



36.1.3	GCSE results had bucked the national trend. NA was based on this year's results. The results could rise further.	
36.1.4	Governors acknowledged that results had been expected to dip so to buck the trend was a significant achievement for the College.	
36.1.5	<p>Governors noted that AS levels were good preparation for A levels and asked why the results had dipped so much.</p> <p>The College advised comprehensive analysis had been carried out but there were no particular trends. The indicators were not there from the mock results as some students had performed well in the mocks but not the final exams. The number of students who take them was lower which could lead to a marked difference between grades. Teachers were assessing their areas moving forward.</p> <p>Governors asked why the dip was sharper at Cadbury than CSM.</p> <p>The College explained that was most likely because Cadbury had slightly lower qualification on entry to provide more opportunities to students because of the nature of the cohort.</p>	
36.1.6	<p>Governor supported the use of AS levels believing they were a useful tool for students.</p> <p>The College agreed that AS level exams carried more gravitas with students than mock exams. It was also important to continue to provide students with experience of external exams because they had not had as much exposure to them because of Covid.</p> <p>The College identified the need to use an appropriate measurement to identify any reduction of the gap between Cadbury and CSM but pointed out that the results were on an upward trend and very positive, with good grades being achieved and some students progressing into the top universities. Report on Cadbury to be brought to the next meeting outlining the opportunities provided to those students who had performed less well to ensure they maximised their time at the College.</p> <p>Governors asked if staff from Cadbury and CSM still met to exchange best practice.</p> <p>The College confirmed they did and there had been a CPD week in June with opportunities for cross marking and cross collaboration</p>	JS
36.1.7	The College advised that students' grade profiles on entry were weaker than in previous years because of the move back to pre-Covid grade boundaries so there were likely to be increased numbers of English and Maths students.	
36.1.8	<p>Governors recognised the challenges some students presented on entry and would welcome a report on how value added would be measured and action plans for English and Maths.</p> <p>Governors noted strategies existed to support students to achieve English and Maths GCSEs and asked if they were still embedded.</p> <p>The College confirmed there were numerous strategies in place which were at the centre of meetings with curriculum colleagues to ensure everyone understood the importance of English and Maths.</p> <p>One key strategy was to enter all students for the November resits for English and Maths GCSE as they retained some knowledge from school</p>	

	and with extensive revision programmes in place would be best able to secure the qualification.	
36.1.9	The College pointed out that the grade boundaries for GCSE results were significantly different this year. Grade 4 had to achieve an additional 15 points this year to last year.	
36.1.10	Governors' thanks to be passed on to staff and students in recognition of their achievements.	
36.1.11	The College continued to strive to improve but pointed out that the 20% achievement in Maths was extremely positive given the challenging nature of some students and their previous experience in secondary education.	
36.1.12	In response to a Governor's suggestion, the College agreed to make a presentation to the Board on the 5 years since the Cadbury merger, across all campuses, and the College's achievements in that time.	
36.1.13	Vocational results would be presented at the next meeting.	DH/JS
36.1.14	RESOLVED THAT: Governors received the GCSE/A level results 2022/23.	
36.2	<b>Quality Improvement Plan (QIP)/Post Inspection Action Plan (PIAP)</b>	
36.2.1	There was not much change to the previous update in June. The review had now been completed by Ian Smith so work on his recommendations was underway. A fuller picture would be available at the next meeting. Plans were being put in place to address issues, particularly in the Quality team which would inform this year's QIP.	
36.2.2	Governors asked how challenge in lessons was measured.  The College advised that feedback was gathered from students. The main challenge was around the curriculum not being ambitious enough. This related mainly to one specific curriculum area where students had to do a L2 before moving to L3 and L1 before moving to L2 regardless of GCSE results. This was because of the accumulation of skills which needed to be gained before moving to the next level. The College had reviewed and revised entry criteria and put in some additional support on skills.	
36.2.3	Governors asked if consistency in marking was monitored regularly.  The College pointed out that this was included in the Quality Strategy.	
36.2.4	Governors asked what was the purpose of the students focus groups.  The College explained this was part of its student consultation processes. Student questionnaires and consultation sessions took place. The College had also now adopted an approach, similar to Ofsted's, with the Quality team visiting lessons and talking to students direct to establish their views.	
36.2.5	Governors referred to the Ofsted report's reference to monitoring the post-college destinations of all students and asked for an update on action taken by the College.  The College advised that it had considered how it could gather this information including texting; emails; UCAS; engaging external consultants; but it would be challenging to gather meaningful data for any length of time. It had a record of all intended destinations from the point at which students left the College but thereafter it was very difficult to do and was resource intensive.	

