so that all learners, regardless of background or need, were enabled to succeed. Bury College continued to embed equality, diversity and inclusion across all provision, supported by mandatory EDI training for all staff and a strong culture of inclusive practice. There were currently 2,360 learners identified as SEND, including 310 with EHCPs and 200 High Needs students. A further 1,285 learners had been assessed as requiring additional support this year, with 333 awaiting assessment and clear follow-up processes in place. Specialist pathways and 9 Supported Internships promoted positive progression and preparation for employment. For 2026/27, there had so far been 984 new SEND applications and 826 continuing, totalling 1,810, while EHCP applications comprised 255 new and 212 continuing, totalling 467, bringing the combined SEND and EHCP applications to 2,277. Mental health and wellbeing support had expanded significantly, with 403 registrations to the new Student Assistance Programme since January 2026. The College provided dedicated oversight for 41 Looked After Children, 43 Care Leavers, and students known to Children's Social Care (CP: 6; CIN: 23; Early Help: 6), as well as 9 learners supported in partnership with Youth Offending Teams. Inclusive Mainstream Fund: Further Education colleges and 16-19 providers must incorporate their usage of this fund within their annual accountability statement. A key priority area for improving inclusion would be reconfiguring and resourcing the English and Maths classrooms spaces Members noted the progress that had been made in early intervention, staff development, and cross-agency collaboration to ensure all learners could thrive and achieve positive outcomes A discussion ensued in response to a member's comments regarding language and terminology used within the report, specifically relating to ALS missed appointments.

	It was Resolved that: The contents of the report should be noted.
C&Q25/26.48	LEARNER VOICE, STAKEHOLDER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 9) The Quality and Standards Manager confirmed that between September 2025 and May 2026, the College had gathered student voice feedback through multiple channels, including complaints, surveys, and targeted engagement activities. A summary of the issues/outcome was as follows: • A total of 28 formal complaints were logged with the Quality Department, and 15 additional concerns were recorded. No patterns have arisen from complaints. • The first end of year survey had just closed and members noted that 71.4% of eligible participants responded which was broadly in line with previous surveys. 99.7 % of respondents agreed they felt safe and the small number who did not were followed up. A full results analysis would be presented at the next Curriculum and Quality meeting. • Following the action from the previous meeting, the report now included a term-by-term comparison of complaints data with the previous year, providing insight into when during the academic year complaints had been received. • Student representative meetings had taken place on four occasions this year, with a summary of minutes and the curriculum areas represented included within the report. This is now an established process which will be reported on throughout the year next academic year In response to a question from a member regarding the number of complaints (4) related to HE and Adult provision, The Quality and Standards Manager will provide a year on year comparison for future report so increasing or declining trends can be monitored The Chair requested that the report also includes positive comments about the College for context and balance against the number of complaints reported. The Vice Principal – Curriculum, Sarah Walton offered to share the most recent SEND Newsletter, which included some very positive feedback from students, parents and external professionals after the meeting Members noted: • The excellent End of Year Survey results whilst acknowledging that a higher response rate would also give additional assurance.
	It was Resolved that: The contents of the report should be noted; and I. The Quality and Standards Manager will provide a year on year comparison for future report so increasing or declining trends can be monitored. II. Positive comments about the College will be included in the report going forwards for context and balance against the number of complaints reported.
C&Q.25/26.49	TEACHING LEARNING AND ASSESSMENT AND THE COLLEGE QUALITY PLAN (AGENDA ITEM 10) The Assistant Principal - Quality and Standards introduced the report and highlighted the following: • The 2025/26 academic year had been characterised by continued development across Teaching, Learning and Assessment (TLA), Continuing Professional Development (CPD) and Initial Teacher Education (ITE). Quality assurance activities, including Curriculum Health Checks, learning walks and learner feedback, indicated that teaching and learning remained strong across the college, with increasing consistency in the implementation of key pedagogical approaches and a continued focus on learner success. Key strengths identified throughout the year included: • The embedding of SOLO learning outcomes, • Surface to Deep learning (scaffolding), • Effective implementation of Be Ready to Teach (BRTT) and Be Ready to Learn (BRTL) routines, • Positive learner behaviour, strong pastoral support and; • An increasing use of Artificial Intelligence (AI) to support teaching practice. • Student feedback was positive, with learners consistently highlighting the support they receive from staff.

