



BURY COLLEGE FURTHER EDUCATION CORPORATION

MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING

HELD ON WEDNESDAY 5th MARCH 2025 VIA TEAMS

Meeting Commenced: 4.30 p.m.

Meeting Closed: 5.48 p.m.

PRESENT:

Syed Ali	Academic Staff Member
Charlie Deane	Principal
Jane Macdonald	Independent Member
Isaac Mesike	Student Member
Timur Rahman	Independent Member
Naomi Sharples	Independent Member - Chair
Chris Trees	Independent Member

IN ATTENDANCE:

Michael Fordham	Assistant Principal Academic and Technical Education
William McGillivray	Clerk to the Corporation Designate
Lisa Matthews	Assistant Principal Adult Provision & Higher Education
Peter Ryan	Clerk to the Corporation
Amanda Siddall	Director of Quality
Becky Tootell	Deputy Principal Curriculum and Quality
Sarah Walton	Assistant Principal Personal Development

C&Q.24/25.26	<u>APOLOGIES FOR ABSENCE (AGENDA ITEM 1)</u>
	Apologies for absence were received from Mark Granby and Rooman Fayyaz. Timur Rahman confirmed that he would have to temporarily withdraw from the meeting for a period due to another commitment.
C&Q.24/25.27	<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.24/25.28	<u>MINUTES (AGENDA ITEM 3)</u>
	The Minutes of the meeting held on 22 nd January 2025 were approved as a true and correct record.
C&Q.24/25.29	<u>MATTERS ARISING (AGENDA ITEM 4)</u>
	The Clerk presented the Matters Arising Report and updated Members on the implementation of agreed actions.
	It was Resolved that the contents of the report should be received and noted.
C&Q.24/25.30	<u>CURRICULUM SPOTLIGHT: OFSTED (AGENDA ITEM 5)</u>
	<p>The Deputy Principal made a presentation which highlighted:</p> <ul style="list-style-type: none"> • A draft of the new Ofsted Framework was out to consultation and the final agreed reforms would be piloted before being formally implemented from Autumn 2025; • It was proposed to replace the single word judgement with a new 5-point grading scale for each evaluation area. There would be an increased focus on support for disadvantaged and vulnerable learners, including those with SEND and more emphasis on providers' circumstances and local context; • Propose evaluation areas for the provider as a whole included Leadership, Inclusion, Safeguarding and Contribution to meeting skills needs. For each type of provision evaluation areas would be Curriculum, Developing teaching and training, Achievement and Participation and development; • Members viewed a video by Martin Oliver, Ofsted's Chief Inspector in which he explained the

	<p>introduction and purpose of the new Report Cards;</p> <ul style="list-style-type: none"> • Ofsted's proposed evaluations of governance and working definitions of Disadvantage and Inclusion were highlighted; and • Next Steps would include: <ul style="list-style-type: none"> • A review Quality Assurance/Improvement processes to align with the framework– retaining a focus on the College Mission; • A refocus of the 2024/25 Self-Assessment processes to include the new evaluation (grading) criteria; and • A review of information provided to Governors including KPIs. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • The College welcomed the acknowledgement of the local context and cohort within the new framework and the emphasis on inclusion and the would make a formal response to the Consultation; • The College, as demonstrated by the EDI report, was in a strong position in respect of inclusion; • As part of the preparation process The College would build its intelligence of how the framework was implemented; and • An inspection of Initial Teacher Education provision was expected circa January 2026 with a full College inspection circa 2 years' time. Although it was recognised that an inspection could take place at any time.
	<i>Timur Rahman withdrew from the meeting at 4.44 p.m.</i>
	It was Resolved that the contents of the report should be received and noted.
C&Q.24/25.31	QUALITY IMPROVEMENT PLAN (QIP) (AGENDA ITEM 6)
	<p>The Deputy Principal introduced the report and confirmed that the College had made good progress against the key areas for improvement identified in the Quality Improvement Plan this year. Those key areas for improvement were:</p> <ul style="list-style-type: none"> • Attendance and Punctuality • Maths for Young People • Quality of Education in underperforming vocational teams, specifically Science and Construction • A Level Achievement, specifically grades A*-C. <p>Emerging outcomes as of 7th February were favourable, with retention, student satisfaction, safeguarding and apprenticeships all reporting positively against the same point last year, albeit marginally in some cases.</p> <p>Attendance and punctuality had improved on the same point last year and there was strong evidence that the 'post-Christmas attendance decline' was considerably less than in previous years.</p> <p>GCSE maths was making progress with improved attendance. Year 2 A Level retention was up on the same point last year by 1%. Year 1 retention was also up. Forecast results for those students due to complete this year were improved on last year. Subject attendance was 2% up on same point last year.</p> <p>The quality of education in Science and construction was discussed at the last meeting and progress was highlighted within the report.</p> <p>Following questions, it was confirmed that Year 1 Science T Level retention remained a risk.</p>
	It was Resolved that the report should be received and progress noted.
C&Q.24/25.32	SAFEGUARDING AND PREVENT UPDATE (AGENDA ITEM 7)
	<p>The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Safeguarding Referrals: 732 recorded cases as of December 2024 compared to 650 at the same point last year, with ongoing improvements to categorisation systems; • Management: Weekly At Risk and biweekly Vulnerable Student Meetings ensure

