

# BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

## CURRICULUM & QUALITY COMMITTEE

### MINUTES OF A MEETING HELD ON THURSDAY 20 NOVEMBER 2025

<b>Membership (8):</b>	*	Steve Fussey	External Member	Chair
	*	Anthony Bravo	Principal	
	*	Priya Brown	External Member	Vice Chair
	*	Terry Clarke	Staff Member	
		Sophie Hallum Barnard	Co-opted Member	
	*	Martin Slatford	External Member	
	*	Sam Swinstead	External Member	
	*	Colin Willoughby	External Member	
<b>Quorum:</b>		3 Members required	7 Members present	Meeting quorate
<b>In Attendance:</b>	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
	*	Mike Howe	Chair of the Corporation	
<b>Present at meeting:</b>	*			

### DEPARTMENTAL UPDATES

#### Changes to Teaching and Learning Post Ofsted Pilot: Claire Scott, Head of Teaching, Learning and Quality Improvement (HTLQI)

The HTLQIs presentation included:

- A wide range of areas identified for continuing developments within the College
- A range of pathways developed to reflect changes to the New Toolkit (Inspection process)
- Changes to the annual CPD Plan to be more flexible and adaptive
- Inset Day in Nov 2025 included: techniques to scaffold and build knowledge and skills, science of simplicity, making every lesson count, AI and resource training for specialist support assistants, British values explicit not implicit
- A number of other miscellaneous changes made including: ILP development, digital team support, CPD slides added to Elevate, Learning Coach support tracker simplified, teaching slides to identify British Values being covered in tasks, required behaviours, expectations, standardisation – staff to upload work for sampling termly for quality review

The Committee noted the changes being made and questioned and challenged the HTLQI on how changes would stretch and challenge learners and prepare teachers to adapt learning to meet changing learner needs.

[Post Meeting Note: A copy of the HTLs presentation has been added to the agenda on Trust Governor]

## PART 1 – NON-CONFIDENTIAL MINUTES

(5.35pm)		<b>ACTION</b>
<b>877.</b>	<b>APOLOGIES FOR ABSENCE</b>  Sophie Hallam Barnard.	
<b>878.</b>	<b>DECLARATION OF INTERESTS</b>  There were no Declarations of Interest made.	
<b>879.</b>	<b>MINUTES OF THE PREVIOUS MEETING</b>  The Minutes of the meeting held on 25 June 2025 were confirmed as a correct record and were signed by the Chair.	
<b>880.</b>	<b>MATTERS ARISING</b>  There were no Matters Arising discussed that were not due to be considered elsewhere at the meeting.	
<b>881.</b> (5.37pm)	<b>SELF-ASSESSMENT REPORT 2024/25 (SAR)</b>  A written report was received and considered. It was noted that all Members of the Corporation had participated in the validation process at the Development Day on 13 Nov 2025, the Chair stressed the benefits of that in the development of the SAR that reflected the combined views of the College and the Corporation.  The Committee congratulated the DPCPI and her team on the very good and robust process undertaken.  <p style="text-align: center;"><b>It was RESOLVED to RECOMMEND to the CORPORATION that the Self-Assessment Report be approved.</b></p>	<b>Corp</b>
<b>882.</b> (5.40pm)	<b>QUALITY IMPROVEMENT PLAN 2025/26 (QIP)</b>  A written report was received and considered. The DPCPI advised that the QIP for 2025/26 had been developed on eight key 'Intents': <ol style="list-style-type: none"> <li>1. Further refine targeted CPD, building on the success of the Advanced Practitioner framework, to rigorously implement the highest impact teaching and learning strategies across all curriculum areas, securing and enhancing consistently high learner outcomes</li> <li>2. Continue to strategically evolve the comprehensive CPD program to ensure all staff were experts in embedding cross-cutting, high-value skills e.g. digital literacy, sustainability, AI competency within their vocational specialism, directly aligning teachers' skills with the rapidly changing needs of the economy</li> <li>3. Further strengthen the quality, consistency and alignment of personalised target setting for High Needs Learners across all College systems</li> <li>4. Achieve equity in outcomes by reducing negative variances in overall achievement rates for all identified vulnerable and protected characteristic groups</li> <li>5. Continue to drive attendance and engagement through early, personalised intervention</li> <li>6. Continue to drive increases in apprenticeship outcomes through enhanced curriculum and individual planning</li> <li>7. Further enhance high-achieving adult provision aligned to personal goals and labour market impact</li> <li>8. Implement strategies to continue to increase engagement in personal development activities and sessions</li> </ol>	

