

**GOVERNORS/MEMBERS PRESENT:** Mark O'Sullivan [Chair], Marian Curran [Principal], Margaret Harlock MBE, Paul Ryan, [4]

**ATTENDING:** Stephen Clayson [Vice Principal Curriculum Quality Innovation], Vicki Haigh [Head of Teaching, Learning & Assessment], Peter J Harrison [Clerk to Governors], Sophie Preece [Director of Faculty] (part),

**APOLOGIES:** Clare Williamson [1]

**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 – Transforming Raising Standards in Psychology – Briefing' – tabled

Document [B] – 'St Brendan's Sixth Form College – Committee Terms of Reference' – circulated previously

Document [C] – 'St Brendan's Sixth Form College – Committee Terms of Reference Paper Proposing Revision' – circulated previously

Document [D] – 'St Brendan's Sixth Form College – College Results Update Report' – circulated previously

Document [E] – 'St Brendan's Sixth Form College – Quality of Teaching & Learning Report' – circulated previously

Document [F] – 'St Brendan's Sixth Form College – Curriculum Offer Report' – tabled\*

Document [G] – 'St Brendan's Sixth Form College – Employability Destinations Career Ready Report' – circulated previously

Document [H] – 'St Brendan's Sixth Form College – Self Assessment Report [Update]' – circulated previously

Document [I] – 'St Brendan's Sixth Form College – Quality Improvement 2022/2023 Report [Update]' – circulated previously

Document [J] – 'St Brendan's Sixth Form College – Staff Professional Development Report' – circulated previously

Document [K] – 'St Brendan's Sixth Form College – Student Recruitment /Retention/ Attendance Report' – circulated previously

Document [L] – 'St Brendan's Sixth Form College – Risk Register Committee Extract Report' – circulated previously

**Committee Briefing:**

***‘Transforming Raising Standards in Psychology’***

**by Sophie Preece [Director of Faculty]**

**Introduction –**

Concern has been expressed for some time that the academic outcomes in Psychology have been below that National comparator standard. This is important as some 240 Students follow the course, and this then impacts on the overall College performance.

There are four Teachers, with Sophie Schwarz [Curriculum Cluster Leader].

**Headline Psychology Results –**

	Pass Rate	Value Added	Attendance	Retention
Psychology	92.3% (98.2%)	-0.33	88%	92.1%

**Concerns –**

- Lack of consistency between Teachers; Teachers using different resources and in different places in terms of the Scheme of Work [SCOW]
- Not clear that the ‘fundamentals’ were in all Teachers lessons, as a result not all teaching was ‘good’
- Inconsistency in addressing Student Behaviour and Attendance
- Lesson Observations evidenced a lack of recall for Year 13 Students
- Assessment also suggested gaps in Students learning and there were continued poor results
- Attendance and Student feedback also indicated that Students were dissatisfied with their lessons.
- An extended review and the department’s Quality Improvement Plan [QIP] actions were not being achieved despite the efforts of the Curriculum Cluster Leader.

**Actions –**

- Psychology was placed on a rapid action plan in January 2023
- Consistency and shared planning
- A review of the Curriculum
  - Sequencing
  - Interleaving
  - Writing / examination

- Effective home learning
- Examination preparation
- Improved Behaviour and Attendance
- Improved pedagogy through coaching

#### **Impact Outcomes... so far –**

- Teamwork – Teachers are planning and sharing together, lessons seen are ‘good’
- Excellent leadership
- Trend of improvement in Year 12 & Year 13 data from the last data drop
- There is now accessible ‘Wave’ support All Students who are underperforming are being targeted and supported

#### **Discussions and Questions**

[1] Acronyms – It was suggested that it would be helpful to Governors if the meaning of acronyms was explained.

[2] Student numbers choosing Criminology, which has 10 classes per Year group –

It was noted that what might at first appear to be an easy Curriculum option for Students enrolling in fact involved three different but simultaneous ‘Approaches’:

- Biology
- Behaviour
- Cognitive

[3] Opportunity for Students to develop –

The College ethos is to allow Students to develop and aspire to fulfil their personal ambitions in life. As part of this philosophy the General Certificate of Secondary Education [GCSE] average grade score at entry is lower than many of the College competitors

[4] Appreciation –

The Committee wished to acknowledge the contribution made by Sophie Schwarz [Curriculum Cluster Leader] working with the Teachers to improve the standard of teaching and learning in the Faculty

The Committee Chair thanked Sophie Preece [Director of Faculty] for the very useful and informative briefing.