	Members noted that - Curriculum Health Checks had identified several priorities for further development, including strengthening the embedding of Equality, Diversity and Inclusion (EDI), Fundamental British Values (FBV) and Positive Futures within the curriculum; - The Summer CPD programme, themed “Learning, Inclusion and Innovation,” would support staff development through a focus on metacognition, adaptive teaching, inclusive practice and innovation, whilst providing opportunities to share effective practice across the college. - Initial Teacher Education had had a successful year, characterised by strong retention rates (Year 1: 84.6%; Year 2: 100%), highly positive trainee feedback, and clear evidence of professional growth. Trainees had reported increased confidence, positive placement experiences, and high-quality support from tutors and mentors. There had been some really positive feedback from trainees and mentors. - The college will continue to explore innovative approaches to Artificial Intelligence and digital innovation through a pilot programme involving learner use of Microsoft Copilot. Alongside this, the approval and implementation of Canva would provide additional opportunities to support creativity, engagement and resource development across curriculum areas. In response to members questions it was confirmed that - Canva was a free to use tool and all AI tools introduced into the curriculum went through a robust approval panel to ensure high standards of professional judgement, academic integrity and appropriate safeguarding measures were maintained.
	<i>Mark Granby withdrew from the meeting at 5.44pm</i>
	It was Resolved that the contents of the report should be noted.
C&Q.25/26.50	PERFORMANCE (AGENDA ITEM 11)
	a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision The AP Academic and Technical Education introduced the report and highlighted areas for improvement and current performance and actions in 2025/26 in the following areas: 16–18 Study Programme - Achievement, best case 92.4% (+0.3%). A Level 89.1% (+3.9%). Entry/ Level1 89.6% (+0.2%); Level 2 93.6% (-0.3%); Level 3 92.4% (+1.3%). - T Level retention was currently 80.4% for students completing this year, the same percentage as last year. Supported Courses - Details of current performance in Digital, Childcare L3, Science and A Levels were highlighted Maths and English - Attendance at GCSE Maths Paper 1, 97.5% (+2.5%); Paper 2, 94.7% (+2.6%). - Attendance at GCSE English Paper1, 95.8% (+1.5%); Paper 2, 93.4% (+1.4%). - L1 Number & Measure Jan results. - Pass of Entries 31.4% (+13% on Jan 2025) with 1 more sitting – results due in August. - Entry 3 exams were ongoing. Current achievement was standing at 73% (+16.7% on end point last year and 1 more sitting in June). - Overall class attendance was slightly down in Maths at 76.0% (-0.7%) and in English 73.3% (-2.9%). Adult Provision - To date, a total of 2858 19+ starts were recorded across college, 1307 of which had a declared LDD. - Overall 19+ Retention was 93.5%. Retention of LLDD was 92.7%, without LLDD it was 94.1%, and; SEND and High Needs - The College had so far (4/6/26) identified 2,125 students with SEND, of whom 2,422 hold both SEND and an EHCP, and 297 were enrolled with an EHCP, with 200 classified as high needs and receiving additional funding. This will increase to support 225 students in 2026/27. Of the current SEND cohort, 1,318 require support, 543 do not, and 264 are awaiting assessment.

	- For 2026/27, there had so far been 984 new SEND applications and 826 continuing, totalling 1,810, while EHCP applications comprised 255 new and 212 continuing, totalling 467, bringing the combined SEND and EHCP applications to 2,277. Members noted that - L3 Computing Exam results and resits were much improved, 100% & 97% for students who had had a resit opportunity and 87% & 71% for units that students had taken exams for the first time and would resit before the summer.
	b) Higher Education The Vice Principal – Curriculum, Lisa Matthews, introduced the report and highlighted the following: - Performance - Current performance 2025/26 was detailed within the report; - Transparency Data Return 2026 – members noted the requirements under the Transparency Data Return 2026 had been actioned within the stipulated timeframes. - Higher Education Franchising – The DfE had published a policy statement explaining the new rules for higher education franchising however members noted there was no action required of the College under the Policy. - Changes to the Teaching Excellence Framework (TEF) – no immediate action although we will be required to apply for it. - The Office for Students (OfS) proposed changes to streamline its regulation of further education colleges in England were received by members for information only. - Office for Students Access and Participation Plan - the targets within the plan were detailed in appendix 1 - HE Development Plan – A summary of developments was detailed within the report In response to a member's question it was confirmed that: - The University of Salford had not run the Bury Campus course 2025-26 due to low demand, however applications for the T Level Healthcare related course were strong.
	c) Sub-Contracted Provision The Deputy Principal highlighted the following: The subcontracted provision for the 2025/26 academic year continued to perform strongly, with 60 learners enrolled across two year groups. Quality assurance processes confirmed that the provision remained high quality and low risk, with effective safeguarding arrangements and strong partnership working between the school and Bury College. Members noted that: - A DfE submission had been completed to support the continuation of the subcontract arrangements - Students attending the school are Bury College students, and the College retained full responsibility and accountability for their experience, progress, and outcomes - Student feedback was highly positive, with satisfaction rates exceeding 94% across key areas and 96% overall satisfaction. - Robust communication, regular monitoring, and contract management meetings ensured continuous oversight and alignment with College standards. - Senior leaders, including the Principal, Deputy Principal, and Chair of Governors, had recently visited the school further strengthening oversight and partnership working. - Recent enhancements to site security further strengthened safeguarding arrangements, and; - Overall, the provision is operating effectively and delivering a positive learner experience.
	d) Apprenticeship Provision The Vice Principal – Curriculum Lisa Matthews, introduced the report and gave an update on: 25/26 Targets and QIP – summary and progress - The seven actions aligned with the College's Quality Improvement Plan as detailed within the report and progress made.

