



ST BRENDAN'S CATHOLIC SIXTH FORM COLLEGE
Governors' Teaching Curriculum Quality Committee
MINUTES OF MEETING
Wednesday, 9 November 2022
Virtual Microsoft Office Teams Meeting (16:00–18:25 hrs)

GOVERNORS/MEMBERS PRESENT: Mark O'Sullivan [Chair], Marian Curran [Principal], Professor James Devenney, Margaret Harlock, Lucinda Trott (part), Paul Ryan (part), Clare Williamson [7]

ATTENDING: Stephen Clayson [Vice Principal Curriculum Quality Innovation], Vicki Haigh [Head of Teaching, Learning & Assessment], Peter J Harrison [Clerk to Governors].

APOLOGIES: None [0]

ABSENT Without Apology: None [0]

CIRCULATION: All Governors, College website

QUORUM REQUIRED: 3/6 (Voting Committee members)

Documents Circulated/Tabled* at Meeting: **Circulation:** All Governors, Clerk to Governors, Senior Leadership Team, & [College Website after signature].

- Document [A] – 'St Brendan's Sixth Form College – English Results Briefing' – tabled
- Document [B] – 'St Brendan's Sixth Form College – Committee Terms of Reference' – strengths and weaknesses. – circulated previously
- Document [C] – 'St Brendan's Sixth Form College – Analysis of Internal Assessment Report' – circulated previously
- Document [D] – 'St Brendan's Sixth Form College – Quality of Teaching Learning Assessment Report' – strengths and weaknesses. – circulated previously
- Document [E] – 'St Brendan's Sixth Form College – Curriculum Offer Report' – circulated previously
- Document [F] – 'St Brendan's Sixth Form College – External Partner Visit Update Report.' – circulated previously
- Document [E] – 'St Brendan's Sixth Form College – Employability Destinations Career Ready Report' – circulated previously
- Document [H] – 'St Brendan's Sixth Form College – College Tuition Fund Report' – circulated previously
- Document [I] – 'St Brendan's Sixth Form College – Self Assessment Report – Teaching Learning Assessment' – circulated previously
- Document [J] – 'St Brendan's Sixth Form College – Quality Improvement Priorities – Teaching Learning Report' – circulated previously
- Document [K] – 'St Brendan's Sixth Form College – Staff Professional Development Report' – circulated previously
- Document [L] – 'St Brendan's Sixth Form College – Staff Professional Development – Training Development Cycle Report' – circulated previously
- Document [M] – 'St Brendan's Sixth Form College – Student Recruitment /Retention/ Attendance Report' – circulated previously
- Document [N] – 'St Brendan's Sixth Form College – Risk Register Committee Extract Report' – circulated previously

Committee Briefing:

'Recent Quality Progress in English'
by Natalie Boyd, [Curriculum Cluster Leader [English Film & Media]

Introduction –

The Vice Principal [Curriculum Quality Progression] explained that the English Faculty had demonstrated significant improvement in the results this year and for that reason the briefing was chosen to indicate what the Staff and their Managers could achieve by implementing changes in the delivery of Teaching and Learning.

English Results

English Results 2021/2022 Impact					
	Pass Rate	Grades A* – B	Value Added	Attendance	Retention
English Literature	100%	69%	+0.17	88%	86%
English Language	98%	63%	-0.03	87.2%	88%
English Language & Literature	100%	66.7%	+0.12	90%	93%
GCSE English [Grades 4-9]	78%	N/A	N/A	80%	

The Managers and Teachers implemented several changes in the delivery of the Curriculum, and the support, and assessment of progress of the Students. These involved regular in the classroom assessment of the progress of learning, combined with adjustments to the subject curriculum. The significant and positive results speak for themselves. Student Attendance and Retention benefited from a close monitoring and where necessary additional support for Students.