[Sophie Preece left the meeting 16:18 hrs]

ITEM	ISSUES RAISED IN DISCUSSION	AGREED ACTION
<b>1. Welcome</b>	<p>1.1 Welcome: Mark O’Sullivan [Chair] opened the meeting with the Prayer of Saint Brendan and welcomed everyone to the MS Office Teams™ meeting.</p> <p>1.2 Apologies: Clare Williamson [1]</p> <p>1.3 Absent: None [0]</p> <p>1.4 Quorate: The meeting was declared quorate.</p>	
<b>2. Declarations of Interest</b>	2.1 Declarations of Interest: The members of the Committee confirmed there had been no change.	Next Agenda & Any Governor
<b>3. Committee Business</b>	<p>Document [B] – ‘St Brendan’s Sixth Form College – Committee Terms of Reference’– circulated previously Document [C] – ‘St Brendan’s Sixth Form College – Committee Terms of Reference Paper Proposing Revision’– circulated previously</p> <p>3.1 Annual Review Committee Terms of Reference [Update] [Minutes Nov §3.1]: The Committee Chair apologised for the late delivery of his paper regarding the revision of the Committee’s Terms of Reference. It was noted that this Committee has three meetings each year and has a heavy workload addressing the important issues relating to the changing Curriculum and its delivery. There was general agreement that a simplification and clarification of the Terms of reference would be of benefit.</p> <p>Some particular points were noted:</p> <ul style="list-style-type: none"> <li>▪ The College Curriculum is in a state of flux due to the implementation of the changes in technical and vocational education being imposed by the Department for Education</li> <li>▪ How the Committee might better use of the data is an important factor</li> <li>▪ Some of the current Terms of Reference appear to duplicate others but it is important not to lose sight of the specific responsibilities of this Committee at key points in the Academic year</li> </ul> <p>It was agreed that a working party be created consisting of:</p> <ul style="list-style-type: none"> <li>▪ Mark O’Sullivan</li> <li>▪ Margaret Harlock MBE</li> <li>▪ Stephen Clayson</li> </ul>	

<b>Committee Business</b> [Continued....]	To review the current Terms of Reference and make some recommendations to the next meeting for consideration. This was agreed. <b>Action</b> – Mark O’Sullivan & Next agenda	Mark O’Sullivan & Next agenda
<b>4. Minutes Previous Meeting</b>	4.1 Minutes of Meeting [Governors’ Teaching Curriculum Quality Committee [9 Nov 2022]: The Minutes were adopted without amendment as a correct and true record and passed for electronic signature and publication on the website. <b>Action</b> – Clerk to Governors	Clerk to Governors
<b>5. Actions Review [Agenda not itemised]</b>	5.1 Social Mobility Award [Minutes Nov § 12.1]: The Principal confirmed the Award was now displayed in the College Reception.	
<b>6. Matters Arising</b>	6.1 None.	
<b>7. Curriculum Teaching Learning &amp; Assessment</b>	<p>Document [D] – ‘St Brendan’s Sixth Form College – College Results Update Report’ – circulated previously  Document [E] – ‘St Brendan’s Sixth Form College – Quality of Teaching &amp; Learning Report’ – circulated previously  Document [F] – ‘St Brendan’s Sixth Form College – Curriculum Offer Report’ – tabled*  Document [G] – ‘St Brendan’s Sixth Form College – Employability Destinations Career Ready Report’ – circulated previously</p> <p>7.1 Results Updates [including GCSE results]: The Vice Principal [Curriculum Quality Progression] explained that data used at this point in the year is obtained for each Year group:</p> <ul style="list-style-type: none"> <li>▪ Year 12 – Key Assessment Grades held in class in November</li> <li>▪ Year 13 – Mock Examinations carried out in January 2023</li> </ul> <p>So, year groups comparisons are not appropriate. In addition, due to the Covid-19 pandemic, and the specific way the Curriculum and examinations were handled in the summer of 2022 also means there is no fresh comparative data since 2019. In addition, Students on enrolment had inflated average grades. Improved quality and reporting systems now mean that data is better used by leaders and Teachers to inform classroom practice and wider interventions. The data is used to identify trends and compare performance between subgroups of Students and the performance of classes within a course</p>	

