

	have been improved and the College strives to get responses from as many employers as possible. The Vice Principal Apprenticeships, Partnerships & Skills summarised the process for the benefit of the Committee noting that apprentices start at differing points so it is a judgment call as when to make contact with the employers. Calls were therefore being made over an extended period of time and would culminate in a full report. The Governor agreed that this makes sense.	
8.5	Determination of any other business There were no items of any other business.	
8.6	Ofsted The Committee received a verbal update from the Principal and noted: • Key stakeholders have been contacted • The Inclusion Statement needs to be added to the Governor Grab Bag • Position statements are being updated to ensure they remain current • Comms have been prepared and are ready to be sent when the call is received The Committee were advised that there have only been a small number of FE Colleges inspected and only three reports have been published so far. The Principal plans to make contact with one of them and colleagues across the College are already in contact with a second college who is more local. The Principal noted that is interesting to see how colleges promote their outcomes <i>A Governor noted that information about the 6 L's would be a useful addition to the Governors information pack.</i>	Principal
	The following item was taken out order from the agenda.	
8.12	Subcontracting Quality Update The Committee received an update on progress in Term 1 as presented by the Head of Quality, accompanied by a comprehensive report in the Reading Room, and noted: • The same process used in 24/25 was followed as it had proved to work well last year • There are a number of strengths across the Sub-Contractor provision as well as some actions to be taken • Worcestershire FA have now been added • A couple of subcontractors are finishing and they are wrapping up contracts and making good progress in doing so • SARs and QIPs had been undertaken in Term 1 with any actions being dealt with at the quality review stage. As an example, one of the Subcontractors is working to improve in the functional skills area and this will be followed up at the next visit. • The Head of Quality assured members they have observed good teaching practices and had undertaken learning walks. • All of the Subcontractors are unique, and it is clear to see where they are providing benefits and making a difference to learners • Learner satisfaction is high, and learners can articulate their experience with the provider and where the College fits in For context, the Principal reminded members that in 2023 there was no monitoring of the quality of subcontractors, although financial and contractual monitoring was in place, and the level of subcontractor use was high. At the time of the monitoring visit, the College made a deliberate decision to prioritise quality of the College, and since then significant progress has been made. <i>A Governor asked whether there are other Sub-Contractors who could be brought in now that we have confidence in the area?</i> College Management advised that the DfE are encouraging colleges to have less Sub-Contracting provision and that our longer term strategy is to reduce sub-contracting. . The Committee noted that one Sub-Contractor is rated Amber. They were advised that a	

	quality visit and lesson visit has since been completed to the provider. The provider has 95% attendance, 96.9% achievement and strong progression routes. The Committee were reminded that Sub-Contractors provide the niche provision that cannot be provided on site and whilst the number has been reduced over time, we strive to maintain high standards. The Committee Chair observed that the reporting was very reassuring, and Governors could take assurance from the update.	
	The Head of Quality left the call. The following items were taken out of order from the agenda numbering.	
8.7	Key Performance Indicators (KPIs) for 2025 – 2026 The Committee reviewed the KPIs and noted: • that they were being provided with the in-year position against the ‘purpose’ metrics for retention and attendance. • In year (25/26) retention is on track to meet year end targets. • Adult retention is slightly below the in-year target but should still achieve the year-end target • Attendance is an area of challenge; 16-18 learners’ attendance to the main aim of their study programme (88%) is the same as it was at this point in 24/25 (88%) and is below the 90% YTD target • Maths and English attendance has not improved • Adult attendance is below the YTD target The Committee were reminded that no official national data for attendance is published for the FE sector, making sector wide comparisons difficult. The College has signed a data sharing agreement with Worcestershire County Council which will enable us to match the attendance of records of learners to school and compare it with their attendance to college. This will enable us to recognise those learners who have improved their attendance since starting post-compulsory education as well as target those learners who are attending less frequently than they did when they were at school. <i>A Governor observed that they found the explanations provided to be reassuring.</i> <i>A Governor stated that it is right to report the issues around attendance, and Governors are right to challenge the information, it should not be accepted as the way it is. The Committee acknowledge there is a sector issue but still need the assurance that any thing that is being done can be done.</i> <i>A Governor expressed their concern that some areas were not improving.</i> <i>A Governor asked for assurance that College Management are doing all they can to minimise the risk. The Principal responded that attendance sits within curriculum areas, but it is considered and reviewed every week by ELT, something bold needs to be done to change the narrative but timing is key. We can demonstrate that we are attempting to address the concerns, but it is an area that continues to be a challenge.</i> <i>A Governor stated that whilst it is a concern there are some excellent practices in place that are working and those should be celebrated.</i> <u><i>The following questions were received from a Governor prior to the meeting as they were unable to attend the meeting:</i></u> <i>Are there any areas/curriculums that buck the trend for attendance in maths & English? If so, what are they doing differently?</i> Management Response: CDM & SEN, Construction Malvern,	