Cluster Actions

The policy included:

- A strong emphasis on the quality of education and the delivery of teaching and learning
- Use of set texts relevant to our Students, for example, fiction about migration, rather than Gothic style
- Development of debating and public reading and speaking skills
- Student behaviour and establishing College values and tolerance of others
- The performance targets from 2021/2022 were worked on followed through into this year
- Quality Improvement Targets are being progressed

[Paul Ryan and Vicki Haigh joined the meeting 16:18 hrs]

Impact

Teachers very pleased with the outcome and Student Pulse surveys very positive.

Discussions and Questions

[1] Excellent results in English – what is being done to ‘spread the word’ and develop communication skills for other subject areas and for the Students?

- There is an emphasis on literacy and reading across the College
- Enrichment initiatives are also being utilised for this purpose to enable Students to participate in the spoken word

[2] Student numbers choosing English –

- There has been a downturn nationally in the numbers of Students choosing to study English, and in previous years at College there was a higher number of classes. This year 2022/2023 English is proving a more popular choice and the College needs to build on this popularity and the results, with a likely impact on recruitment

[3] Opportunity for Students to develop –

- The promotion of reading themes combined with set reading homework is building Student confidence and skills in this important life skills area
- The In-Service Education Training [INSET] sessions are also being used also to promote these skills
- Careers and Employability workshops and trips are also opportunities for enrichment

The Chair thanked Natalie Boyd, [Curriculum Cluster Leader [English Film & Media] for the very useful and informative briefing.

[Natalie Boyd left the meeting 16:25 hrs]

ITEM	ISSUES RAISED IN DISCUSSION	AGREED ACTION
1. Welcome	<p>1.1 <i>Welcome</i>: Mark O’Sullivan [Chair] opened the meeting with the Prayer of Saint Brendan and welcomed everyone to the MS Office Teams™ meeting, introductions were made.</p> <p>1.2 <i>Apologies</i>: None [0]</p> <p>1.3 <i>Absent</i>: None [0]</p> <p>1.4 <i>Quorate</i>: The meeting was declared quorate.</p>	
2. Declarations of Interest	2.1 <i>Declarations of Interest</i> : The members of the Committee confirmed there had been no change.	Next Agenda & Any Governor
3. Committee Business	<p>Document [B] – ‘<i>St Brendan’s Sixth Form College – Committee Terms of Reference</i>’ – <i>strengths and weaknesses</i>. – circulated previously</p> <p>3.1 <i>Annual Review Committee Terms of Reference</i>: The Clerk to Governors explained that the annual review was intended to focus the work of the Committee on the tasks delegated by the Board of Governors. The Committee may wish to recommend changes in the light of the recent changes in the Management structure with the introduction of the two new Vice Principals with their respective duties. It was suggested that the Chair of the Committee might wish to review the current Terms of Reference and make some recommendations to the next meeting for consideration. This was agreed.</p> <p>Action – Mark O’Sullivan & Next agenda</p>	Mark O’Sullivan & Next agenda
4. Minutes Previous Meeting	<p>4.1 <i>Minutes of Meeting</i> [Governors’ Teaching Curriculum Quality Committee] [18 May 2022]:</p> <p>The Minutes were adopted without amendment as a correct and true record and passed for electronic signature and publication on the website.</p> <p>Action – Clerk to Governors</p>	Clerk to Governors
5. Actions Review [Agenda not itemised]	5.1 <i>Timely Issue of Committee Reports and Papers</i> [Minutes 18 May § 12.1]: Completed and much improved.	

