

Minutes of the meeting of the Standards Committee held on Thursday 18th June 2024

GOVERNORS

PRESENT:

Ben Owen, Chair
Scott Smith, Staff Governor (Academic)
Jane Peacock
Andrew Cropley

ALSO IN

ATTENDANCE:

Louise Knott, Vice Principal: Communications, Engagement and Student Experience
Diane Booth, Vice Principal: Curriculum and Quality
Ella Brookes, Assistant Principal: Inclusion
Sarah Morley, Assistant Principal: Quality and Standards
Kirsty Walsh, Assistant Principal: Engineering
Jane Fishwick, Assistant Principal: Academic, Creative, Community, Digital and Professional Studies (until 17:45 and then from 18:15)
Nikki Slack, Assistant Principal: Health, Education and Service Industries
Eloise Hopkinson, Clerk to the Corporation

1

DECLARATIONS OF INTEREST

The chair reminded everyone present to declare any interests that they may have on agenda items to be discussed. No specific declarations were made and standing declarations were noted.

2

WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Apologies for absence were received from David Gillies, Andrew Cropley, and Andrew Spencer. Spencer Moore was also absent from the meeting.

3

MINUTES OF THE MEETING HELD ON 28TH MARCH 2024

The minutes were reviewed and it was agreed that they were largely an accurate record of discussions. However, one governor advised that the acronym referred to at item 6 should be 'NPQ' (National Professional Qualifications), not 'NQT'. It was agreed that this would be amended accordingly.

AGREED: to approve the minutes of the meeting held on 28th March 2024, subject to the change as described.

There were no matters arising.

ACTION by whom	DATE by when
Clerk	June 2024

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4 **ACTION PROGRESS REPORT**

The committee was happy to note the content of the update provided.

5 **BALANCED SCORECARD ITEMS AND ANNUAL KEY PERFORMANCE INDICATORS (KPIs)**

The vice principal: curriculum and quality presented her detailed report, which provided the following updates against those measures that are currently red on the balanced scorecard:

1) Digital Skills attendance

- Overall digital skills attendance is 79.7% against a target of 90%. The vast majority of these sessions are delivered at Level 1, with very few at Entry Level.
- Staff are working hard to get students to attend – this is included within QIPs and explored at PMR meetings. Actions required are well documented for each department.
- Attendance data is being impacted by the new provision (Mansfield Education Hub and Boost) that was introduced in 2023/24, which provides education to some of the hardest to reach students. To combat this in 2024/25, staff have explored how the Mansfield Education Hub curriculum can be redesigned to make it more engaging. Boost will change to enable students to take up to five GCSE resits so they can take just maths and English if they like but can also study up to three additional subjects. Governors were informed that Mansfield Education Hub and Boost are very bespoke programmes. They are only for those students who have been specifically directed to them and would not be openly marketed.
- The foundation offer at Station Park is also having an impact. To improve this next academic year, the intention is to develop this into a more project-based curriculum, and IT skills will be built into these projects.
- Foundation studies and Mansfield Education Hub students will be able to experience vocational taster sessions.

2) Attendance in maths and English

- English attendance is 77% against a target of 89%.
- Maths attendance is 78% against a target of 89%.
- The vice principal indicated that a document released by the Association of colleges was attached at the appendix to provide comparisons and show that this is a national picture. However, the college is still striving to improve.

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Measures such as homework clubs and targeted revision have been put in place.

- The standards coach is working with staff to look at behaviour management and improve the synergy between vocational and maths and English staff.
- Hot desks will enable maths and English staff to share offices with vocational staff and to build relationships.
- Meetings are taking place to monitor a number of related matters. Managers and teams really want to ensure they start off on the 'front foot' and with high expectations next year.
- When the standards coach is not able to go into class in person, he will provide videos.