	<p>comprehensive support for complex cases;</p> <ul style="list-style-type: none"> • Training: Annual safeguarding refresher and specialised training for staff completed, with a focus on professional curiosity and policy updates. In addition, bystander training would be implemented; • Vulnerable Students: 57 Looked After Learners, 20 Care Leavers, and multiple Child in Need and Child Protection cases supported; • Mental Health: 150 counselling referrals processed for early intervention; • Response to National and Local Issues: Flexible tutorial programs address risks like County Lines, grooming, and online safety; • Security: Enhanced measures include stop and search training and a trained Contract Manager to support decision-making; and • Prevent and LADO: Prevent plans reviewed, 7 LADO referrals made, and subcontracting efforts confirm student safety awareness.
	It was Resolved that the contents of the report should be noted.
C&Q.24/25.33	<u>EQUALITY OBJECTIVES UPDATE (AGENDA ITEM 8)</u>
	<p>The AP Personal Development confirmed that each year public bodies, subject to section 149 of the Equality Act 2010 and the specific equality duties, were required to publish equality information. Every 4 years, public bodies subject to these duties are also required to publish equality objectives. Progress on the following 2024/25 College EDI Objectives were outlined within the report.</p> <ul style="list-style-type: none"> • Maintain a College culture that actively promotes Equality, Diversity, and Inclusion; • Ensure a positive inclusive student experience through equality of opportunity; and • Ensure an inclusive approach to the staff experience that promotes Equality and Diversity to provide a positive working environment. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • The staff EDI data was a self-declaration and arrangements were in place to populate the new system; • Future reports would highlight exclusions as % of the student cohort; and • There was an open invitation for Governors to visit the Personalised Learning Centre and attend Safeguarding meetings.
	It was Resolved that the contents of the report should be noted.
C&Q.24/25.34	<u>TEACHING LEARNING AND ASSESSMENT AND THE COLLEGE QUALITY PLAN (AGENDA ITEM 9)</u>
	<p>The Director of Quality introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Health Checks - were being implemented, with priority given to higher-risk areas. To date, health checks had been completed in Maths & English, Hair & Beauty, Health & Social Care, Initial Teacher Education (ITE), A Levels, Vocational Science, Performing Arts, Catering and Construction, Engineering, Building Services, Art & Media; • The health checks continued to focus on key areas identified for improvement during the 2023/24 academic year with one check to complete; • Key Strengths of lesson walkthroughs included: <ul style="list-style-type: none"> • Effective Planning; • Theory-Practice Integration; • Improved Be Ready To Learn Standards; • Retrieval Practice; • Use of Digital Tools; and • Stretch and Challenge. • Staff Training - The new Teaching Resource Centre (TRC) provided staff with the opportunity to loan resources and engage with a Learning Improvement Leader (LIL) for support and professional development and from February to Easter, the TRC would focus on key teaching and learning themes identified through recent health checks; • The mid-year learner survey would be reported to the next meeting;

