



HARTPURY

QUALITY ENHANCEMENT AND STANDARDS COMMITTEE HARTPURY COLLEGE

Minutes of a Meeting
3.30pm Thursday 27th June 2024
Gordon Canning

Present: Barbara Buck - College Governor (Chair)
Andy Collop – Vice -Chancellor & Principal (Professor)
Chris Moody - College Governor
Helen Wilkinson – College Governor (from 11.36)
Melissa Orritt – College Staff Governor
Sue Blake – Co-opted Committee Member

In Attendance Gillian Steels– Clerk to the Governors
Claire Whitworth – Deputy-Principal Further Education
Ian Robinson - University Governor (Professor)

Apologies: Mary Heslop - College Governor
Nick Oldham – College Governor
Amy Tranter – College Student Governor

		ACTION & ACTION DATE
FEQuEST 01/06/24	Welcome and Apologies Apologies were received as detailed above.	
FEQuEST 02/0/24	Quoracy It was confirmed that the meeting was quorate.	
FEQuEST 03/06/24	Declaration of Interest The Clerk advised that members' interests would be taken as those disclosed in the Register of Members Interests. It was noted the Vice-Chancellor and Chris Moody were members of both Boards. There were no declarations of members' interests for agenda items.	
FEQuEST 04/06/24	Minutes of the Last Meeting The College QuEST Committee agreed the minutes of the meeting of 4 th March 2024 as a true and accurate record.	

		ACTION & ACTION DATE
FEQuEST 05/06/24	<p>Matters Arising</p> <p>The Action Update log which updated members on the progress of actions had been provided.</p> <p>Level 1 Animal Provision – it was confirmed this was in place, it was not being advertised but would be used as an option for potential students who did not meet the Level 2 enrolment requirements. A group size of 12 was being targeted.</p> <p>The Action Update log was NOTED.</p>	
FEQuEST 06/06/24	<p>KPI Performance 2023/24 to date</p> <p>The KPIs were reviewed, and it was noted that:</p> <p>The following were meeting KPI:</p> <ul style="list-style-type: none"> • Attendance overall was still tracking above the KPI, although marginally lower than last year. • Overall Autumn Term Student Satisfaction was above KPI at 98.7% • Level 2 Apprenticeship retention for those completing this academic year has finished at 100% (16 students) and 100% pass rate • Overall Level 1 complementary qualification retention is currently tracking above the KPI (78 enrolments) • GCSE English A*-C – 9-4 rate is progressing well towards the KPI. <p>The following were not meeting KPI but were in line with the national rate:</p> <ul style="list-style-type: none"> • Overall BTEC Level 2 retention is currently tracking 1.7% below the KPI (75 students) • Overall BTEC Level 3 retention has this term just fallen below the KPI at 91.8% (KPI is 93%) (1063 students) • A Level retention is currently tracking at 88.3%. 0.6% below the KPI • Spring term 'Feeling Safe' student satisfaction was 98.7% so below the KPI of 99% • Summer term 'Feeling Safe' student satisfaction was 98.9% against a KPI of 99% • Summer term overall student satisfaction was 92% against a 95% target (and the same as last year at this point) • Overall Level 2 complementary qualification retention has just dipped below the KPI at 97% (298 enrolments) • British Rowing Sub-contract retention has just dipped below the KPI at 87.2% retention. • Level 3 Complementary Qualification retention is still tracking at 98%, 2 % below the KPI • Extended Certificate Equine retention is still currently tracking at, 82.4% with no change since the last report (73.3% last year) • Extended Diploma Sport retention is currently tracking at, 91.9% (87.6% last year) with no change since the last report • Extended Diploma Sport and Exercise Science retention is currently tracking at 94.3% (89.3% last year) so a slight change since the last report. • Extended Diploma UPS retention is currently tracking at 93.3% (88.9% last year) 	