<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<p>In summary:</p> <p><b>Year 13 A-Level:</b></p> <ul style="list-style-type: none"> <li>▪ The College Leadership Team [CLT] anticipated a drop in the most recent mock examinations compared to last academic year because the mock exams were earlier than last year; Students did not have advance information and this cohort of Students have only had the end of year 12 tests to model the full examination experience</li> <li>▪ Mock exams showed Value Added lower than Term 2 assessments and lower than mock Value Added in 2022. High middle attaining Students [534 entries] achieving A*-B at 38% are significantly below target of 85%</li> <li>▪ Value Added scores for Students with Education Health Care Plan [EHCP] and High Needs Students [75 entries] and High Prior attaining Students [184 entries] improving throughout academic year and above the College average</li> <li>▪ Value Added scores for High middle attaining Students [545 entries] and Low middle attaining Students [281 entries] declining when compared to Term 2 data</li> <li>▪ Strongest subjects: <ul style="list-style-type: none"> <li>○ Design Engineering</li> <li>○ Economics</li> <li>○ Photography</li> </ul> </li> <li>▪ Weakest subjects: <ul style="list-style-type: none"> <li>○ Film Studies</li> <li>○ Music Tech</li> <li>○ English Literature</li> <li>○ English Language</li> <li>○ Graphics</li> <li>○ Criminology</li> </ul> </li> </ul> <p><b>Year 13 BTEC overall</b></p> <ul style="list-style-type: none"> <li>▪ Females are outperforming Males [by 0.28 of a grade] and white Students trail other Students [by 0.24 of a grade]</li> <li>▪ High Prior attaining Students perform better than other Students, but number of entries is very low</li> <li>▪ Special Education Needs and Disability [SEND] Students perform in line with other Students and High Needs Students performing better than all other Students [by 0.25 of a grade]</li> <li>▪ Strongest subjects:</li> </ul>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<ul style="list-style-type: none"> <li>○ Business Studies</li> <li>○ Protective Services</li> <li>▪ Weakest subjects: <ul style="list-style-type: none"> <li>○ Performing Arts</li> <li>○ Law</li> <li>○ Music Performing</li> <li>○ Health and Social Care [Diploma and Extended Certificate]</li> </ul> </li> </ul> <p><b>Year 12 A-Level</b></p> <ul style="list-style-type: none"> <li>▪ Value Added is in-line with previous assessments this year and shows a small improvement compared to assessment point at the end of Term 2</li> <li>▪ Progress for High Prior Attaining Students is [153 entries] improving steadily and A*-B Target is almost met. High Middle Attaining Students [862 entries] achieving A*-B at 44% is significantly below target of 69%</li> <li>▪ Females are outperforming Males [by 0.32 of a grade], and white Students outperform non-white Students [by 0.18 of a grade]</li> <li>▪ Low Prior Attaining Students [16 entries] are worst performing cohort based on prior attainment profile and progress has declined based on comparison to Term 2</li> <li>▪ Strongest subjects: <ul style="list-style-type: none"> <li>○ Accounting</li> <li>○ Dance</li> <li>○ French</li> <li>○ History</li> <li>○ Spanish</li> <li>○ Graphics</li> <li>○ Law</li> </ul> </li> <li>▪ Weakest subjects: <ul style="list-style-type: none"> <li>○ Maths</li> <li>○ Geography</li> <li>○ English Literature</li> <li>○ Religious Studies</li> </ul> </li> </ul> <p><b>Year 12 BTEC</b></p> <ul style="list-style-type: none"> <li>▪ Females are outperforming Males [by 0.54 of a grade] and white Students trail other Students [by 0.35 of a grade]</li> </ul>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<ul style="list-style-type: none"> <li>▪ High Prior Attaining Students perform better than other Students, but number of entries is very low</li> <li>▪ Special Education Needs and Disability [SEND] Students and High Needs Students perform in line with other Students.</li> <li>▪ English Additional Language [EAL] Students have lower rate of progress than other Students [-0.44]</li> <li>▪ Strongest subjects: <ul style="list-style-type: none"> <li>○ Protective services [Diploma]</li> <li>○ Law</li> <li>○ Music Production</li> <li>○ Weakest subjects:</li> <li>○ Protective services [Extended Certificate]</li> <li>○ Sport [Extended Certificate]</li> <li>○ Health and Social Care [Extended Certificate and Diploma]</li> <li>○ Access to level 3 (Level 2 qualifications including GCSE and BTEC)</li> </ul> </li> </ul> <p><b>General Certificate of Secondary Education [GCSE]</b> We have received GCSE Maths and English results for the November examinations that our Students sat. The results are very strong, for English we are ranked 13th and Maths 17th out of 232 Colleges</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>▪ All teams to complete course reviews</li> <li>▪ Focus on increasing high grades – ‘Teach to Top’</li> <li>▪ Adapt Curriculum plans</li> <li>▪ Reduce number of subjects [some students studying 4]</li> <li>▪ Improve ‘Wave’ support planning, delivery and communication to Students</li> <li>▪ Support for specific Teachers</li> </ul> <p><b>Discussion</b> [1] What, when and how are the Student Key Assessment Grades [KAG] made?