



# THE WINDSOR FOREST COLLEGES GROUP

## MINUTES OF A MEETING OF THE QUALITY & CURRICULUM COMMITTEE

Tuesday 26 September 2023 at 5.00pm (*online via Zoom*)

PRESENT:	Tina Coates	Chair	<i>(part attendance)</i>
	Rob Lewis	Governor	<i>(Acting Chair from item 6)</i>
	Gillian May	Group Principal & Chief Executive	
	Ksenija Pavlovska	Student Governor Sixth Form	
	Janet Robertson	Staff Governor BCA	
	Signe Sutherland	Governor	
	Antonia Spinks	Co-opted Member of Q&C Committee	
	Alison Wheatley	Governor	
APOLOGIES:	Nathan Garat	Governor	
	Aaina Khan	Student Governor FE	
	Angela Wellings	Chair of Corporation	
IN ATTENDANCE:	Amanda Down	Principal, Sixth Form	
	Anne Entwistle	Principal, FE	
	Jessica Berry	Vice Principal (FE) Curriculum Quality and Innovation	
	Juliet Holloway	Group VP Business Development	<i>(part attendance)</i>
	Reena Kainth	Assistant Principal Apprenticeships	<i>(part attendance)</i>
	Laura Peters	Assistant Principal FE	
	Tracy Reeve	Group Director of Governance	

<u>MINUTE</u>		<u>ACTION</u>
<u>No</u>		
1.	<b><u>Apologies for Absence</u></b> Apologies had been received from Angela Welling, Nathan Garat and Aaina Khan.	
2.	<b><u>Notification of any other urgent business</u></b> There was no other business notified. The Chair welcomed the sixth form student governor (KP) to her first Quality & Curriculum Committee meeting. The Group Principal/ CEO (GM) introduced the 'apprenticeship team' (JH and RK) to the meeting.	
3.	<b><u>Declarations of Interest</u></b> No member declared a conflict of interest with the agenda.	
4.	<b><u>Minutes of the previous meeting held on 20 June 2023</u></b> The Minutes of the previous meeting held on 20 June 2023, having been previously sent to members, were agreed as a true record and would be taken as signed by the Chair. <b>All Members were agreed.</b>	
5.	<b><u>Matters Arising from the Previous Meeting Held on 20 June 2023</u></b> The Director of Governance presented a report which confirmed that all matters arising had been actioned or would be covered within the current agenda.	
(Item 8.)	<b><u>Apprenticeship Update</u></b> <i>(Item taken at start of the meeting to allow staff to leave.)</i> The Group VP Business Development (JH) and the AP Apprenticeships (RK) joined the meeting to present an update on Apprenticeships across the group since last reported in June 2023. The meeting noted the update with respect to the current and forecasted performance of the apprenticeship provision and the risks associated with the provision (as documented in the apprenticeship risk register). GM reminded the meeting that this new Apprenticeship Risk Register had been reviewed with the Link Governor for Apprenticeships (SS).	

➤ Forecast Achievement 2022/23

JH updated the meeting on the current position with forecast achievement for Apprenticeships across the college group. The following was highlighted:

- The forecasted achievement at year-end 2022/23 for the group was 58.6% (forecast as 64.5% in June 2023). Prior year figure was 54%. Governors were reminded that the ESFA had set a minimum target of 60% for 2022/23. Governors sought additional clarity on the outcome data for the 41.4% that had not yet achieved and were reminded that although they would not complete on a 'timely' basis (i.e. in the planned year 2022/23) they would still achieve during 2023/24. The meeting sought confirmation that there would be visibility within the 2023/24 data on whether these 'continuers' actually did achieve. The meeting noted that the withdrawal data (27% at BCA and 26% at Langley gave visibility that 73% of starters 2022/23 at BCA and 74% at Langley had either achieved or were still continuing towards achievement. JH reminded the meeting that this data had been more visible under the previous categories of 'timely' and 'non-timely' completion. The Committee Chair suggested that clearer data should be provided on this for Q&C Committee in order to provide assurance for governors around final achievement for all apprentices.