		ACTION & ACTION DATE
	<ul style="list-style-type: none"> Extended Certificate Agriculture retention is currently tracking at 100% (85.7% last year) although only 2 students this year due to qualification changes. 	
	Not meeting KPI or close to national rates:	
	<ul style="list-style-type: none"> Level 3 Apprenticeship retention (2 students, 1 student started twice) is currently tracking at 33.3% so below KPI and National Rate GCSE Maths Resits are 9.2% so below the resit national rate and KPI (Summer exam performance to be added to this for the final figure) 	
	It was confirmed that KPIs were challenging to ensure continuous improvement.	
	Governors queried any particular areas of concern. The Deputy Principal FE commented that the Level 3 apprenticeships, whilst only 2 students, was an area of ongoing monitoring, recognising the work to increase the cohort in the future. She advised that GCSE Maths was on a rapid improvement plan. It was confirmed that students had been responding to the changes. The results were due in August, and were expected to be better than in the autumn but still below the English GCSE results. It was confirmed that student satisfaction was higher in English. It was recognised that potentially this would be an increased challenge in the autumn when the number of taught hours had been doubled by the government. An additional member of staff had been recruited to increase the resilience in the area. It was confirmed that there was a good level of retention for the students. The pedagogical approach had been reviewed by a new manager with a specialism in sport who had worked to ensure the teaching was more relatable and contextualised and to involve employers. It was noted that class size would increase in the autumn, although it would still be only 12-15. It was confirmed that attendance was good. It was confirmed that the Ofsted inspection had been positive about the approach and resources in this area.	
	It was noted that defunding of qualifications was currently on pause because of the election.	
	A governor queried the change in enrolments in agriculture and was advised this related to a change in the curriculum set up rather than a change in enrolment numbers.	
	The FE QuEst Committee NOTED the 2023-24 to date KPI Update.	
FEQuEst 07/06/24	OFSTED Report	
	The recent Hartpury Ofsted Report – Outstanding in all areas was formally noted.	
FEQuEst 08/06/24	Accountability Statement 2024-2025 & Skills Review 2023-2024	
	The report was provided to seek final endorsement and approval for the following Accountability Statement and Skills Review inclusive of their recommendations and commitments following initial approval, pending some amendments suggested at the May 2024 FE Board which have all been reflected in the final documents.	

		ACTION & ACTION DATE
	It was confirmed that once endorsed and approved at QuEST the Accountability Statement would be made available on Hartpury's website for the DfE's 30th June 2024 deadline and also submitted to the DfE.	
	<p>It was confirmed these key documents outlined recommendations on how Hartpury met local, regional and national skills needs and Hartpury's commitments for the forthcoming year.</p> <p>It was noted that the policy guidance around the requirement to produce and submit these two reports to the DfE was updated in December 2023. As a result, colleges would now be able to demonstrate they were fulfilling their statutory duty by completing and submitting their annual Accountability Statement ensuring appropriate alignment to the Skills Review that has been conducted rather than submitting two documents. Governors were reminded that the Skills Review was a statutory requirement for the Board of Governors and was originally planned to be conducted every 3 years, or earlier if a new LSIP became available. The DfE then removed the requirement for colleges / designated institutions to report separately every three years on the outcomes of the Local Needs Duty.</p> <p>It was highlighted that the uploading of the Accountability Statement for 30th June 2024 was required in order for allocated ESFA funding to be released to a college.</p> <p>Hartpury College Skills Review 2023-2024 As mentioned previously, the Local Needs Duty was the statutory duty for governors to determine how well the education or training provided meets local needs as set out in Section 52B Further and Higher Education Act 1992, as amended by the Skills and Post 16 Education Act 2022 which came into force 28 June 2022.</p> <p>The process used for the development and undertaking of the skills review was outlined. It was noted that this would now be used as an internal document.</p> <p>Hartpury College Skills Accountability Statement 2024-2025 The 2024-2025 Accountability Statement set out Hartpury's consideration of skills needs and gaps related to our focused areas of provision, taking account of the Hartpury College Skills Review, other extensive stakeholder engagement, the findings of the Local Skills Improvement Plan (LSIP), the Gloucestershire Skills Strategy, the Hartpury College Skills Review, etc. It also provided clear articulation of our 'place', business and economic profile and wider context alongside other required elements relating to our mission and vision. Most importantly, it set out our recommended commitment and associated targets along with desired impact that we hope to achieve during 2024-2025 for endorsement and approval. The Committee considered the five commitments.</p>	
	Governors commented that the documents were very clear and comprehensive but queried if management thought they were cost effective. The Deputy Principal FE advised that the documents would be used alongside the QulP and would help drive continuous improvement. She commented that	