	<ul style="list-style-type: none"> AI - The latest AI Working Group session explored additional AI tools, including Napkin (for diagram creation) and HeyGen (for AI-generated videos). The group also reviewed progress on the TeacherMatic journey. Additionally, there had been successful best practice AI showcases, where staff had demonstrated specific AI generators or general resources; and In respect of the implementation of TeacherMatic there had been: <ul style="list-style-type: none"> 2197 generations with the top three tools utilised being, Feedback Generator, PowerPoint Creator and Multiple-Choice Quiz Builder; The systems tools had supported the marking of 605 pieces of student work, demonstrating their effective integration into teaching practices. Notably, the platform's overall efficiency had saved significant time, with an average of just under six hours gained per user. Teachers remained accountable for timely feedback, assisted by AI. <p>Following questions, it was confirmed that discussions were ongoing in order to further personalise feedback to students.</p>
	It was Resolved that the contents of the report should be noted.
C&Q.24/25.35	PERFORMANCE (AGENDA ITEM 10)
	<p>a) 16-19 Study Programmes (including English and Maths) Adult Provision and High Needs Provision</p> <p>The Deputy Principal introduced the report and highlighted areas for improvement and current performance and actions in 2024/25 in the following areas:</p> <ul style="list-style-type: none"> 16-18 Study Programme - Retention on 16-18 study programmes remained strong at 94.3%, a slight increase from last year, with improvements in Levels 2 and 3. A Level retention was stable, with Year 1 at 97.1% and Year 2 at 85.7%. T Level retention was slightly lower at 81.5% for 2024/25. Overall attendance has improved to 87.9%, with notable increases in Maths and English attendance; Supported Courses – Details of current performance in Construction, Science and A Levels were highlighted; Maths and English - Enrolments were 1,111 in English and 1480 in Maths, with GCSE resits achieving pass rates of 30% and 17%, respectively. The Maths pass rates had slightly improved, and English rates were strong compared to similar providers. Mock exams were held to reduce stress and improve performance. Overall class attendance has risen, with a 6.4% increase in Maths and a 3.1% increase in English, though narrowing the attendance gap remained a priority; Adult Provision - Starts have risen to 2,720, with a retention rate of 96.8% and an achievement target of 89%, alongside efforts to engage adults at risk of becoming NEET. Enrolment aligned with plans to achieve 110% of the Adult Skills Fund allocation, focusing on English/ESOL, maths, and Digital classes, and supporting adults at risk of becoming NEET; and SEND and High Needs - The college supported 187 funded high-needs students with a retention rate of 95.4%, while developing a comprehensive SEND training programme for teachers. In addition, support was provided to 2,009 students who had declared a SEND need and 264 with an Education Health and Care Plan. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> Maths L1 remained a risk area and a further update would be provided at the meet meeting; and A Parliamentary report warned of a crisis in the SEND system, urging urgent government action to reform SEND provision. The college remained committed to a needs-based approach, ensuring support for all students requiring it, regardless of formal diagnosis.
	<p>b) Higher Education</p> <p>The AP Adult Provision and Higher Education introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> Performance - Current performance 2024/25 was detailed within the report; Initial Teacher Education (ITE) – The 3-year trend in ITE enrolment and retention was highlighted; Greater Manchester Institute of Technology – It was noted that the Government was in the process of reviewing Institutes of Technology. The College would respond once the Government position was clarified. Initial feedback was that the DfE were not planning any significant