***ACTION: Clearer data on final success rates for continuing apprentices to be provided during 2023/24.***

- Achievement at Langley College was positive – at 65% - and ahead by 14% on the prior year. Governors were pleased to note significant improvement in the following areas: Motor Vehicle, Electrical and Plumbing (61% versus 18% in prior year), Construction (72% versus 29.4% in prior year). RK highlighted that this positive outcome reflected the two-year journey take at Langley to improve the management of the End Point Assessment (EPA) process. A lot of work had been undertaken to ensure a team approach across college and getting all staff to understand the complexities of apprenticeships and the EPA process.
- The Apprenticeship programme at BCA was still in recovery with final achievement at 50% (prior year figure was 59%). The key curriculum areas that management had under review were Horticulture and Landscape where predicted achievement was 35% and Arboriculture at 46%. RK confirmed that there appeared to be too many continuers with 63 out of 147 learners (43%) only due to complete in 2023/24. Governors were reminded that the apprentices had to be completed by 31 July for their results to count in-year. Governors were assured that further progress would be made before Christmas. Part of the reason for this lack of timely completion was because BCA had been slower to move from standards to frameworks. RK confirmed that a lot of work had been implemented at BCA over the last few months including the restructuring of the apprenticeship team, but it was too soon to have an impact on year-end data. The work had ensured that the right people were now in pace with a Head of Department at each of the colleges. A number of specialist staff had been recruited including three new Skills Coaches plus an Apprenticeship Support Officer. These were now effective touch points for employers and managed the industry placements. BCA assessors had also been trained as Skills Coaches which fitted better with the Frameworks and EPAs. The meeting also noted that two new specialist Business Development Executives had been recruited to drive pipeline work. Other changes had included a change to BCA staff contracts so that they aligned with TWFCG – apprenticeship support staff would now be required to work all year rather than term-time only (they were often needed during college holidays as apprentices stayed on role for the full year). There had also been a change to the way maths and English functional skills (FS) were being delivered to apprentices; two new teachers had been recruited to deliver face-to-face English and maths lessons as well as the online delivery. This had been rolled out across Langley and BCA and was already increasing the engagement of the apprentices with good attendance. RK reminded the meeting that non-achievement of English and maths had been a block to achievement in the past for some apprentices. Link Governor for Apprenticeships (SS) sought confirmation that there were opportunities for apprentices to retake functional skills exams during the year; RK confirmed that resits were available throughout the year. The meeting also noted that there was now a programme of focussed support for any students who had failed FS to give them more tuition in their areas of weakness. SS asserted that it would take time for all these changes to have a fully beneficial impact on the data; governors should look for data improvement over an 18-month period.

Governors sought confirmation on whether the changes to the BCA staff contract would help or hinder future recruitment. GM confirmed that the harmonisation of contracts had been a favourable change for existing BCA staff. RK confirmed that the Langley College

JH/ RK

apprenticeship support staff had always been on a full year support contract (not term time only) and this had never been a hindrance to recruitment. She confirmed that staff had BCA had been consulted and compensated and they appreciated that apprentices needed access to support all year round.

The committee Chair (TC) sought confirmation that the SLT were confident that the ESFA's minimum level of performance (MLP) for 2023/24 would not be breached. The Group Principal/ CEO (GM) confirmed that although the MLP would be breached for 2022/23 the difficulty with the BCA Digital Apprentice Service (DAS) account at the point of merger had been a factor which had contributed to the poor outcome data at BCA; the EFA were already aware of this issue. However, GM assured the meeting that she was confident that the MLP would be met for all elements of TWFCG Apprenticeship provision 2023/24. TC also sought assurance that the issue in relation to the poor quality of the data at BCA was now resolved. RK confirmed that staff were now using Smart Assessor across both sites. Although this was not yet being used to its full capacity there would be staff training on 9 November which would allow the teams to get full usage out of the system.

The meeting discussed the monitoring of the Apprenticeships improvement plan during 2023/24 and agreed that it would be important for Quality & Curriculum Committee to maintain a clear view on progress.

**After discussion it was AGREED that the following reporting should be put in place for 2023/24:**

- **Dashboards for main statistics on Apprenticeships to be brought to each meeting of Q&C Committee.**
- **A themed 'focus' report to be brought to each Q&C Meeting on an aspect of Apprenticeships.**
- **An update on aligning MIS systems between the two colleges to be brought to March 2024 Q&C meeting.**
- **Link Governor for apprentices to meet the Apprenticeship Team every term.**

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SS/ JH/ RK

➤ Key Risks Associated With The Apprenticeship Provision

The meeting took the Apprenticeship Risk Register as read. This document highlighted the following key risks that the Group faced going into a potential Ofsted inspection and the associated mitigation:

- i. Failure to meet the National Average due to achievement challenges at BCA.
- ii. The current on-line method of delivery for functional skills does not deliver the outcomes needed for our learners (now remedied to some extent).
- iii. A slow-down in the recruitment of apprentices for 2023 resulting in falling income for 2023/24.
- iv. Insufficient employer feedback does not allow for improvements to provision.
- v. Ineffective tracking does not allow for good apprenticeship management.