		ACTION & ACTION DATE
	<p>the comprehensiveness of the process had demonstrated Hartpury's skills review processes were robust. A governor advised he had seen other examples of skills reviews and accountability statements and considered that Hartpury's provided a very clear understanding of the institution. It was agreed that the co-creation table was particularly helpful.</p> <p>A governor suggested it would be useful for it to be clarified that Hartpury was a designated specialist institution and the Deputy Principal FE agreed to add this.</p> <p>The Hartpury 2024-2025 Accountability Statement was APPROVED for submission to the DfE and uploading to the website.</p> <p>The Hartpury Skills Review 2023-2024 was APPROVED.</p>	Dep Principal FE June 24
FEQuEST 09/06/24	QIP Update and Impact Report - FE (including at risk areas)	
	<p>The Report provided the second annual update on progress with the headline College Quality Improvement Plan (QIP). It covered all areas for improvement identified for development and does not focus on current strengths of provision which can be found in the Self-Assessment Report.</p> <p>Overall headline messages/highlights include:</p>	
	<ul style="list-style-type: none"> GCSE 4 + pass rates for the November resits is positive for English (higher than national resit rate) but low for Maths (much lower than the national resit rate). As discussed earlier in the meeting it was confirmed that Maths has a Rapid Improvement Plan in place in response, focused on supporting student progress and performance for the summer exams. Attendance was currently tracking in a similar position to last year, albeit marginally lower with a focus on closing the gap with the 97% attendance target of the vocational provision. 	
	<ul style="list-style-type: none"> Five BTEC courses, A Level and DISE Rowing were highlighted in the Self-Assessment Report as needing to improve retention where they were just at, just above or slightly below benchmark. All had remained above the final position last year albeit there were still three weeks of term left at the time of writing. The quality of our small but growing apprenticeship provision had been under review, and Hartpury had maintained the additional scrutiny into 2023-2024 to ensure high quality practice was fully embedded and sustained as standard practice. Student feedback had continued to be highly positive to date and we continued to receive positive feedback from the employers. The Deputy Principal had observed apprenticeship lessons, scrutinised work and spoken to a small number of employers prior to Christmas as part of the observation process to triangulate with our other measures indicating improvement. This improvement was also reflected in the recent Ofsted Inspection with apprenticeships being a 'deep dive' focus. Attendance to date continued to exceed the KPI and Apprenticeship retention for completing Level 2 first years (16 starts) was 100% which was a much-improved position compared with the previous year as predicted following the implementation of a Rapid Improvement Plan. This has followed through to 100% pass rate for this cohort. 	

		ACTION & ACTION DATE
	<ul style="list-style-type: none"> • High grades for BTEC and A Levels continued to be a focus following the introduction of BTEC external exams two years ago and the drop in A*-C for A Levels last year compared to our strong performance in previous years. We continued with the mock exam and intervention process that we introduced last year, and the teams had worked hard to further improve on the exam performance seen last year yet retaining a holistic approach to delivery and further improving overall high grades. BTEC Mock exam performance in relation to overall pass rates was largely in line with last year for most departments with an improvement to merit and distinction grades for Sport and Agriculture. Most recent A Level overall mock exam A*-C and A*-E performance was stronger than last year for first years but was still lower for second years so there has been further focused intervention targeted here and a further focus on supporting students with exam technique. • Our strategic, 'Employers as Partners approach, refreshed two years ago was now fully embedded into the annual cycle with all Industry-Curriculum Co-creation meetings having taken place last summer to ensure that industry were directly informing skills needs, sequencing of the programme and delivery as well as curriculum intent. Employers were targeted to ensure coverage of the relevant sub-sectors within a specific industry. All Managers produced a report detailing who attended, industry themes identified and how these have been addressed in the study programme). Industry co-delivery is also very strong and has further developed this year. Co-assessment has been an area of focus, and this was now starting to be implemented in a number of areas to further support skills development of students. The Maths and English Department had also worked hard to engage employers to support the delivery of maths and English with providing live examples of the importance of literacy and numeracy within job roles. Heads of Department were currently gearing up for their summer term Industry-Curriculum Co-creation events to support 2024-2025 co-design. • LSIP Collaboration had continued, and we were working effectively towards all of our targets that we committed to in our 2023-2024 Accountability Agreement, with many of them completed. Our Prep for Success Programme was also updated with findings from the LSIP, for example we have specifically focused on the development of digital skills and will be able to measure students starting points and progress this year. We also aligned LSIP findings and our Accountability Agreement with our county collaborative LSIF bid in which we were successful and as a result had been able to implement a number of targeted projects to support skills gaps and skills development associated with Agriculture. • Prevent had been an additional area of focus with students as there was inconsistency of understanding and articulation between student groups last year. Hartpury had revisited this approach to support understanding for all. Our Prevent 'ten-minute take overs', used to test knowledge around Prevent has demonstrated improved knowledge as the year had progressed, also reflected by students in the recent Ofsted inspection. It would remain an area of continued focus into next year. 	
	<ul style="list-style-type: none"> • Agriculture National Staffing Shortage: following concerns in this area, we have had almost all of our specialist staff in place since September 2023 (albeit pockets of illness to cover). We also managed to recruit two 	