</p> <ul style="list-style-type: none"> <li>▪ Year 12 Students KAG is in November</li> <li>▪ Year 13 having Mock Examinations [for practice] and for Assessment of progress in January. More frequent KAG, and continuing assessment by Teachers are also essential, particularly for the poorer attainers so that intervention and support can be applied</li> <li>▪ Applied General Courses [APG] are more difficult due to the structure of the individual course, and the nature of the course work</li> </ul>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<p>[2] What is the rationale behind the KAG?</p> <ul style="list-style-type: none"> <li>Essentially it leads the College into reviewing the Curriculum design, so it meets the needs of the Students and deliver the Skills need</li> <li>In addition, the KAG reveals gaps in previous learning, and allows the deepening of knowledge and memory</li> <li>The process also aids the issues around Teacher workload, and identifies the need for Teacher support or Continuing Professional Development [PDR]</li> </ul> <p>[3] How did Covid-19 affect Key Assessment Grading?</p> <ul style="list-style-type: none"> <li>There is no national data, but it is clear Year 13 Students have suffered the greater impact on their education and learning. Academic Mentoring and other support on offer has helped</li> </ul> <p>[4] What are other Sixth Form Colleges doing when faced with the same social deprivation and average academic entry criteria?</p> <ul style="list-style-type: none"> <li>The Principal explained that she has been in contact with Joseph Chamberlain Sixth Form College, which as a similar intake</li> </ul> <p>The Committee noted the report.</p> <p>7.2 Quality of Teaching and Learning The Head of Teaching, Learning &amp; Assessment referred to the written report.</p> <p><b>Background</b> This report provides an overview of the number of Lesson Observations/Visits completed to date and the key findings/actions resulting from these.</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Observations of teaching include full Lesson Observations and lesson visits</li> <li>At the point of writing a total of 205 recorded observations of any kind, have taken place, of which 197 are of Teachers</li> <li>Total of 92 full Lesson Observations complete, with 7 outstanding at the point of writing [Feb 7]</li> <li>All new Staff [Term 1-3] had timely Lesson Observation and all bar one resulted in 'good' or better. The one 'requires improvement' resulted in the colleague deciding to withdraw from position</li> <li>Key areas of strength [Lesson Observations]</li> </ul>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<ul style="list-style-type: none"> <li>▪ Principles of instruction evident in majority of lessons</li> <li>▪ Assessment of learning evident in high number of lessons</li> <li>▪ Curriculum sequencing, for large majority, 'good' or 'better'</li> <li>▪ Teaching and Progress [overall] 'good'</li> <li>▪ Positive evidence of impact of In-Service Education Training [INSET] 5 last year and INSET 1 this year which, covered Oracy, Reading and Literacy in the classroom</li> </ul> <p><b>Actions Development Areas</b> [Lesson Observations]</p> <ul style="list-style-type: none"> <li>▪ The Assessment to inform Curriculum planning and teaching is not consistently strong</li> <li>▪ In some lessons, evidence of feedback and of Students responding to and acting upon this was limited</li> <li>▪ Support for Special Education Needs Disability [SEND] / High Needs and Education Health Care/ Education Health Care Plan [EHCP] Students could be improved through pen portraits and enhanced links to learning development</li> <li>▪ Behaviour for Learning [studentship*] is not consistently high in all subjects</li> <li>▪ The College is also making use of Curriculum Champions from other Curriculum areas to support and encourage teaching staff in weaker Faculties</li> <li>▪ *Studentship = expectations, organisation, attendance/punctuality, home learning [quantity &amp; quality]</li> <li>▪ The report also provides graphs showing the relative progress performance of Students within subjects.</li> </ul> <p>In discussion, Governors raised a number of matters:</p> <p>[1] Use of evidence and data has been improved to ensure a clearer focus on what is happening in the classroom</p> <p>The Lessons Observation team has been developed and is a useful tool in the delivery of improvement</p> <p>[2] The experience of the past issues with Physics illustrates how important it is to get the Curriculum team to collaborate in the planning and delivery of lessons to ensure consistency of delivery</p> <p>[3] It is important to market the College success and to dispel the sometimes repeated statement in certain quarters: 'The College is not good!'</p> <p>[4] Mathematics another subject that has been causing concern for some years, what is the status now? The Vice Principal [Curriculum Quality Progression] replied that the systemic problems that pre-date his appointment are being addressed, and positive progress is being made, but it may take another 12 months to remedy. Two of the Mathematics Teachers are taking part in Support Plan Programme of improvement</p>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<p>[5] Governors were encouraged to learn that where in the past on occasions Staff had resisted the change and Curriculum Management input, it is clear that many Teachers are collaborating both as a Curriculum team and with their managers</p> <p>The Committee Chair thanked the Staff who are doing so much to improve and develop teaching and learning in the College.</p> <p>The Committee noted the report.