<p><b>882.</b> <b>(cont)</b></p>	<p>The DPCPI took the Committee through each 'Intent' and outlined the actions proposed to be taken in order to meet each one.</p> <p>The Committee was satisfied that the QIP demonstrated the ongoing drive to continuous improvement through a robust and consistent process.</p>	
<p><b>883.</b> (5.46m)</p>	<p><b>LEARNER OUTCOMES 2024/25</b></p> <p>A written report was received and considered. The DPCPI highlighted that the headline results showed a continuing (four-year) improvement trend. However, the College was not yet able to review the results against national average data for 2024/25 as not all of that data had been published by the DfE (expected Dec 2025/early 2026).</p> <p>In particular, the DPCPI advised that:</p> <ul style="list-style-type: none"> <li>• GCSE High Grades (grade 4 or above): for maths was significantly above the national rate and broadly in line with the national rate for English</li> <li>• A total of 236 GCSE Maths students had improved by at least one grade</li> <li>• A total of 201 GCSE English students had increased by at least one grade</li> <li>• Functional Skills for English and Maths showed an increase in student numbers, an improved pass rate but a reduction in the achievement rate because of a lower retention rate. The declining retention is mainly related to learners in specialist provision.</li> <li>• T Level achievement compared favourably against all measures</li> <li>• EHCP had seen a large increase in learner numbers and an increased pass rate but had a reduced retention rate. This is primarily attributed to a rise in learners with complex needs being transferred to more specialised, suitable external provisions.</li> <li>• 19+ headline results showed a positive improvement trend for retention, pass and achievement rates</li> </ul> <p>In reviewing prior achievement (at secondary school) for new Year 12s on entry to BCoT the DPCPI had reported that learners had a much lower starting point than similar learners in other GFE colleges. It was noted that the College's starting point was (nationally) quartile 3 for Maths, and Quartile 4 for English.</p> <p>The Chair challenged the position that there appeared to be no significant improvement in student achievement at the local secondary schools. The Principal advised that there had been some improvements in grades in some local them, but those students tended to enrol at QMC or at another sixth form college in the area.</p> <p>In response to a question from a Member regarding GCSE English the DPCPI confirmed that the College was actively collaborating with other colleges that had better outcomes for English.</p> <p>In concluding the report, the Committee noted that the overall picture showed an ongoing improvement to learner outcomes.</p>	
<p><b>884.</b> (6.14pm)</p>	<p><b>COMPLAINTS</b></p> <p>A written report was received, considered and noted. It was noted that there had been 12 formal complaints recorded in 2024/25 (a significant decrease from 24 in 2023/24). The DPCPI advised that of those complaints, 3 had been 'upheld' 2 'partially upheld' and 7 'not upheld'.</p> <p>The DPCPI further advised that although there had been a decrease in the number of formal complaints received, there had been an increase in the number of complaints that have progressed to appeal, including one complaint that was referred to the Office for Independent Adjudication (OIA) and settled (as previously reported) and one complaint referred to the DfE (no further action taken). The reduction in the number of formal complaints received suggested that the College was resolving</p>	

	concerns raised more effectively on an informal basis, and in line with the complaints policy.	
<b>884. (cont)</b>	In response to a question from a Member the DPCPI advised that the majority of complaints were raised by the parents of students or the students concerned and were not from external sources.	
	<b><u>ITEMS FOR INFORMATION</u></b>	
<b>885. (6.20pm)</b>	<p><b>ENGLISH AND MATHS UPDATE</b></p> <p>A written report was received for information and noted. In addition to the discussion held earlier in the meeting, it was noted that the College had continued to experience a further increase in learner numbers across all English and maths full time qualifications.</p> <p>In response to a question from a Member related to young people in Basingstoke deemed to be NEET, the Principal advised that the situation was deteriorating and that it was also a national concern. He advised further that the local position showed that c5% of 16–17-year-olds were deemed to be NEET. He also stressed the need for a better focused national solution to deal with NEETs.</p> <p><i>[Post meeting note: the Principal circulated a copy of the labour market data produced by HCC and B&amp;DBC that compared NEETs for 2023/24 in Basingstoke &amp; Deane (5.5%), Hampshire (5.7%) and England (5.4%)]</i></p>	
<b>886. (6.25pm)</b>	<p><b>TEACHING AND LEARNING UPDATE</b></p> <p>A written report was received for information and noted. It was noted that this matter had been covered earlier in the meeting.</p>	
<b>887. (6.27pm)</b>	<p><b>AI UPDATE</b></p> <p>A written report was received for information and noted. Ongoing developments in the use of AI as part of the teaching and learning opportunities within the College were noted.</p> <p>With regards to The Fixter, the College's internal teaching and learning 'bot', the Committee requested that they receive a demonstration of it at the next meeting.</p>	<b>DPCPI</b>
<b>888. (6.28pm)</b>	<p><b>AUTUMN TERM RESPONSIBILITIES</b></p> <p>A written report was received for information and noted. The DPCPI advised that:</p> <ul style="list-style-type: none"> <li>• 185 new apprentices had been enrolled across a wide range of sectors</li> <li>• Good progress had been made with reducing the number of apprenticeship overstayes</li> <li>• There had been 109 enrolments to date on 8 HE programs</li> <li>• The College's application to deliver lifelong learning entitlement had been successful</li> <li>• Skills Bootcamps had seen a completion rate of 89% at Milestone 2 (offered an interview), well above the national average, and 25% had achieved Milestone 3 (job outcome) so far (the wraparound period has not ended).</li> </ul> <p>A Member raised a challenge related to the number of 'silos' of information within the College related to employers engaged with the College. The DPCPI advised that it was the aim of the College to bring together all matters related to such employers in order to develop a comprehensive database that could be used across the whole College.</p>	

<b>889.</b> (6.42pm)	<b>CORPORATION MEMBERS' CURRICULUM LINK VISIT UPDATES</b>  A total of six Link Visit reports undertaken by five Corporation Members' were received and noted.  The Chair highlighted that such visits were extremely useful to the College and re-iterated the importance of all Members of the Corporation undertaking link visits.	<b>All Members</b>
<b>890.</b>	<b>DATES OF FUTURE MEETINGS</b> <i>(Meetings commence at 5.00pm unless stated)</i>  Thursday      5    March 2026 Thursday      11   June 2026	
(6.44pm)	Meeting closed	

**NOTES:**

General acronyms used throughout the Minutes:

B&DBC	Basingstoke & Deane Borough Council	NEET	Not in education, employment or training
CPD	Continuous professional development	OfSTED	Office for Standards in Education
EHCP	Education, Health and Care Plan	QMC	Queen Mary's College, Basingstoke
GFE	General FE colleges	T&L	Teaching and Learning
HCC	Hampshire County Council		