6. Matters Arising	6.1 None.	Next Agenda
7. Curriculum Teaching Learning & Assessment	<p>Document [C] – ‘St Brendan’s Sixth Form College – Analysis of Internal Assessment Report’ – circulated previously</p> <p>Document [D] – ‘St Brendan’s Sixth Form College – Quality of Teaching Learning Assessment Report’ – strengths and weaknesses. – circulated previously</p> <p>Document [E] – ‘St Brendan’s Sixth Form College – Curriculum Offer Report’ – circulated previously</p> <p>Document [F] – ‘St Brendan’s Sixth Form College – External Partner Visit Update Report. – circulated previously</p> <p>Document [E] – ‘St Brendan’s Sixth Form College – Employability Destinations Career Ready Report’ – circulated previously</p> <p>Document [H] – ‘St Brendan’s Sixth Form College – College Tuition Fund Report’ – circulated previously</p> <p>7.1 Analysis of Internal Assessment Term 1: The Vice Principal [Curriculum Quality Progression] explained that in the past it had been the custom to assess Student attainment at three points in the academic year and the Key Achievement Gateways [KAG] reports were then used to support revision for examinations. The policy has been changed with the introduction of more regular assessments using a system of 45-minute Key Assessment Tests [KAT] on a more regular basis and with the class Teacher testing the teaching and learning in the classroom. The improved use of the Management Information System [MIS] enables a better analysis of Student progress and to provide College-wide data for the Curriculum.</p> <p>Referring to the report it is possible to analyse Target and Actual progress for Year 12 and through Year 13 for individual subjects:</p> <ul style="list-style-type: none"> ▪ A-Level ▪ Applied General Qualification <p>This in turn allows us to identify both subjects, target grades, and actual achievement and highlights areas of weakness and strength in the delivery of Teaching and Learning. This data also provides the information relating to Value Added scores and progress.</p> <ul style="list-style-type: none"> ▪ A-Level Areas of Concern – <ul style="list-style-type: none"> ○ Business ○ Mathematics ○ Further Mathematics ○ Psychology ○ Sociology 	