</p> <p>7.3 Curriculum Offer: The Vice Principal [Curriculum Quality Progression] tabled a paper detailing the current issues affecting the Curriculum:</p> <p><b>Curriculum Review</b> [Initial Findings]</p> <ul style="list-style-type: none"> <li>▪ The College as affected by the Government decision to reduce or discontinue funding for the Applied General /BTEC courses which are so popular with our Students</li> <li>▪ Science Technology Engineering Mathematics [STEM] subject entries are on the decline</li> <li>▪ The College needs to identify in the situation of the changing Curriculum what the purpose and intention is in regard to Access to Level 3 [AL3] and whether it is delivering what is intended</li> <li>▪ Modern Languages at A-Level are in decline Nationally and in College, and thought might be given to offering alternative Modern Languages, as for example, there are only 5 entries to study German</li> <li>▪ Forty Hours –relates to the recent introduction of increased funding for increased hours for a full time Student. The College is currently using this to support the delivery of the Careers Education programme</li> </ul> <p>In discussion, Governors made further comment:</p> <p>[1] STEM subjects are important and in line with the current Government policy, and especially here in Bristol to meet the local skills need</p> <p>[2] Apprenticeships are also a key aspect of Government policy although many Employers are proving less keen to take part</p> <p>[3] The College policy to provide young people with the opportunity to develop or overcome past failure in educational attainment is an important feature of the ethos and values of this Catholic Sixth Form College</p> <p>[4] The College might explore provision for Students for whom English is a second language</p> <p>The Committee noted the report.</p>	
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<p><b>Curriculum Teaching Learning &amp; assessment</b> [Continued...]</p>	<p>7.4 Employability, Destinations and Career Ready: The Vice Principal [Curriculum Quality Progression] presented the report, and referred to the graph on the final page, details the A-Level analysis, which shows the Average Grade value for Students in each group and the number of Students in the group. The upright bar [Lollipop] is then coded to show the destinations:</p> <ul style="list-style-type: none"> <li>○ Sutton 30 Universities</li> <li>○ Other Universities</li> <li>○ Non-University</li> </ul> <p>The College highest attainers tend to go to one of the Sutton 30 Universities, although this is a lower percentage than the National data. The College progression to Higher Education has increased year on year and for 2021/2022 in this report that stands at 55%. Other Student destination data is not wholly reliable, but local Employers are significant with only 3% Not in Education Employment Training [NEETS].</p> <p>Governors asked what contact the College has with local Employers and professionals? The Committee was informed that the College uses the Enrichment programme to engage Students with visiting Employers and also eg with Members of Parliament. It was also suggested that the College might draw upon the alumni of the College as an inspiration to the current Student body.</p> <p>The Committee noted the report.</p> <p>7.5 Tuition Fund [update]: The Head of Teaching, Learning &amp; Assessment explained that in December the College had, what was described as, ‘a mock Office For Standards in Education inspection’ the foci of which were the Academic Mentoring programme and the use of the specific funding provided by the Department for Education [DFE]. Although it is not a formal report the conversation with the visiting inspection team was very positive. The programme in College was noted as mature and as being used intelligently, with 60% Attendance on the part of the Students engaged with the programme. The Student referral process is in place and where necessary Students are followed up. So overall, good news.</p> <p>The Committee noted the report.</p>	
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<p><b>8. Quality Improvement</b></p>	<p>Document [ I] – ‘St Brendan’s Sixth Form College – Quality Improvement 2022/2023 Report [Update] – circulated previously  Document [J] – ‘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</p> <p>8.1 Self Assessment Report [SAR] 2022/2023: The Vice Principal [Curriculum Quality Progression] presented the report, which was taken as read. In summary,</p> <p>Summary</p> <p>Based upon quality improvement reviews current strengths include:</p> <ul style="list-style-type: none"> <li>▪ Use of diagnostic formative and summative data to inform classroom practice, Curriculum design and feedback to Students – directed improvement and reflection time [DIRT]</li> <li>▪ Staff use of A-Level Performance System [ALPS], Attendance data and other available information to track Student progress, identifications of Students who require extended study and additional enrichment</li> <li>▪ Collaboration within teams to ensure that curriculum intent and implementation can be articulated by all Teachers</li> <li>▪ Embed teacher standards with a particular focus on; ensuring the 4 teaching fundamentals are applied consistently and effectively in all lessons</li> <li>▪ Management Information Services [MIS] systems now provide timely data that is used to inform Teacher practice</li> <li>▪ Quality assurance processes have been effective in identifying areas for further development and action plans have led to improvements in provision</li> </ul> <p>The Committee noted the report.</p> <p>8.2 Quality Improvement Plan [QIP] 2022/23 [Update] [Minutes Nov § 8.2]: The Vice Principal [Curriculum Quality Progression] updated the previous report to show the progress being made with the Quality Improvement Plan [QIP] actions and briefly reviewed:</p> <ul style="list-style-type: none"> <li>▪ Subjects of Concern Progress– [Update]</li> <li>▪ College Improvement Partner Report [Attendance]</li> </ul> <p>The Committee noted the report.</p>	<p>Next Agenda</p>