**The Apprenticeship Update report was NOTED and RECEIVED.**

*[JH and RK left the meeting.]*

*[TC left the meeting and handed over the role of Acting Chair to RL.]*

6. **Safeguarding Update**

Principal FE (AE) presented a paper which provided an overview of the revised governor and senior leadership responsibilities linked to the revised Keeping Children safe in Education (KCSIE) guidance 2023. The meeting noted the following key changes and the implications:

- i. **Definition of Child Exploitation:** The definition of child exploitation is broadened to include criminal exploitation, modern slavery, and county lines drug trafficking. This change emphasises the need for colleges to be vigilant in identifying and addressing these diverse forms of exploitation among our students.
- ii. **Contextual safeguarding:** There was now a greater focus on developing a contextual safeguarding system i.e.. keeping children and vulnerable adults safe from all risks which sit beyond home.

- iii. **Mandatory Online Safety Education:** A greater emphasis on the importance of online safety education; colleges now required to ensure that students receive age-appropriate education on online safety, including the risks associated with social media and online platforms. **Governors are asked to monitor and evaluate the effectiveness of online safety measures.**
- iv. **Mandatory Reporting of Child Sexual Abuse Images:** The guidance makes it clear that colleges must report any incident where a child or young person has been found in possession of, or distributing, indecent images of children. **Reporting to the police is mandatory, with the expectation that college staff cooperate fully in such cases.**
- v. **Revised Definition of Child:** KCSIE 2023 revises the definition of a child from under 18 to under 19, reflecting the extension of the compulsory education age. This means that safeguarding duties now extend to all students under the age of 19, ensuring a consistent approach to safeguarding.
- vi. **Role of Designated Safeguarding Leads (DSLs):** The new guidance emphasises the role of DSLs as the central point of contact for all safeguarding concerns.

AE assured the meeting that TWFCG already focussed on contextual safeguarding and all risks outside home were considered. Tutorials were provided to learners about keeping safe online and outside college. However, AE confirmed that the biggest change within the new guidance was in relation to filtering and monitoring; KCSIE 2023 contained a new section referencing the newly published filtering and monitoring standards. These had to be linked to all staff and student IT usage whilst on the group network whether on or off site or using college or own devices. The new duties in relation to filtering and monitoring included the following:

- **Policy Review and Implementation** to align with the KCSIE 2023 guidance. Ensure these policies include provisions for filtering and monitoring of online activities. Policies should outline the college's approach to ensuring a safe online environment and cyber security standards.
- **Oversight and Accountability:** To be accountable for safeguarding across all sites and provisions, including online safety. Monitor and evaluate the effectiveness of filtering and monitoring systems to prevent access to harmful online content and to identify potential concerns.
- **Resources and Training:** Allocate sufficient resources for online safety measures, including filtering and monitoring tools. Ensure that staff, governors, and DSLs receive training on the use of these tools and their role in online safety.
- **Filtering and Monitoring:** Implement robust filtering and monitoring systems to protect students from accessing harmful online content and to detect any online behaviours that may indicate safeguarding concerns. Regularly review and update these systems to adapt to evolving online risks.
- **Online Safety Education:** Work with DSLs and staff to integrate online safety education into the curriculum. Ensure that students are educated about responsible online behaviour and the risks associated with the internet.
- **Reporting and Incident Management:** Establish clear reporting mechanisms for online safety concerns and incidents. Ensure that staff are trained to recognise signs of online harm and know how to report them promptly.
- **Engagement with External Agencies:** Collaborate closely with external agencies and online safety organisations to stay informed about the latest trends and threats in online safety. Seek advice and support in implementing effective filtering.