<p>Curriculum Teaching Learning & assessment [Continued...]</p>	<ul style="list-style-type: none"> ▪ Applied General Areas of Concern – <ul style="list-style-type: none"> ○ Human Biology ○ Criminology <p>Where an individual Student is identified as being of concern, the class Teacher refers the Student to the Head of Teaching, Learning & Assessment for support consideration, with the faculty Teachers and Line Manager also following up the case.</p> <p>There was some discussion and questions relating to the points raised:</p> <ul style="list-style-type: none"> ▪ Are the higher achievers also being followed up if they show signs of being behind attainment targets? The Committee was informed that higher achievers are, as also are Student in groups like Black Asian Minority Ethnic [BAME]; Education Health Care Plan [EHCP]; Children in Care [CIC] behind expected achievement ▪ Subjects with higher Student numbers are treated in a similar manner ▪ Professional Development of Teachers is ongoing with the individual professional reviews being focussed on 'stretch and challenge' ▪ In some areas the Curriculum is being 'tweaked' so that the teaching and learning experience of the Students meets their needs and their pace of development ▪ In the case of Mathematics, it was noted that for some years this has been a major area of concern, and details will be offered later in the meeting ▪ In the case of both Sociology and Psychology it is possible that some Students may have chosen the course as less than academic subject. This issue is being addressed both in the enrolment process and with the individual as necessary ▪ The Student Governor offered he input that rather than whole class interaction more interaction and opportunity for the individual Student would be valuable <p>The Committee noted the report.</p> <p><i>7.2 Quality of Teaching, Learning & Assessment: Strengths & weaknesses:</i> The Vice Principal [Curriculum Quality Progression] referred to the written report.</p> <p>Assessment - National development update</p> <ul style="list-style-type: none"> ▪ Grade profile of results in 2023 will be in line with proportions of grades awarded in 2019 ▪ Students will not receive advance information 	
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<p>Curriculum Teaching Learning & assessment [Continued...]</p>	<ul style="list-style-type: none"> ▪ The Joint Council for Qualifications [JCQ] will consult on exam spacing and invigilation requirements. The regulations for last year might be retained. <p>Assessment</p> <ul style="list-style-type: none"> ▪ In Term 1 all Students completed a 45-minute assessment – this is called a Key Assessment. ▪ Most teams have standardised and moderated marking during course team meetings. ▪ The Key Assessment is used to evaluate the progress of Students within each course. ▪ Students have had feedback on how they can further improve. ▪ Students should all complete directed improvement and reflection tasks. Whilst all curriculum plans have this included the quality of delivery of these tasks is variable ▪ Later in this month Students will complete a longer piece of assessed work that more closely mirrors and examination paper <p>We have audited Staff who require exam board training, and this is being coordinated by the Head of Pedagogy</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Mathematics is a particular area of development where: <ul style="list-style-type: none"> ○ An External Review has been undertaken ○ Both the Curriculum, and Pedagogy has been reviewed ○ The journey of improvement has begun with Teacher engagement. What is clear, however, is that past guidance was in some cases not implemented. The use of the College values of ‘honesty and transparency’ has ensured that Staff have accepted the message and are on board to drive the improvement in outcomes required in this important subject area <p>The Committee noted the report.</p> <p><i>7.3 Curriculum Offer:</i> The Vice Principal [Curriculum Quality Progression] reported that the balance of Students undertaking A-Level compared with Applied General courses has changed in recent years as shown in the bar charts in the report. This indicates that more Students are choosing mixed programmes, with some subjects being dropped altogether. Some new courses are re-starting or commencing:</p>	