	- Starts 25/26 – Apprenticeship provision was making a positive contribution and the expectation was that the financial target would be exceeded - The Accountability Framework – as of 6th May 26, members noted there were no issues. - Further updates on relevant Government changes to Apprenticeship Standards as detailed within the report. Following discussion Members noted that: - The Head of Apprenticeships was fully in control of this provision and the way they lead and manage the team was to be commended - Best case achievement rate was 81.9% (LY 76.3%) vs a target of 77%, - Despite the GM LSIP2 citing Leadership and Management as key skills for the region, three relevant Standards had been defunded for 2627: these were: 1. Level 3 Team Leader Standard, 2. Level 4 Lead Adult Care Worker and 3. Level 5 Coaching Professional - Engagement levels were strong including from those apprentices who were sitting English and maths. There were however some issues with getting employers on board. - A member questioned the amount of detail within C&Q Committee reports
	e) Personal Development The Vice Principal - Curriculum, Sarah Walton, introduced the report and highlighted the following: - Personal Development - The Skills for Life programme for 2026/27 had been developed to include additional topics identified through student voice and to reflect updates within Keeping Children Safe in Education guidance. - The Skills for Jobs curriculum had been redesigned for 2026/27 to provide a more flexible, employer-focused programme that strengthened students' employability, career readiness and progression outcomes. The refreshed offer would include modules covering work experience preparation, employment rights and responsibilities, CV and e-portfolio development, interview preparation, entrepreneurship and self-employment. - Careers - A new Careers mapping support tool has been designed and reviewed and is now being prepared for students to pilot prior to a full rollout across college for September 2026. - Enrichment & Engagement - There were 2,514 attendances recorded across 210 sessions, demonstrating high levels of student engagement in a diverse programme of sporting, cultural, wellbeing and inclusive activities. - New opportunities introduced this term, included: Padel, Tennis and Music Enrichment, and; - The Inclusive Football Team were crowned Greater Manchester SEND Cup Champions, while Duke of Edinburgh participants had continued to make excellent progress, including the College's first students to complete the Gold Award. - Student Representatives Meeting - The Student Representative Group held its final meeting of the year, with 14 representatives in attendance. Students had shared a range of constructive suggestions to support further improvements across the college, including the provision of additional outdoor seating areas. Students who had used the wellbeing app reported that they had found it useful Following discussions, Governors noted that: - On 30th April 2026 the College had been successful in receiving Matrix accreditation and the full Matrix Accreditation report was appended to the report. The Principal thanked the Vice Principal – Curriculum, Sarah Walton, for the excellent work involved in this achievement. - The Vice Principal - Curriculum, Sarah Walton, would include an update on the Matrix development suggestions adopted in the next report to the C&Q Committee
	It was Resolved that The performance reports should be received and noted; and I. An update on the Matrix development suggestions adopted would be included in the next report to the C&Q Committee

C&Q.25.26.51	<u>AOB - UPDATE ON RECRUITMENT FOR THE CLERKS POST</u>
	- Members noted that interviews for a new Clerk would take place on the 2nd of July - The Chair noted thanks to the Executive Assistant to the Principal and Peter Ryan for their assistance in ensuring the role was covered in the meantime.
C&Q.25.26.52	<u>MEETING EVALUATION FORM (AGENDA ITEM 12)</u>
	The Executive Assistant to the Principal presented the feedback from the Curriculum & Quality Committee Meeting held on 4 th March 2026 and the responses were noted.
	It was Resolved that the contents of the report should be received and noted.
C&Q.25/26.53	<u>DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 13)</u>
	To be agreed at the Corporation on 7 th July 2026

There being no further business the meeting closed at 6.15 p.m.

Signed and approved as an accurate record of the meeting

Signature: _____ **Date:** _____

Summary of Actions - Curriculum & Quality Committee 24th June 2026			
Item	Action	Person Responsible	Timescale
C&Q.25/26.44 MEETING LOCAL NEEDS CURRICULUM SPOTLIGHT: YOUNG PEOPLE AND WORK- BURY COLLEGE RESPONSE(AGENDA ITEM 5)	The updated Strategic Plan would be brought to the Corporation on the 7 th of July and approval sought for the amendments.	The Principal	7 th July 2026
C&Q25/26.48 - LEARNER VOICE, STAKEHOLDER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 9)	Complaints (4) related to HE and Adult provision - The Quality and Standards Manager will provide a year on year comparison for future report so increasing or declining trends can be monitored	The Quality and Standards Manager	Autumn Term 2026
	Positive comments about the College will be included in the report going forwards for context and balance against the number of complaints reported.	The Quality and Standards Manager	Autumn Term 2026
C&Q.25/26.50 - Performance Reports (Agenda Item 11- e Personal Development including Careers)	The Vice Principal - Curriculum, Sarah Walton, would include an update on the Matrix development suggestions adopted in the next report to the C&Q Committee	The Vice Principal - Curriculum, Sarah Walton	Autumn Term 2026