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Quality Improvement [Continued...]	<p>8.3 Staff Professional Development [Update] [Minutes Nov § 8.3]: Head of Teaching, Learning &amp; Assessment was pleased to report that the quality of Teaching and Learning across the College is generally good. The Continuing Professional Development [CPD] is being shared between colleagues and combined with the In-Service Education Training [INSET] programme, it is providing a positive effect. Staff who attend National Professional Qualification events outside College are subsequently sharing this with colleagues and updating their pedagogy to good effect.</p> <p>The Continuing Professional Development [CPD] is focussed on the College priorities and the report lists the courses and events that have been taking place since September 2022 to date.</p> <p>The Committee noted the report.</p>																					
9. Principals’ Report	<p>Document [K] – ‘St Brendan’s Sixth Form College – Student Recruitment /Retention/ Attendance Report’ – circulated previously</p> <p>9.1 &amp; 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 – February 2023 [same periods]</th></tr><tr><th></th><th>2021/2022</th><th>22022/2023</th><th>2023/2024</th></tr><tr><td>Applied</td><td>2095</td><td>2299</td><td>2187</td></tr><tr><td>Offered</td><td>1738</td><td>1498</td><td>1332</td></tr><tr><td>Accepted</td><td>1495</td><td>1188</td><td>1080</td></tr></table> <p><b>Recruitment</b></p> <p>The Principal reported the personal interviews of applicants are continuing so there may be more offers and acceptances to come as the we move towards the September enrolment. The usual ‘taster’ events will be held in the summer to help enrollers to appreciate what the College offers.</p>	Student Recruitment – February 2023 [same periods]					2021/2022	22022/2023	2023/2024	Applied	2095	2299	2187	Offered	1738	1498	1332	Accepted	1495	1188	1080	Next Agenda
Student Recruitment – February 2023 [same periods]																						
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<b>Principals' Report</b> [Continued...]	<div><b>Retention</b><table><tr><th colspan="5">Student Retention – February 2023</th></tr><tr><th>Target 92%</th><th>2Y1</th><th>3Y1</th><th>3Y2/3</th><th>Total</th></tr><tr><td>Enrolled</td><td>118</td><td>1168</td><td>788</td><td>2074</td></tr><tr><td>Currently Enrolled</td><td>96</td><td>1019</td><td>732</td><td>1847</td></tr><tr><td>Retention %</td><td>81.4%</td><td>87.7%</td><td>92.9%</td><td>89.0%</td></tr></table></div> <div><b>Attendance</b><table><tr><th colspan="3">Student Attendance February 2023 [same periods]</th></tr><tr><th>Target 95%</th><th>2022/2023</th><th>2021/2022</th></tr><tr><td>Female</td><td>87.8%</td><td>84.5%</td></tr><tr><td>Male</td><td>87.6%</td><td>84.4%</td></tr><tr><td>Overall</td><td>87.7%</td><td>87.2%</td></tr></table><p>In discussion, it was noted that the average Post-16 Student attendance is 75%, with the National average 80%. The College policy in class and outside is supporting Student Attendance and addressing any defaulters. The usual causes of absence are well known and are specific to the individual case.</p><p>The Committee noted the report.</p></div>	Student Retention – February 2023					Target 92%	2Y1	3Y1	3Y2/3	Total	Enrolled	118	1168	788	2074	Currently Enrolled	96	1019	732	1847	Retention %	81.4%	87.7%	92.9%	89.0%	Student Attendance February 2023 [same periods]			Target 95%	2022/2023	2021/2022	Female	87.8%	84.5%	Male	87.6%	84.4%	Overall	87.7%	87.2%	
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Enrolled	118	1168	788	2074																																						
Currently Enrolled	96	1019	732	1847																																						
Retention %	81.4%	87.7%	92.9%	89.0%																																						
Student Attendance February 2023 [same periods]																																										
Target 95%	2022/2023	2021/2022																																								
Female	87.8%	84.5%																																								
Male	87.6%	84.4%																																								
Overall	87.7%	87.2%																																								
<b>10. Policy Review</b>	<p>10.1 Student Attendance and Punctuality Policy: The Committee was informed that the presentation of this policy is still being revised in consultation with Staff Professional Association and will be referred to the next meeting of the Committee.</p> <p>The Committee noted the report.</p> <p><b>Action</b> – Vice Principal [Curriculum Quality Progression] &amp; Next Agenda</p> <p>10.2 Register Marking and monitoring Policy: As at § 10.1 above</p> <p><b>Action</b> – Vice Principal [Curriculum Quality Progression] &amp; Next Agenda</p>	<p>Vice Principal [Curriculum Quality Progression] &amp; Next Agenda</p> <p>Vice Principal [Curriculum Quality Progression] &amp; Next Agenda</p>																																								