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<p>Curriculum Teaching Learning & assessment [Continued...]</p>	<ul style="list-style-type: none"> ▪ Philosophy ▪ Accounting <p>T-Level</p> <ul style="list-style-type: none"> ▪ The Government has decided not to withdraw funding from the high number of planned Applied General courses and only 160 are now to be non-funded in favour of the T-Level courses ▪ Nationally, it is reported that those institution in the first wave of delivery are reporting a drop in applicants with Students not favouring the T-Level option <p>In discussion, it was agreed that the College needed to establish its own 'distinctive curriculum offer' given the possible opening of a new Sixth Form provider in central Bristol, most likely to select Applied General courses rather than A-Level. There was also some discussion about Modern Languages, where Student enrolments both in College and University are falling. It is apparent that Secondary Schools no longer in all cases require their Year 10/Year 11 pupils to sit a Modern Language, some make no offer, some make it optional, with the subsequent impact on post-16 education.</p> <p>It was suggested that given that 70 languages are currently spoken by Students and Staff in the College, one possibility is that in addition to allowing native speakers to sit the public examination, such language offers might form part of the College's distinctive Curriculum offer.</p> <p>These changes also impact upon staffing. Considering class numbers, most have 25 students, and the costings generally sets the minimum number at 15 students.</p> <p>The Committee noted the report.</p> <p><i>7.4 College Improvement Partner Report</i> [update]: The Vice Principal [Curriculum Quality Progression] informed the Committee that Linda Peck [External Partner], has made two visits to the College this Academic Year with the Rapid Action Plan [RAP] for Mathematics being in place and the Curriculum re-written. The written reports detail the improvements and initiatives in place. To summarise the Committee was informed – 'the green shoots are showing'.</p> <p>The Committee noted the report.</p> <p><i>7.3 Employability, Destinations and Career Ready:</i> The Vice Principal [Curriculum Quality Progression] reminded the Committee that the final destination data only becomes available later in the academic year, so the report provides 'intended destination' information.</p> <ul style="list-style-type: none"> ▪ University Entrance – 61% as the previous year ▪ Sutton Trust¹ – a 3% increase of Students choosing] one of these institutions, with Students with a prior attainment at GCSE above 7.0 showing lower rates of intended destination to this group 	
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<p>Curriculum Teaching Learning & assessment [Continued...]</p>	<ul style="list-style-type: none"> ▪ White Students show much lower rates of intended progression to University when compared with non-white Students. <p>[NOTE – Sutton Trust 30 – University of Birmingham, University of Bristol, University of Cambridge, Durham University, University of Edinburgh, Imperial College London, London School of Economics, University of Nottingham, University of Oxford, University of St Andrews, University College London, University of Warwick, University of York]</p> <ul style="list-style-type: none"> ▪ GATSBY Education Foundation scores are also an area of focus for the College and progress is being maintained ▪ The Careers and Employability Manager has also just taken up post <p>This gave rise to some discussion about the role of Link Governors and whether consideration might be given to the nomination of one of the Governors with an interest in Employability to support the College in this important field. The Committee noted the report.</p> <p><i>7.4 Tuition Fund</i> [update] The Head of Teaching, Learning & Assessment referred to the report and noted that the Government has repeated the funding, but at a lower level, for this year with Students requiring lower criteria for eligibility. This means the College has 1523 [78% of the College cohort] Students eligible for Academic Coaching support. So, the College is having to prioritise intervention, and by using Student Attendance data and noting what actions went well last year to make the best use of the available resources.</p> <p>It is notable that Year 13 Students are increasingly showing interest in engagement as Term 1 proceeded. The Access to Level 3 [ATL3] cohort is more of a challenge, with 984 Students in this group the numbers have had to be filtered to just 173 for the present.</p> <p>The Committee was informed that the College has been nominated to take part in a national research project initiative to develop this work. The Committee noted the report.</p>	
<p>8. Quality Improvement</p>	<p>Document [I] – ‘<i>St Brendan’s Sixth Form College – Self Assessment Report – Teaching Learning Assessment</i>’ – circulated previously Document [J] – ‘<i>St Brendan’s Sixth Form College – Quality Improvement Priorities – Teaching Learning Report</i>’ – circulated previously Document [K] – ‘<i>St Brendan’s Sixth Form College – Staff Professional Development Report</i>’ – circulated previously Document [L] – ‘<i>St Brendan’s Sixth Form College – Staff Professional Development – Training Development Cycle Report</i>’ – circulated previously</p>	