		ACTION & ACTION DATE
	<p>additional staff to support Agricultural Engineering and Farm Mechanisation, this being a particular challenging area to recruit to, who we have retained. Following a period of 'bedding in' during the first 6 weeks of term where there were pockets of standards that did not meet our expectations, we introduced a 'back to basics approach' for all staff and introduced significant, management oversight of this area to support improvements. High levels of student satisfaction had been maintained throughout the year and were much stronger than last year, the improved position regarding BTEC exams has been maintained with some further improvements to the achievement of high grades. The focus on behaviour and standards has had a positive impact and now needs to be sustained into next year.</p> <p>Governors reflected on student feedback and the reduction in "inspiring teaching" in term 3. The Deputy Principal FE advised that this reflected the change of focus to exams and assignments, but confirmed it was an area Hartpury would keep under review. It was noted that T'levels would bring further changes to monitor. It was confirmed that the pedagogical approach for T'levels was an area that was being reflected on. It was recognised that this curriculum change would be challenging, although thorough preparation, and use of good external Education and Training Foundation resources were in place.</p>	
	The QIP Update and Impact Report was NOTED.	
FEQuEST 10/06/24	LANDEX Peer Review Report	
	It was noted the review had been delayed because of the Ofsted inspection. It had been used to conduct deep dives in areas where Ofsted had not conducted deep dives. It was agreed this was a good approach to drive continuous improvement.	
	<p>Actions recommended for 2024/25 were:</p> <ul style="list-style-type: none"> • Continue to support the peer observation system enabling staff to reflect on teaching, learning and assessment and share good practice across provision, supporting consistency in high grades. • Support the roll out of the 5 Step model for mental health and wellbeing to help foster a shared language in mental health and enable self-management where appropriate. • Support the continued development of study skills within Prep for Success to enable all students to reach their potential in academia. • Continue to share strong practice and leadership in land based and sport education across the sector helping support thriving industries. 	
	<p>It was confirmed these recommendations would be taken forward.</p> <p>A governor queried the reference to equine and the shrinking riding school provision externally, and the impact of this on students' expertise. It was confirmed there had been curriculum changes to reflect the ability of students. This would continue to be an area of focus for 2024/25. It was noted Hartpury had found it difficult to source horses of an appropriate standard for students' levels of expertise. This was being kept under review, whilst considering how to protect the student experience.</p>	

		ACTION & ACTION DATE
	<p>A governor queried how it was planned to use the LANDEX Peer review process in 2024/25. The Deputy Principal FE advised that the focus would be T'levels and apprenticeships so that Hartpury could benefit from other institutions that had more experience in these areas.</p> <p>It was confirmed that updates on Capital plans were provided through the Vice-Chancellor and Principal's staff updates.</p> <p>The FE Quest Committee NOTED the LANDEX Review.</p>	
FEQuEST 11/06/24	Teaching, Learning and Assessment Update	
	<p>The Committee considered the Report which provided an overview of the quality of teaching, learning and assessment for Hartpury College.</p> <p>Process (implementation): In summary, our established Teaching, Learning and Assessment (TLA) Strategy which we evolved two years ago to reflect sector best practice was consolidated this year. Our approach was seen favourably during the Ofsted inspection this year.</p> <p>Teaching & Learning (Impact): our autumn and spring term observations reflected a number of strengths including teachers having high expectations for their students, teachers being able to effectively articulate their pedagogical approach, teachers effectively preparing students for their exams and strong industry links that supported their delivery.</p> <p>Areas for further development for a minority of teachers included effective use of learning support assistants (LSAs), group profiles, supporting students effectively for their forthcoming exams and effective and consistent behaviour management, mainly for new teachers.</p> <p>The report also referred to other elements of teaching, learning and assessment including work experience, student voice, duties and tracking of assessment outcomes to provide a more holistic picture of the TLA activity and its impact.</p> <p>Assessment (Impact): A Level To date, overall spring mock exam pass rates for completing students was lower than mock results from last year and had remained an area of focus for the team this term.</p> <p>As already discussed, GCSE performance to date was strong for English, with November results higher than national rates. Maths was not in line with the national rate and the team have been working through their Rapid Improvement Plan to support performance in this area since January. Current in year performance for Functional Skills English was positive although slower progress for Functional Skills Maths following good progress in the first two terms. Our BTEC mock exam and January exam performance overall had been positive, this being the third time we had undertaken BTEC exams at Hartpury. The overall pass profile and high-grade profile was in line with last year with improvements evident. All departments continued to perform consistently again this year with overall pass rates, albeit a continued further focus will be on higher grades for all.</p>	