	Governors shared the College's frustration in how to realistically manage this requirement.	
36.2.6	Governors were satisfied that the QIP/PIAP was informative and captured all action underway but suggested more measurements of impact be developed.	DH/JS
36.2.7	RESOLVED THAT: Governors received and monitored the QIP/PIAP.	
36.3	<b>Quality Strategy 2023/24</b>	
36.3.1	The Quality Strategy 2023/24 would be influenced by 5 themes: self-assessment, specific reviews (eg induction), curriculum reviews, training and development and external exam body QA. The aim was to ensure that students had the best possible experience with a positive outcome at the end of their time with the College. An outline was provided of how the College would approach this.	
36.3.2	In response to a Governor's request, the College agreed to provide Governors with copies of the template reports that departments were required to complete as well as summary versions of the completed reports.	DH/S
36.3.4	Governors suggested that Ian Smith's report be shared with all Governors.	
36.3.5	Governors asked how the Quality Strategy was managed at senior level.  The College advised that quality was the remit of the Vice Principal, Curriculum and the Quality Director was Rachel Aston.  The approach to and the structure of the Quality team would be reviewed moving forwards post-Ofsted. Quality was the responsibility of teachers and Heads of Section, supported and challenged by the Quality team. The draft approach would be brought to the next meeting.  Governors asked that the Quality team be invited to present to the next meeting under the Programme Area Review item.	DH/JS  DH
36.3.6	RESOLVED THAT: Governors would recommend the Quality Strategy 2023/24 to the Board for approval.	
36.4 NFP	<b>Safeguarding annual report 2022/23</b>	
36.5	<b>Disciplinary Hearings Report 2022/23</b>	
	RESOLVED THAT: Governors received the Disciplinary Hearings Report 2022/23.	
36.6	<b>Student Services Report 2022/23</b>	
36.6.1	Governors were reminded of the roles and responsibilities of the Student Mentors, Student Support Officers, Student Ambassadors, and Programme Achievement Managers (PAMs). The PAMs had contributed greatly to the success of the College.	
36.6.2	Governors noted the positive progress on Gatsby over the last couple of years.	
36.6.3	Governors referred to work experience, noting the significant number, 1842 students, involved and asked were required to go on work experience.  The College explained that, because of the demands of T levels, longer working experience was required but all students go on work experience at	

	least once while with the College. If they did not go on external work experience, the College would run some employer related work with them. Finding enough employers willing to offer suitable work experience was difficult, particularly during the period just after Covid. For some curriculum areas, e.g. Early Years and Health and Social Care some work experience was compulsory.	
36.6.4	A Governor who had attended the One World event described it as the most inspiring event he had ever attended and recommended other Governors be encouraged to attend so early issue of the invitation would be welcome.	DH
36.6.5	RESOLVED THAT: Governor received the Student Services Report 2022/23.	
L23.37	<b><u>Risk Register – committee responsibilities</u></b>	
37.1	There had been no changes since the last meeting. The format of the Risk Register was being updated.	
37.2	RESOLVED THAT: Governors monitored the Committee’s responsibilities in the Risk Register.	
L23.38	<b><u>Policies</u></b>	
	There were no policies to review/approve.	
L23.39	<b><u>Any Other Business</u></b>	
	There was no other business.	

L23.40	<b><u>Determination of Confidential Items</u></b>	
	Minute No. L23.36.4 Safeguarding	
L23.41	<b><u>Date and time of next meeting</u></b>	
	<b>Wednesday 24 January 2024, 3.30pm</b>	

The meeting ended at 4.45pm

Signed: ..... (Chair)      Date: 16 January 2024