	Progressions have close alignment between main aim and E&M attendance. CDM has a particularly neurodiverse cohort and learners have high levels of attendance across their provision. In Construction Malvern there is a lack of 'town centre distraction' given the location of the facility and in SEN and Progressions there is a higher incidence of main aim lecturers also delivering E&M (although this has shifted for Progressions learners who have Grade 2 prior attainment, these learners now resit GCSE rather than FS). Due to the specific circumstances around better attendance, there is no good practice to be shared with others. <i>What was attendance at the November resits like in comparison?</i> Management response: Over 96% for both subjects which is especially good considering the disruption caused by heavy snow <i>Is there anything that could practically be done – is there anything (from talking to students) that is stopping them from attending?</i> Targeted learner voice focus groups are underway to explore reasons for non-attendance. Management Response: There is a strategic targeting of learners with a pattern of attendance with a higher than 5% difference to their main aim attendance. This aims to promote and secure higher attendance and will be monitored via LEOP.	
8.10	Learner Progression The Committee were provided with an overview of student progression by levels which was accompanied by the request to remove the level progression targets from the KPI spreadsheet and recommend the change to Corporation. A robust discussion took place about the Governor appetite for removing the targets. Governors responded that: • They need to be able to scrutinise progression • They want to see the route from starting point to destination and not just outcomes • Governors need a realistic representation for them to take assurance • Management need to demonstrate to Governors how learners are getting to where they need to be, even if it is conveyed in the simplest of ways. <i>A Governor asked what other colleges have in place. Do we know? Are there case studies to support the rationale?</i> <i>A Governor asked when are decisions made and when do enrolments happen?</i> They were advised that by May most students have offers. The VPSES confirmed that work generally starts after Easter. <i>The Governor suggested the earlier the process starts the better it is for the learners. Colleges should review learners' line by line when making any decision on progression and learners should certainly have some involvement in the discussion.</i> It was agreed that more information would be needed for Corporation, further clarification would be sought outside of the meeting and a revised paper prepared for the Corporation meeting. <u><i>The following questions were received from a Governor prior to the meeting as they were unable to attend the meeting:</i></u> <i>Some really good increases in progression across levels – any reason for E3 to L1 decreased?</i> Management Response: Absolute number (rather than %) of returning learners studying at a higher level has increased. Total number of returning E3 learners has increased proportionately greater, reflecting ongoing commitment to inclusion and continuing learning journeys, where possible and appropriate. The percentage reduction is a consequence of the volumes. <i>Is there any regression between levels or level to level movement? If there is what are the reasons?</i> Management Response: No, L1 to L2 and L2 to L3 progression now at the highest level since 23/24 with a year-on-year improvement evident in the data.	Deputy Principal