The meeting discussed the CPOMS filtering software which reacted to trigger words in relation to what staff and students were looking at online. These trigger words would initiate an alert which monitoring staff could react to. However, work was currently being undertaken to refine the trigger words as some of them were not necessary and the number of alerts – up to 150 per day - was not manageable and could make it harder to see alerts of real concern. The example of GCSE acting as an inappropriate trigger due to the acronym CSE 'child sexual exploitation' was noted by the meeting. Governors were assured that SLT would develop a process to ensure that governors could be provided with full assurance and awareness of the colleges filtering and monitoring systems. AE informed the meeting that the college was continuing to work with specialist consultants Leaders in Safeguarding who would undertake internal audit work on college safeguarding systems and process in response to the new KCSIE 2023 requirements. A pre-audit action plan was currently being

drawn up and the internal audit would take place in January 2024. Governors sought, and were given, assurance that the safeguarding team across TWFCG was adequately resourced to react to the additional demands of KCSIE 2023.

The meeting agreed that the new guidance made it critical for governors to understand the changes and to be comfortable that future safeguarding reporting to governors generated the necessary assurance for the Board. **The meeting suggested that a dashboard format would be helpful with some anecdotal evidence and examples including any occasions when there might have been a problem with the college process. Governors also suggested that a twice-yearly report with statistics in relation to types of safeguarding issues – highlighting higher risk issues – would be important. This could be supported by some case studies of recent cases to aid governors understanding. The audit report from Leaders in Safeguarding would also be an important source of external evidence for the Board.** The Director of Governance highlighted the need for a very clear line of sight into this work and she suggested that it should be a standing agenda item at Quality and Curriculum Committee as well as within the Academic Report to every meeting of the full Corporation. This would increase the governance vigilance to reflect the new duties. Principal FE (AE) suggested that she would look for examples of good safeguarding reporting to governors within the wider FE sector in order to inform the new WFCG template.

**The meeting NOTED and RECEIVED the update on KCSIE 2023**

**ACTION: SLT to develop a suite of safeguarding reports – including recommendations above - to provide suitable assurance for Board Members. Draft to come to next meeting of Q&C Committee (November 2024)**

AE/ SLT

7. **Langley College Quality Improvement Plan (QIP): final progress update 2022/23**

The Principal FE (AE) presented the report which gave governors an update on progress against the improvement plan for Langley College; AE highlighted the progress made during the year and the more positive picture for Langley College. The meeting was reminded that all of the necessary data was not yet available to evidence the improvement but positive feedback from students and staff supported the cultural change which had been achieved over the last two years. AE highlighted the strong enrolment at Langley with the college exceeding the recruitment target. There was now a positive energy on the campus, students were excited to be at the college and behaviour was respectful and consistent with expectations. Engagement with parents or carers was improving and changes introduced at enrolment to improve communication between college and home would help to build positive relationships. Improved information, advice and guidance (IAG) during 2022/23 had resulted in a higher conversion rate of applications to enrolments. Internal progression figures had also increased with the largest increase being in relation to ESOL learners.

The meeting considered specific progress with the areas highlighted within the Langley College Quality Improvement Plan (QIP).

➤ **English and Maths**

AE highlighted the effort that had been put into improving attendance at English and Maths (E&M) lessons and the resulting examination during 2022/23. Curriculum teams and support staff had worked together and had responded quickly to poor attendance. AE informed the meeting that the gap between main programme and E&M attendance was now less than 5% although all aspects of attendance was still flagged as an area for improvement across TWFCG. As previously reported, E&M exam attendance had been very strong but the return to the pre-Covid GCSE grade boundaries had caused outcome data to be lower than in the previous three years. However, these lower achievements were a more accurate reflection of learners' ability. AE informed the meeting that the national averages were not yet published but would also dip. Governors were reminded that in terms of tracking the college looked at 'progress made' rather than a whether the learner passed or failed; this was more positive and allowed students to see that they were improving. For GCSE Maths 33.87% of the 437 learners went up at least one grade and 40% maintained the same grade. The 25.86% who went down one grade reflected the harder marking and the higher grade-boundaries. The English results were disappointing with 22% up one grade, 22% staying at the same grade and 56% went down. AE confirmed that this would be an area of focus moving forward. AE asserted that some learners would never be capable of getting a Grade 4 and above in GCSE Maths and English but contextualised E&M learning would help them to develop the skills that they needed for work and life. Governors asked whether there was any good practice that could be seen in other local colleges and AE affirmed that staff would look at this but anecdotal

evidence suggested that all FE college GCSE English and maths results were disappointing and reflected a shift back to pre-Covid standards.