<p>Quality Improvement [Continued...]</p>	<p>8.1 <i>Self Assessment Report</i> [SAR] 2022/23 – Teaching Learning Assessment sections: The Vice Principal [Curriculum Quality Progression] explained to the Committee that this report reflects upon the identified strengths and weaknesses, and the key areas of action implemented and their impact. The previous discussion in the meeting has also touched on these issues.</p> <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Diagnostic assessments developed so that Teachers can identify gaps in learning. ▪ Revised curriculum to respond to advanced information and guidance. ▪ Assessment schedule revised to ensure students are well prepared for rigors of external examinations. ▪ Development of home study materials so that Students have access to high quality resources. Students were trained in how to access these online materials to ensure continuity of education throughout 2021/21 despite continued disruption to learning. ▪ Where appropriate curriculum maps were updated and revised to ensure core concepts and content was covered in sufficient detail. ▪ Support Teachers develop subject specific expertise through exam board training, industry updates and subject specific CPD [for example through the National Science learning partnership]. <p>Evidence of Impact</p> <ul style="list-style-type: none"> ▪ 2022 outcomes for both A*-A and A*-B exceeded the ‘mid-point’ between 2019 and 2021 Teacher Assessed Grades [TAG] outcomes. Increased number of students achieving A*-B in 2022 (48.5%) this is an increase of 2.5% when compared to TAG from 2021 and a 14.5% increase compared to 2019. A comparable number of Students achieving A*-A in 2022 (21.1%) when compared to Teacher Assessed Grades from 2021 and an 8% increase compared to 2019 ▪ 2022 results compared to National JCQ benchmarks show that A*-A grades were in line with or exceeded national for the following courses: A-Level Chemistry, English Language, German, French, Spanish, Design Engineering, Geography and Law ▪ 2022 outcomes for high attaining Students in BTEC Diploma Business, Performing Arts were significantly higher than national 	<p>Next Agenda</p>
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<p>Quality Improvement [Continued...]</p>	<ul style="list-style-type: none"> ▪ 85.5% of Students report teaching at the College is good or better and 83.4% of Students report teachers find effective ways to make lessons interactive. Student feedback is further supported by the College Improvement Partner feedback in June ▪ Learning Walks [Terms 5-6] demonstrated improved resourcing and teaching [e.g., course teams had literacy packs, more active learning, extended Wave, and in-class support to meet Student need] ▪ Appraisal is now used to inform a Training Needs Analysis [TNA] <p>Leadership</p> <ul style="list-style-type: none"> ▪ Training middle managers is very important. This has been an area of weakness for the College in the past and it is a very important aspect of the Self Assessment Report. Senior Managers are not complacent and there is more work still to do. <p>The Committee noted the report.</p> <p>8.2 <i>Quality Improvement Plan</i> [QIP] 2022/23 – Teaching Learning Assessment sections: The Vice Principal [Curriculum Quality Progression] continued to speak about the development of the Quality Improvement Plan elements affecting the Curriculum and Teaching and Learning:</p> <ul style="list-style-type: none"> ▪ Course reviews ▪ Quality of Teaching ▪ Use of Management Information System [MIS] data ▪ Consideration about what the curriculum should be and how it should be delivered <p>There was some discussion about what Management Information System [MIS] data might be made available to which of the Governors' Committees, as some matters might be confidential relating to Students or Staff. The matter will be further discussed in relation to Quality of Teaching and Learning at the next meeting</p> <p>Action – Vice Principal [Curriculum Quality Progression]/ Next Agenda</p> <p>The Committee noted the report.</p> <p>8.3 <i>Staff Professional Development</i>: The Head of Teaching, Learning & Assessment presented her reports and explained that Staff professional development is a priority for the College. In summary:</p> <ul style="list-style-type: none"> ▪ Twilight training programmes have resumed ▪ External Training including non-teaching Staff who wish to advance ▪ Specific subject area training 	<p>Vice Principal [Curriculum Quality Progression] & Next Agenda</p>
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Quality Improvement [Continued...]	<ul style="list-style-type: none">▪ In Service Education Training [INSET]▪ Individual Professional Development▪ Training cascaded by those attending courses elsewhere <p>Staff have shown a positive reaction to these and other initiatives, and Pulse survey may reveal more reaction.</p> <p>The Committee noted the report.</p>																					
9. Principals’ Report	<p>Document [M] – ‘<i>St Brendan’s Sixth Form College – Student Recruitment /Retention/ Attendance Report</i>’ – circulated previously</p> <p>9.1 & 9.2 <i>Student Recruitment/Attendance Report 2022/2023</i>: The Principal, in the absence of a written report provided the latest details for 2022/2023 Recruitment [updated today]:</p> <table><tr><th colspan="4">Student Recruitment – October 2022 [same periods]</th></tr><tr><th></th><th>2021/2022</th><th>2022/2023</th><th>2023/2024</th></tr><tr><td>Applied</td><td>644</td><td>871</td><td>771</td></tr><tr><td>Offered</td><td></td><td></td><td></td></tr><tr><td>Accepted</td><td></td><td></td><td></td></tr></table> <p>Recruitment</p> <p>The Principal reported that 1945 Students on roll [1950 fully funded with lagged funding] after the deduction of the leavers prior to the 42-Day cut off point. The usual reasons:</p> <ul style="list-style-type: none">▪ Employment▪ Apprenticeship▪ Return to previous school▪ Issues around travel to College	Student Recruitment – October 2022 [same periods]					2021/2022	2022/2023	2023/2024	Applied	644	871	771	Offered				Accepted				Next Agenda
Student Recruitment – October 2022 [same periods]																						
	2021/2022	2022/2023	2023/2024																			
Applied	644	871	771																			
Offered																						
Accepted																						