	<i>What is learner progression like for students in an inclusion category or with an EHCP?</i> Management response: Inclusion category progression analysis not yet available on returning cohort into 25/26 but is currently being produced. . Progression of learners with EHCPs is dependent on their EHCP review rather than a linear journey through levels, year on year (as outlined in the paper).	
8.16	Learner Progress Update The Committee noted the update on target setting for learners, noting that they were being provided with the forecast position for main aim learner achievement outcomes following the 'on-track' exercise in November of Term 1, Autumn 2025. This relates to Pillar 1 (qualifications outcomes) of the Own Your Future process. The Deputy Principal caveated the 16-18 main aim Qualification Achievement Rate (QAR) of 94.6% (83% last year), due to how early in the year it had been produced. All areas are forecasting improvements. Electrical installation and Automotive departments, provision currently in RIG, are forecasting significant improvements which would take them beyond existing national rates. Triangulation will take place the Scrutiny Review Meetings. <i>A Governor suggested that at this point it should be known who is on track and for any learner not on track what can be done to help them.</i> Management assured them that department have this information and are very clear on those who may be struggling and what is or needs to be done to support them. <i>A Governor suggested that this information needs to be reviewed on a regular basis and on a line by line approach.</i>	
	The Deputy Principal left the call. The agenda returned to its original numbering.	
8.8	Curriculum Delivery 2025/26 The paper on curriculum planning and any planned changes was taken as read. The Committee noted that curriculum planning had been an item at the recent Planning Day and were able to triangulate between that and the paper. <i>A Governor questioned how Governors can be assured that any Teach Out arrangements are going well?</i> They were advised that there is one course currently in the final stages of teach-out, FD Payroll. The Vice Principal Higher Education, Adult & Curriculum Development (VPHEACD) meets regularly with all relevant parties, including the awarding body and the university, and the progress of each learner is closely monitored. Learners have been provided with clear timeframes for completion. The teach-out process is progressing well. Reasons for other courses being stopped include low numbers or a change to the provision. <i>A Governor asked about the progress of the BTECs that are being defunded.</i> They were advised that two courses are being defunded. The H&SC course has been stopped with the view that it has been replaced by a T Level equivalent. To ensure the College meets the demand of the sector and places the each learner on the right course, an alternative qualification has been sourced with a different awarding body, and the delivery is currently being planned. The Principal informed the Committee that there is a political aspect to changes and we are constantly monitoring for information and details so that we can react accordingly. The Committee acknowledged that very little information has come out on the proposals and had found the session at the Corporation Planning Day useful. <i>A Governor questioned whether modular programmes are being ran for HND Business yet?</i> They were informed that the HND Business course will cease as there is insufficient interest to justify	

	running it. <i>The Governor questioned previous reporting to Governors where the Early Years Apprenticeship had been paused. The paper stated that it was due for relaunch in 26/27 and the Governor wondered what the impact of that was?</i> They were reassured that no students had been disadvantaged, and a full review of the area had been undertaken by the new manager, and it would be prudent to restart in September. A new T Level for Early Years has been started at Redditch and Worcester. <i>A Governor questioned if Management have any insights into potential demand for T Levels?</i> They were advised that numbers are anticipated to be low. They were informed that T Levels remain an area that cause a lot of confusion and uncertainty for potential students and their parents alike. Experience at College events is that people do not specifically ask about T Levels, they ask about the route to becoming a nurse for instance and what progression will they see from the choice they make. Numbers for Adults Nursing are high. The Principal noted that it is more the vocation that needs to be promoted and not the qualification. More people are attending open events and the types of learners those events attract are changing with many having predicted grades of 6, 7 or 8. It is one of the more difficult areas to understand and that has some impact on how the College can promote it.	
8.9	Quality Improvement Plan (QIP) The Committee reviewed the progress made to date and noted that the QIP had been provided in the Reading Room: The Committee noted that: • Across all six improvement areas, Term 1 progress is positive and on track • The Automotive & Electrical departments have benefited from enhanced oversight, scrutiny activity and departmental RIGs. Attendance and forecast achievement have improved • Term 1 work has successfully embedded the revised Own Your Future (OYF) • A newly appointed Apprenticeship Manager has helped to strengthen consistency in personal development for Apprentices. • A seventh improvement area will be added for English and maths attendance. Whilst the College continues to do all it can for attendance, College Management have recognised that it needs to be added to the QIP as an area for improvement. <i>A Governor stated that they were reassured that the new appointment has been able to progress the personal development for apprentices, noting that it adds another level of assurance for Governors.</i> <u><i>The following questions were received from a Governor prior to the meeting as they were unable to attend the meeting:</i></u> <i>90% engagement in learning walks – are there any flags around the 10% that didn't?</i> Management response: No real flags, this is simply down to staff attendance / availability, meaning 100% coverage is never really possible. All staff are seen for learning walks during the year as well as lesson visit, meaning the majority of teaching staff are visited at least 2-4 times per year, each time receiving feedback and coaching points. <i>Are there any inconsistencies across the curriculum areas in the quality of teaching and learning? If so, what actions are being taken?</i> Management response: Trends in T&L observation data show departments with least experienced teaching staff and/or a high turnover of staff, tend to have the greater inconsistencies. These areas are primarily automotive, electrical and construction (Redditch) and all 3 departments have a monthly Rapid Improvement Group meeting / actions and receive heightened management and AQP support.	
8.11	Apprenticeships Update The Committee noted the update on the performance of the apprenticeship provision for the College.	