		ACTION & ACTION DATE
	The amount of completed and ongoing CPD was highlighted. It was agreed this helped to support quality improvement.	
	The FE QuEst Committee NOTED the Teaching, Learning & Assessment Update.	
FEQuEst 12/06/24	Summer Term Student and Parent Satisfaction Report	
	<p>It was confirmed that as part of the formal College Student Voice process, on-programme student satisfaction surveys were conducted in the autumn, spring and summer terms to ascertain student perception of their course and the Hartpury experience and to supplement the Autumn Term Induction Survey. The report focused on the most recent survey outcomes.</p> <p>It was confirmed that overall, student satisfaction remained high for the majority of categories for a further year with increases across the board compared with last year. Agriculture, which took a dip in satisfaction towards the end of last year had now improved in all areas and was in line with the other departments, albeit will remain an area of focus until this improvement was sustained and consolidated. The staff challenges that we faced in Agriculture last year largely as a result of industry pull/pay had been resolved and this academic year, we had managed to retain the majority of staff that we had attracted from industry or other educational establishments. This alongside, a Rapid Improvement Plan focusing on Standards and Behaviour in this area have had a positive impact.</p> <p>Animal Management had taken a dip this term although has been consistently positive for a number of years. When looking at the detail behind this, it was largely attributed to staffing changes and the Deputy Principal FE was confident that the Head of Department would turn this around where needed.</p> <p>Equine also had some challenges, mainly attributed to the practical side, a pattern that started to emerge last year. There had been a lot of focus in this area this year which hopefully would be reflected in the survey results next year.</p> <p>It was noted that tutorial satisfaction was below target and that further work would be done here, including trying to ensure that students were reflecting on their personal tutorials when responding to the question. It was noted that Prepare for Success had been reviewed as part of this work.</p>	
	The FE QuEst Committee NOTED the Report on Summer Term Student and Parent Satisfaction.	
FEQuEst 13/06/24	Subcontract Quality Improvement Plan	
	It was noted that the British Rowing sub-contract was currently our only sub-contract, focused mainly around 16-18s. There continued to be emphasis on the quality of sub-contracted provision and how the prime institution, (Hartpury in this instance) holds the sub-contractor to account.	

		ACTION & ACTION DATE
	<p>We have continued to focus on narrowing the retention gap between our internal Rowing DISE and that of the sub-contract and continued to support further improvements to the student experience. Student satisfaction remains strong and retention to date is currently tracking higher than the same point last year. This will remain an area of focus as is still slightly lower than the KPI and where we want it to be.</p> <p>The Committee was advised that following a recent tendering process, this contract will cease with effect from 2024-2025 except for continuing, final year students who will continue until the end of 2024-2025 academic year.</p>	
	The Committee NOTED the position in relation to the sub-contract, the work to ensure quality improvement and the fact that the contract would cease at the end of academic year 2024/25.	
FEQuEST 14/06/24	Career and Skills Report	
	<p>It was highlighted that Hartpury's approach to skills development and stakeholder engagement was reviewed in the summer of 2022 and further refined throughout the last two academic years. Employer, education, civic and community engagement continued to be strong with our refreshed 'employers as partners' approach. These key relationships supported our industry-curriculum co-creation approach to programme design through to implementation involving co-delivery and some co-assessment, co-assessment being an area of focus for all teams this academic year.</p> <p>In addition to specific industry relationships, Hartpury continued to have strong relationships with GFirst LEP (now amalgamated into the LA), Forest of Dean Council, Forest Economic Partnership, Gloucestershire County Council and Business West Chamber of Commerce and (LSIP collaboration). Other relationships with the Southwest of England and Gloucestershire colleges had been further strengthened as a result of collaborative work in support of the SDF pilot in 2021-2022, the SDF phase 1 in 2022-2023 and furthermore, the LSIF in 2023-2024. This all aligned with Hartpury's Accountability Statement and commitment to supporting skills gaps identified through the LSIP and analysis of wider labour market information.</p> <p>Our Innovation, Careers and Enterprise (ICE) Team, continued to work with the college academic teams to develop a variety of innovative methods, utilising our stakeholder relationships to support students in terms of developing understanding of careers pathways and in support of progression to further/higher education and/or employment readiness under our 'Hartpury Certificate Plus' framework alignment with the strategic aims of Hartpury College.</p>	
	It was agreed that the work reflected throughout this report, coupled with the 'golden thread' through to curriculum and skills development of students was reflected in our Ofsted rating of 'strong contribution' to skills that we received in March 2024.	
	It was confirmed that there had been some staff turnover in the area, but it was confirmed it continued to work well.	