<b>11. Risk Register Review</b>	<p>Document [L] – ‘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, which was revised in January 2023. The duplication of Risk item § 2.5 was noted to be deleted. The remaining items are Residual GREEN with ongoing actions in place. An additional risk item was to be introduced in relation to the Curriculum impact of the proposed reduction in the range of BTECs to be funded by Government.</p> <p><b>Action</b> – Vice Principal [Curriculum Quality Progression]</p>	<p>Vice Principal [Curriculum Quality Progression] &amp; Next Agenda</p>
<b>11. Committee Business</b>	<p>11.1 Committee Briefing Next Meeting: It was suggested as at previous meetings that the: The Vice Principal [Curriculum Quality Progression] and Committee Chair would agree a suitable topic to meet the needs of the time in May.</p> <p><b>Action</b> – Vice Principal [Curriculum Quality Progression] &amp; Mark O’Sullivan</p> <p>11.2 Report topics for Board of Governors: The Committee proposed the following:</p> <ul style="list-style-type: none"> <li>▪ Improvements and the actions taken to improve Teaching and Learning</li> <li>▪ Curriculum reform</li> <li>▪ Continuing Professional Development</li> <li>▪ Appreciation for the work being done by Managers and Staff</li> </ul> <p><b>Action</b> – Mark O’Sullivan</p>	<p>Vice Principal [Curriculum Quality Progression] &amp; Mark O’Sullivan &amp; Next Agenda</p> <p>Mark O’Sullivan</p>
<b>12. Any Other Business</b>	<p>12.1 None</p>	
<b>13. Correspondence [Not covered within the Agenda]</b>	<p>13.1 Correspondence: None</p>	



<b>14. Next Meeting</b>	14.1 Date of Next Meeting: Wednesday, 17 May 2023 – at 16:00 [To be confirmed]	Clerk/ Governors
<b>Minutes of Meeting Prepared</b>	Friday, 3 March 2023 Peter J Harrison [Clerk to Governors]	
<b>Minutes Agreed</b>	<p><b>Minutes of Meeting agreed as true and accurate record</b></p> <p><b>Date: Wednesday, 17 May 2023</b></p>  <p><b>Signed: _____ Committee Chair</b></p>	