	The VPAPS would be making some revisions to include the revised parameters, the revised document would be shared with the Committee. The Committee noted that the reporting provided a lot of details and provided assurance of what is going well but also noted the areas for concern. <i>A Governor offered their congratulations and acknowledged that a lot of work had been done within the area, and this is reflected in the measures all being on track for R14.</i>	VPAPS
8.13	Accountability Statement & Local Needs Duty The Committee noted that the statement will be brought to the Committee in Term 3 for review and recommendation for approval at the July Corporation.	Governance Professional
8.14	Careers Update The Committee receive an update on Careers activity across the College. Taking note of the developments in the provision since the last inspection, the Committee were assured that the area has been on a journey of improvement and can be considered as a strength of the College. The Committee noted the areas for development that had been highlighted; refinement needed for the integration and reporting of the Grofar system; ongoing professional development ensure staff maintain industry knowledge, including in emerging areas and the cross college promotion of the careers programme. The Committee expressed their congratulations again for achieving Matrix re-accreditation.	
8.15	Teaching & Learning Quality Report The Committee received a comprehensive report that contained a wide range of updates on teaching and learning, activities and performance. The Committee took assurance from the report which provided a positive and improved picture for the quality of teaching and learning. <i>A Governor asked how Governors can be assured that all the CPD activities are having a sustained impact on teaching? The Vice Principal Quality (VPQ) informed the Committee that visible differences have been observed in learning walks (200 walks undertaken) and in lesson visits (86 undertaken). The approach to CPD is to try and be reactive and Management are confident that an impact is being made. Three times more CPD activity is taking place than in 23/24 and the feedback from staff is one of satisfaction because the events are now focused and align with the new culture of the College.</i> <i>A Governor questioned what scaffolding is given - it is listed as a key strength under the Quality of Teaching & Learning? The VPQ advised that is terminology used to reference the layered approach towards teaching and learning.</i> <i>A Governor challenged the reference to the 44 new members of teaching staff under the New, Support & Trainee Teachers (NeST) heading and what is that figure as a percentage? The VPQ advised that it is approximately 20-23%.</i> <i>A Governor wished to make the observation that regardless of what measurement used, the emerging picture is one of progress; a change of culture and as a Governor they have personally felt the effect and see the improvements and the change happening before them.</i> <u><i>The following questions were received from a Governor prior to the meeting as they were unable to attend the meeting:</i></u>	

	<i>Really detailed report. Are there any curriculum areas where the areas of improvement seem to focus? Is embedded maths and English evidenced through the sessions?</i> Management response: Automotive, Electrical and Construction (Redditch) tend to require the most support / intervention - see comment above about RIG process and additional support. Checks are undertaken to ensure maths and English is embedded. This is noted in feedback where it is evident and as an area for improvement, where it isn't embedded. <i>Is work scrutiny a part of the observation process? Are student focus groups also a part of the process?</i> Management response: Yes, lessons visits look at the quality of student work and feedback as part of the process. All departments run student focus groups alongside the college wide surveys and student conferences (that follow a focus group style approach).	
8.17	Equality & Diversity Impact Measures (EDIMs) The Committee reviewed the progress of the Equality & Diversity objectives and EDIMs, noting that there are no areas of concern. The Committee noted that six objectives are rated as Amber and five are rated as Green. <i>A Governor asked what assurance can the Committee take that the Amber actions are being progressed and moving along?</i> They were informed that the ratings are RAG rated by the EDI Group and a sense check is undertaken with the Leads to see what progress is being made. <i>The Governor requested an update on the Amber actions for the next Committee.</i>	VPSES
8.18	Prevent Action Plan 25/26 The Committee reviewed the progress of the risk assessment and action plan. College Management confirmed that a lockdown exercise would be taking place at the Bromsgrove Campus in March. The Committee was advised that internal audit had recently undertaken a Safeguarding Audit that had also covered the Protect Duty, and there were no management actions.	
8.19	Meeting Effectiveness & Reflections The Committee reflected on the effectiveness of the meeting, considering whether there was sufficient challenge and if the discussions provided an appropriate level of assurance for Governors. • There is some repetition across papers. The Principal acknowledged that this was a good challenge and ELT will review and triangulate papers. • Members felt that the quality of papers and the data provided continues to be good. • There had been good challenge. • All items received appropriate discussion time. • Governors could genuinely acknowledge all of the work that is being done as they have witnessed the changes and improvements. • The structure of the meeting packs and the signposting helps with navigating papers.	
8.20	Any Other Business There was no other business.	