	<p>changes;</p> <ul style="list-style-type: none"> • Annual Fee Information – The OfS had issued auto increased proposed fees for all providers for 2025/26, increasing them by 3.1%, however the College would keep to its original planned fees and increase fees for 2026/27; • Student Participation Plan – The OfS had given approval for the College to carry out a revision to the Student Protection Plan for review/approval; and • HE Development Plan – A summary of developments was detailed within the report. <p>Following questions, it was confirmed that there were no compliance issues to bring to the attention of the Committee.</p>
	<i>Timur Rahman re-joined the meeting at 5.33 p.m.</i>
	<p>c) Sub-Contracted Provision The Deputy Principal highlighted the following:</p> <ul style="list-style-type: none"> • The provision continued to be well managed as 'high quality' and 'low risk', with robust quality assurance processes in place; • Significant attention and oversight of this provision was in place. Visits and regular communications were undertaken and a full audit of safeguarding arrangements was undertaken regularly including the single central record. With positive visits taking place in November and February including observations of teaching and learning and student focus groups; • Shalshelles staff were invited to participate in College CPD days. Additionally, resources, materials, updates and best practices were regularly shared. <p>Following questions, it was confirmed that:</p> <ul style="list-style-type: none"> • Retention was currently 100% in year 1 and 93.6% in year 2; and • The College had shared its new policy on sexual Harassment in order assist Shalshelles to develop its own policy.
	<p>d) Apprenticeship Provision The AP Adult and Higher Skills introduced the report and confirmed the following:</p> <ul style="list-style-type: none"> • The Government had recently implemented significant reforms to the Apprenticeship system to address skill shortages and enhance workforce development. Key changes were detailed within the report; • The overarching target for this provision was an achievement rate of 67% (DfE set target for 2025) with <10% of 'out of time' apprentices; • Progress towards the following Key areas of improvement were highlighted: <ul style="list-style-type: none"> • To improve achievement rates on some Apprenticeship standards to +5% on national rates, specifically L3 Business Administrator, L3 Senior Healthcare support Worker and L3 Teaching Assistant; • To improve first time pass rates for Functional Skills within Apprenticeship Provision, targets of English: L1 75% L2 68% and Maths: L1 38% and L2 43%; and • To Improve achievement rates for Apprentices with LDD /SEND, specifically <5% gap between those with and those without SEND. <p>Following questions, it was confirmed that the current achievement rate was 64.7% (42% at the same point last year) and the best-case achievement rate was 80.3% (73.5% at the same point last year).</p>
	<p>e) Personal Development The AP Personal Development introduced the report and highlighted the following:</p> <ul style="list-style-type: none"> • Behaviour and Attitudes <ul style="list-style-type: none"> • The report highlighted the 3-year trend in the application of the student disciplinary process, including warnings, exclusions and appeals. • The report provided an overview of the College's Personal Development initiatives and highlights included: <ul style="list-style-type: none"> • Skills for Life (SFL): Resources for 2025/26 were being developed by pastoral managers.

	<p>The flexible content would adapt to student needs and community concerns. The second Student Representative meeting held on 16th January had focused on safeguarding, demonstrating the impact of SFL sessions;</p> <ul style="list-style-type: none"> Skills for Jobs (SFJ): 601 UCAS applications had been submitted by the deadline of 29th January 2025 and the Higher Education Fair had attracted 965 students and engaged with 25 institutions. <p>Following questions, it was confirmed that the 3-year analysis of student disciplinary action demonstrated a decline in sexual harassment cases. College staff were still very alert to these, but it was felt that the zero tolerance approach had had a positive impact on behaviours.</p>
	It was Resolved that the performance reports should be received and noted.
C&Q.24/25.36	STAKEHOLDER/LEARNER FEEDBACK/COMPLAINTS AGAINST THE COLLEGE (AGENDA ITEM 11)
	<p>The Deputy Principal confirmed that the summary of report findings up to and including 14th February 2025 included:</p> <ul style="list-style-type: none"> 14 formal complaints received to date this academic year with all responses within the target deadline; 4 from Adult Learning, 7 from 16-18 provision and 3 not linked to specific provision; Complaints originated from various sources, with the highest number from Parents (9), followed by Applicants and Learners (2 each), and Employers (1); In terms of nature, complaints were mostly related to the actions or lack of actions by teaching and non-teaching staff, totalling 12 complaints. Other complaints included issues with College exam arrangements and pastoral disciplinary procedures; and 14 concerns had been received to date this academic year, with 2 escalating to complaints. No appeals had been raised. <p>Members considered that the overview demonstrated that complaints were managed effectively, with resolutions achieved within deadlines with a low escalation rate. The outcome of the mid-year student survey would be shared at the next meeting.</p>
	It was Resolved that the contents of the report should be received and noted.
C&Q.24/25.37	MEETING EVALUATION FORM (AGENDA ITEM 12)
	<p>The Clerk presented the feedback from the Curriculum & Quality Committee Meeting held on 22nd January 2025 and the responses were noted.</p> <p>The Clerk Designate confirmed that following discussion on cyber security, arrangements would be made to password protect the combined PDF reports issued to Members, commencing in the summer term cycle of meetings.</p>
	It was Resolved that the contents of the report should be received and noted.
C&Q.24/25.38	DATE AND TIME OF NEXT MEETINGS (AGENDA ITEM 12)
	4.30pm Wednesday, 25 th June 2025

There being no further business the meeting closed at 5.48 p.m.

Signed and approved as an accurate record of the meeting

Signature: _____ Date: _____

Summary of Actions - Curriculum & Quality Committee 5 th March 2025			
Item	Action	Person Responsible	Timescale
	None		