➤ Industry placement

AE confirmed that all curriculum areas now recognised the importance of a purposeful industry placement (IP) for their students. During 2022/23, 75% of students attended a placement linked to their career aspirations. Governors sought additional detail on what happened with the other 25% - whether they had been unable to secure placements or chosen not to attend. AE highlighted that it was harder in some curriculum areas to secure placements and employer input and other activities had been built into courses where this was the case. Governors were assured that students could not just opt-out of attending a placement; it was sold as an integral element of the study programme at TWFCG. Curriculum staff had carried out up to 50% of placement visits which allowed staff to see the difference that being on placement made to learners. The meeting noted that student feedback had indicated that the industry placement element of their study programme was very important in helping learners to choose their next steps. AE highlighted the positive destination data – into employment - that was linked to work placements; this would be confirmed by the end of October.

AE

**ACTION: SS asked that the destination data include the number of learners that went into Apprenticeships as a result of work placements.**

➤ Tutorial provision

AE reminded the meeting that there was still work to be done on this element of the QIP. The meeting noted that individual tutorials were not yet consistent, and students were not always aware of their progress or 'smart' targets. The meeting noted that an online tutorial resource called 'The Day' had been introduced for 2023/24 to provide materials for group tutorials and student services had produced and shared a schedule and resources for tutorial activity linked to keeping safe, health and well-being. Governors agreed that these sessions were essential to prepare all learners for life in the wider world and follow up activity would be required to check student learning and understanding of the content. It would be key at any Ofsted inspection for students to be able to articulate what they had covered during tutorials and what they had 'learnt'. AE assured the meeting that robust monitoring and auditing of the tutorials and learner understanding would be included in learning walks and deep dive activity to ensure equality of opportunity. Action for 2023/24 would also ensure that regular audits of SMART targets set during individual tutorials would take place through the student individual learning plans (ILP).

➤ Indicative achievement

The meeting noted the indicative achievement data which provided a 'best-case' (100% of all outstanding data was a pass) and 'indicative' achievement (90% had passed their course). Indicative achievement for 16-18 was noted as 83% and 19+ at 76.2%; the corresponding prior year figures were 70.2% and 73.7%. The retention figure for 19+ had fallen to 82% from the prior year figure of 88% but this was partly due to the impact of inflation and the Cost-of-Living crisis and people having to go into employment. AE informed the meeting that the final data would be brought to the November meeting of Quality & Curriculum (Q&C) Committee within the College Self-Assessment Report (SAR) 2022/23.

AE highlighted the Programme of Learning that had been introduced for 2023/24 which would encourage teams to scrutinise their curriculum areas more closely to identify pockets of provision requiring additional monitoring and support. Feedback from deep dives, learning walks and directly from staff had informed training and professional development planning and a comprehensive professional development plan was now in place. Curriculum leaders were also receiving support to develop their leadership and coaching skills.

Curriculum Directors were being encouraged to analyse individual and team learning walks, deep dive feedback alongside student attendance, feedback and outcomes to fully recognise and understand areas of strength and areas for improvement. The meeting was assured that time-bound quality improvement plans were in place for any curriculum areas requiring intervention; more detail would be included within the SAR 2022/23 (November meeting).

➤ Parent/carer engagement

AE confirmed that this element of the QIP was now an improving picture. Changes to pre-enrolment communication had encouraged parents/carers to attend student enrolment to support their child, meet the team and to enable college staff to gather all of the required information. This had led to an improved capture of data and increased confidence in the

accuracy of next of kin contact details. Parents also reported having a much greater understanding of expectations linked to the programme of study and current feedback from curriculum teams suggested that parents were more engaged. Parents had also been invited to download the 'My Langley' app which allowed them to see all the notifications sent out to students without giving them access to linked chats. AE informed the meeting that 'Google Guardian' had been introduced; this was linked to Google Classroom and enabled parents to see what work had been set, what work was missing and details of upcoming events.

Governors (RL) asked for some quantifiable measures of this anecdotal improvement in parent engagement; he suggested that these might include:

- the percentage increase where the college now had access to full next of kin data
- the percentage of parents who had downloaded and were using the Langley App
- the percentage of parents who had downloaded and were using Google Guardian

***ACTION: Measurable data on improved parental engagement to be brought to future meeting of Q&C Committee***

AE

➤ Safeguarding

AE assured the meeting that safeguarding all students and apprentices continued to be management's highest priority. The safeguarding team was working closely with the apprenticeship and adult teams to ensure all adult learners and apprentices had access to the same level of support as the 16 – 18 cohort; action plans were in place and progress had been made. Appropriate induction and tutorial resources had been produced and shared for enrolment. Safeguarding awareness and training resources had been produced and shared with employers offering an apprenticeship or placement; this included making employers aware if a learner had any Additional learning Support needs. The meeting also noted that an alarm system called 'Audiebant' had now been installed in Langley College and lock down (shelter in place) and fire evacuation practice was planned for the weeks beginning 18<sup>th</sup> and 25<sup>th</sup> September 2023.