		ACTION & ACTION DATE
	The Career and Skills Annual Report was NOTED.	
FEQuEST 15/06/24	External Quality Assurance Reports	
	<p>The report provided a summary of the External Moderation reports received up until the time of report writing as per the QuEST Terms of Reference. In addition, the College Quality Cycle was included so that it was clear how these reports related to quality improvement and the relationship with Governance.</p> <p>The quality of assessment and internal quality assurance processes as determined through external verification overall remained strong and generally consistent across all areas of the College supplemented by recommendations advised by the awarding organisations. Governors noted comments from external verifiers confirming the high quality of work produced by students in particular. It was agreed the feedback provided more information to support continuous improvement.</p>	
	The Committee NOTED the External Examiner Feedback.	
FEQuEST 16/06/24	SU Report – including Constitution Proposals	
	<p>The Committee had been provided with:</p> <p>June SU Update – the Committee agreed that the report continued to demonstrate the ongoing vibrancy of the SU at Hartpur, and its wider impact on Hartpur. The SU Manager was asked to feed this back to the wider SU.</p> <p>Proposed revised SU Constitution and Statutes – these had been updated to reflect more clearly Hartpur's SU practices and ambitions. A governor commented that it would be helpful if the document made it clearer that at this point the Hartpur SU was not an independent organisation. This had been feedback from the Internal Audit the previous year. The SU Manager agreed to review this. A governor queried whether the passage on Freedom of Speech was clear enough, and again it was confirmed this would be reviewed.</p> <p>Draft SU Strategy on a Page – this aligned to the wider Hartpur 2030 Strategy. Governors commented this was a very clear and helpful document.</p>	<p>SU Manager July 24</p> <p>SU Manager July 24</p>
	<p>The FE QuEST Committee:</p> <p>(i) NOTED the SU Report.</p> <p>(ii) Subject to the feedback above APPROVED the updated SU Constitution and Statutes for RECOMMENDATION to the College Board.</p> <p>(iii) APPROVED the SU Strategy on a Page for RECOMMENDATION to the college Board.</p>	
	The Committee was pleased to see increased involvement from the College students within the SU.	
FEQuEST 17/06/24	FE Termly Concerns and Complaints Report	
	It was noted that in the period from January to April 2024 4 formal complaints relating to college students (3 financial, 1 other). None of the complaints had been upheld. There had been 1 appeal to the principal which had not been upheld and no appeals to ESFA in this period.	

		ACTION & ACTION DATE
	The FE QuEST Committee NOTED the FE Termly Concerns and Complaints Report.	
FEQuEST 18/06/24	FE Quest Committee Self-Assessment, Terms of Reference and Agenda Cycle Review	
	<p>The report enabled the Committee to self-assess its performance, consider whether it has met its terms of reference and consider any changes required to the Terms of Reference or the agenda cycle. The Terms of Reference and agenda cycle had been reviewed but no changes made. Consideration on whether to add the Accountability Statement as a routine item would be obtained once DfE timing was known.</p> <p>The Committee reviewed the self-assessment and confirmed that the committee had met its requirements. It was noted that attendance had been lower than in previous years, in part reflecting one changed meeting date.</p>	Clerk Nov 24
	<p>The Committee:</p> <p>(i) APPROVED the Self-Assessment.</p> <p>(ii) AGREED the terms of reference and agenda cycle would remain unchanged.</p>	
FEQuEST 19/06/24	Any Points Identified to Highlight at Board	
	<p>Animal Level 1 – in place Maths GCSE below National Rate, results awaited Accountability Statement to be submitted to DfE Skills Review – completed as required QuIP – encouraging progress Agriculture staff – in place and performing well Landex – positive review – used to supplement Ofsted Teaching Learning and Assessment – CPD comprehensive Career and Skills – new staff in place</p>	
	It was AGREED to take forward as detailed above.	
FEQuEST 20/06/24	Any Other Business	
	None	
	Dates of future meetings—NOTED.	
	The meeting closed at 4.35pm	