Principals' Report
[Continued...]

Retention

Student Retention – October 2022				
	2Y1	3Y1	3Y2/3	Total
Enrolled	118	1168	788	2074 ¹
Currently Enrolled	113	184	760	1957
Retention %	95.7%	92.8%	96.5%	94.4%

[NOTE – 1945 enrolled]

Attendance

Student Attendance 31 October 2022 [same periods]		
	2022/2023	2021/2022
Female	87.8%	84.5%
Male	87.6%	84.4%
Overall	87.7%	87.2%


Commenting on Attendance, the Principal added that the recording of Attendance in the classroom and the follow up processes have been revised this year. Attendance in the Access Level 3 [ATL3] cohort is lower. Behaviour and punctuality are also being carefully recorded and action taken where appropriate at an early stage.

The Three-Year Trend data for Recruitment/ Retention/Attendance/Punctuality is also shown in the report for the first time. The impact of Covid-19 impacts both on Attendance and Retention, so the trend data provides only an approximation.

In discussion, regarding what was meant by 'punctuality'? The Committee was informed the time of the Student arrival in class is noted by the Teacher, and this is followed up as part of the College behaviour procedure. Transport to College being a not infrequent issue.

The Committee noted the report.

10. Policy Review	10.1 <i>None</i> :	
11. Risk Register Review	<p>Document [N] – ‘St Brendan’s Sixth Form College – Risk Register Committee Extract Report’– circulated previously</p> <p>11.1 <i>Review of Risks Allocated to Committee</i> [Update]: The Vice Principal [Curriculum Quality Progression] presented the report. In discussion, the Committee considered the items allocated to this Committee as listed: [Residual AMBER and Residual GREEN]</p> <ul style="list-style-type: none"> ▪ § 2.2 [Residual GREEN] – it was commented that the Management Information System data is being gathered to support evidence of Student participation ▪ § 2.10 [Residual AMBER] – a above at § 2.2 with the regular monitoring of Quality Improvement Plan [QIP] <p>Action – Vice Principal [Curriculum Quality Progression]</p>	<p>Next Agenda & Vice Principal [Curriculum Quality Progression]</p>
11. Committee Business	<p>11.1 <i>Committee Briefing Next Meeting</i>: It was suggested:</p> <ul style="list-style-type: none"> ▪ Another briefing about a Curriculum Faculty topic ▪ Improvement and developments in the delivery of Teaching and Learning <p>In the absence of any definite suggestion, it was agreed that the Committee Chair and the Vice Principal [Curriculum Quality Progression] would decide nearer the time of the next meeting.</p> <p>11.2 <i>Report topics for Board of Governors</i>: The Committee proposed the following:</p> <ul style="list-style-type: none"> ▪ Staff and Student outcomes improvements ▪ Teaching quality interventions ▪ Professional Development cycle ▪ Employability ▪ T-Levels update and A-Level/Applied General balance of choice 	

12. Any Other Business	<p>12.1 <i>Social Mobility Award</i>: The Principal was pleased to announce that the College has been awarded a Silver Social Mobility Award for the work done to offer Students from diverse backgrounds to advance in their attainment.</p> <p>The winner Christ's Hospital, with St Brendan's Catholic Sixth Form College in second place, and with follow up:</p> <ul style="list-style-type: none"> ▪ Waterhead Academy ▪ Stowe ▪ Trinity Academy – Leeds ▪ The Cross Academy <p>It is proposed the glass award should be framed and displayed in College.</p> <p>Action – Principal</p>	<p>Principal</p>
13. Correspondence [Not covered within the Agenda]	13.1 <i>Correspondence</i> : None	
14. Next Meeting	14.1 <i>Date of Next Meeting</i> : Wednesday, 1 March 2023 – at 16:00 [To be confirmed]	Clerk/ Governors
Minutes of Meeting Prepared	<p>Friday, 11 November 2022</p> <p>Peter J Harrison [Clerk to Governors]</p>	
Minutes Agreed	<p>Minutes of Meeting agreed as true and accurate record</p> <p>– Date: Wednesday, 1 March 2023</p>  <p>Signed: _____ Committee Chair</p>	