➤ Student support

The meeting noted that staff training has increased awareness of student needs and strategies for effectively supporting students in their learning environment. Curriculum staff continued to work closely with all support departments. Costed learning support had been increased for students with disclosed learning needs and/or an Education, Health and Care Plan (EHCP). The Pastoral Tutors continued to support positive attendance and retention by removing barriers to learning. AE informed the meeting that the Student Services Team were based in the same area to encourage collaboration and to give easy access to services for students. The meeting was pleased to note that the Foundation Department at Langley College had enrolled 39 EHCP students for 2023/24 there were a further 50 students with EHC plans on mainstream programmes at the college.

➤ Student experience and behaviour

AE confirmed that new, clear, student management procedures had been put in place for 2023/24. These had been well received as the whole college staff worked towards a collective approach to encouraging positive behaviour. A staff rota had been introduced to meet and greet students at the start of the day and to engage with them during lunch breaks. The induction talks focused on good communication, respect, and kindness. Management were now working hard now on implementing the clear guidelines on readiness to learn and work expectations (for students and staff). The meeting was pleased to note that student behaviour to date since the start of term had been excellent; learners were polite, respectful and engaged with their learning. The student development officers (SDOs) had also run a range of freshers' activities on Wednesday 20<sup>th</sup> September which had been well received.

➤ Ongoing challenges

Principal FE confirmed that the full set of improvement objectives at Langley for 2023/24 would be confirmed when the full data for 2022/23 was available. However, the current QIP 2023/24 for Langley College would include the following:

- i. Data reports continued to be complicated and difficult to navigate. User friendly data dashboards were now planned to be available by December. However, teaching staff would require training to understand the value of these reports and how to use them effectively to inform intervention and business needs.

- ii. Some departments still did not set high enough expectations and were not sufficiently aspirational for their students' academic outcomes and destinations.
- iii. There would be a continued focus on the adult learner and apprentice experience and learner journey in order to fully embed the required changes.

AE ensured the meeting that rigorous, timebound improvement plans would be put in place where necessary and these would form the framework for the first Quality Review Boards (QRBs) and Deep Dives in autumn 2023. The Acting Chair of the Committee (RL) thanked AE for the update and commended the progress made at Langley College during the last two years (pre- and post-merger). The comprehensive approach to quality and cultural improvement was proving a success and should be maintained to drive forward the QIP 2023/24.

**The Quality Improvement Plan 2022/23 update for Langley College was NOTED and RECEIVED.**

AE

**ACTION: An update on the Langley College outcomes to be provided to the November 2023 Quality & Curriculum Committee meeting along with the 2023/24 QIP.**

8. **Apprenticeship Update** *(Item taken at start of the meeting to allow staff to leave.)*

9. **Enrolment Update 2023/24**

The meeting noted the current enrolment against ESFA allocation by college. GM reminded the meeting that the number of funded students for 2023/24 was 4,150. At the time of reporting, 16-19 ESFA learner headcount across the College Group was 4,508, which was 385 ahead of the prior year enrolment (4,123). Full time adult learners who would join these programmes numbered 145, growth of 25 on prior year (120). Against current retention rates (circa 80%) management estimated that this would equate to between £1.7m and £1.8m of lagged funding to be received in 2024/25. Members were reminded that this report was an early indicator of enrolment performance but for 16–19-year-olds, numbers could fluctuate until the census date in October when the final funding return was submitted. For adults and apprentices, enrolment would continue through the year and updates would be reported for these and the Higher Education enrolments at the October Board meeting.

GM highlighted the very pleasing figures at Langley College which had exceeded its target of 1050 by 20% (1262). This level of recruitment at Langley and across the group had been in the post-merger plan with a target completion date of enrolment 2024/25. The fact that it had been achieved a year ahead of this demonstrated the benefits of the BCA and TWFCG merger. The meeting was pleased to note that BCA recruitment was back just above the high from 2021. Windsor College had done well after a very strong year last year; some of the provision had been removed after the decision to change direction at Windsor from September 2024 but enrolment was at 97% of target. Strode's had also done well and exceeded its target of 1,100 by 9%. The meeting noted that the move back to higher pre-Covid grade boundaries – and the resulting dip in national GCSE achievement - made enrolment 'easier' for FE colleges but this had the opposite effect in sixth form colleges where entry grades for A Levels remained high.

The meeting was reminded of the Open Evening being held at Langley College on 4 October – governors were invited to attend before the Board meeting started at 5pm. GM confirmed that the reintroduction of Level 1 provision at Langley had driven learners numbers up; this was apparent in Hair and Beauty, Construction and Motor Vehicles. The meeting noted that Construction was now the largest curriculum area in the college group by learner numbers, overtaking Animal Management at BCA. Governors sought confirmation that there was no problem recruiting suitable staff to deliver the construction course as this had been a problem in the past. GM confirmed that the college was having to pay market premiums to construction lecturers, but the ESFA had recently increased the weighting for these courses to 1.65 in order to reflect the higher costs of delivery - staff and consumables (e.g. the cost of wood for carpentry students to undertake their assessments or End Point Assessments). The new Curriculum Director in Construction was delivering this key area of provision well.

The Principal Sixth Form (AD) confirmed that the adult enrolment would continue throughout the year. There were now a huge variety of courses offered across the group. The meeting noted that Floristry had not recruited well, and this was probably partly due to the Cost-of-Living increases which meant flowers were now very expensive. SLT would look at the options for delivering shorter floristry courses. AD confirmed that one of the largest growth

areas for adult provision was the numeracy courses delivered through the Multiply programme. These were an area of growth and TWFCG now delivered Multiply courses for RBWM, Slough and Surrey. Funding had already been confirmed for this area for the next two years and the focus for the delivery was centred around practical numeracy, financial awareness and managing budgets etc. The College was also delivering a maths programme for parents with Key Stage 1 and 2 children to help the parents aid the children with their learning.

AD highlighted a new initiative at Windsor College which would be delivering GCSE English and maths to soldiers in the barracks in Windsor. The army were also potentially interested in adult language courses.

AD updated the meeting on HE enrolments. Governors were reminded that the target in the post-merger Strategic Plan 2022-2025 had been to reach a target for HE income of £0.75m by 2024/25. Current HE income was now at £0.65m so this work was on track to meet the strategic plan target. AD affirmed the popularity of TWFCG Higher Education courses as they offered good value for money and allowed people to continue to work as well as study. There was a big demand for pre-access courses to nursing; a lot of people had the necessary skills but were facing language barriers. AD confirmed that the college would be reviewing its university partners during 2023/24 and looking at its current relationship with the Office for Students and the alternative of moving to franchise agreements.

The Acting Chair (RL) sought confirmation on whether there would be any new HE courses in the future. AD affirmed that development work was currently underway, but a firm proposal was not yet fully formed. The aim would be to build on current WFCG delivery and to align with the other strategic developments in relation to the screen industries focus at Windsor. This might include costume design and set design as the college already had staff in place with the expertise to deliver this provision. There were also options within the Hair and Beauty area as laser treatment now demanded a level 4 qualification for practitioners. SLT were also looking into HE delivery within Construction. AD asserted the need for the college to concentrate on areas of strength and developing new pathways to enable people to work and study for HE qualifications.

***The enrolment update report 2023/24 was NOTED***

10. **Dates and Times of Future Meetings** *(All to be held online via Zoom.)*

The draft meeting dates for 2023/24 were noted as:

- Tuesday 21 November 2023, 5.00pm
- Thursday 14 March 2024, 5.00pm
- Wednesday 19 June 2024, 5.00pm

***NOTED***

11. **Any Urgent Business**

➤ ***Student Governor Feedback***

The Group Principal/ CEO (GM) thanked the new student governor (KP) for attending her first meeting and asked her for any reflections. GM asserted the importance of the student voice at Governor meetings and asked the student governors to contribute agenda items for the committee meetings. KP asserted that she had found the meeting interesting. As a student at Windsor College KP sought confirmation on whether the Google Guardian initiative for parents would be rolled out to colleges other than Langley as she thought it was a good way to get parents involved. Principal Sixth Form (AD) confirmed that Google Guardian was currently being rolled out across Strode's and Windsor Colleges.

***NOTED***

There was no urgent other business notified.

**The meeting ended at 6.30 pm**

Chair .....

Date .....