3) Average progress of apprentices

- Average progress is -13 against a target of -10.
- Teams are working hard to improve the situation, and it is expected that this will improve quickly as reasons for delayed progress include the appointment of new staff members and difficulties in recruiting to vacant roles. The vice principal explained that the amount of internal quality assessment (IQA) has to be increased for new staff, both as part of the college's policy and as set out by awarding organisations. Unfortunately, although necessary, this does impact the timeliness of achievements.
- Some staff have left the college, compounding the above issue.
- In areas such as computer science, students have been working on larger projects, and these take more time.

One governor indicated that the strategies being put in place are really impressive and sound positive. Within this feedback, however, the governor questioned whether adaptive teaching is being implemented, as was discussed some months ago. The vice principal informed governors that links from Loughborough and Lincoln College will soon attend WNC to share practice, and this will involve adaptive teaching. Lessons have been redesigned and the plans will be available for the vice principal to review before the new academic year commences.

In response to a question about GCSE exams, the vice principal explained that the college has now moved to Eduqas, which is only two papers; the curriculum is therefore being reviewed. Feedback from the Eduqas paper has been positive.

Governors questioned the attendance at the summer GCSE exams, and the vice principal provided this as follows: English paper 1 – 92%; English paper 2 – 91%; maths paper 1 – 94%; maths paper 2 – 93%; and maths

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paper 3 – 90%, which shows better attendance percentages within exams than in lessons. This was acknowledged by the chair as being the same picture as seen in many colleges, but he indicated that this does not always achieve the best results.

Governors indicated that the Association of Colleges survey was interesting to read alongside the paper, and it was confirmed that the college did also complete and return this survey.

One assistant principal gave feedback that vocational and maths and English teachers are working together to ensure their schemes of learning are cohesive.

The chair indicated that the work at the strategy day reflected how critical digital skills are and how high they sit within EMCCA's (East Midlands Combined County Authority) strategy, so it is positive to see this importance coming through within this update, accompanied by plans to improve.

AGREED: to note the content of the report.

6 **COMMUNITY PLEDGE MONITORING 2023/24**

Governors were provided with an update against the college's Community Pledge aims for 2023/24. Items of particular note were:

The college's response to actionable priorities emerging from the Local Skills Improvement Plan (LSIP):

- The vice principal: communications, engagement and student experience informed governors that the college has now established 1,000 logins for staff to access Skills Builder, and training will be delivered to leaders and managers on 5th July. The assistant principal: quality and standards is ensuring that essential skills are embedded in schemes of learning in 2024/25. A teacher from the animal care team has mapped these skills into curriculum delivery, and the college is starting to work with employers on synergising the terminology in their job descriptions with that contained within Skills Builder. Unfortunately, although this is working well in Mansfield and Ashfield, it has been less successful across the D2N2 region as a whole. The challenge for the college is making the software communicate with Pro Monitor, but it will be possible to set up individual skills in Pro Monitor linked to Skills Builder even if it should not prove to be feasible to link the two systems.
- Three projects have been funded through the Local Skills Improvement Fund (LSIF). The first annual report has been submitted, and all three KPIs were met.

T Levels

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- The vice principal: curriculum and quality presented a positive update. Three T Levels were very successfully in 2023/24, and it is hoped that the results will show this success.
- Attendance has been high on all three.
- Progress remains positive, with a good residual score suggesting that all learners are on track to meet at least their minimum target grade (MTG).
- All learners have worked very hard and are looking forward to their second year. Where learners have withdrawn from the course, they have predominantly achieved positive destinations.
- Six more T Levels will be launched in 2024/25. One digital T-Level will definitely go ahead, despite low student numbers, and staff are eager to proceed with this.
- Curriculum managers and staff have shared practice with other colleges, the Association of Colleges and the Education and Training Foundation, and more training will take place over the summer period.
- It is felt that the college is in a good place for September. Student numbers are promising, other than for the digital T Level, but this depends in relation to the GCSE results. Students need to achieve grades 4 and 5 to progress to T Levels.
- The vice principal fed back that one staff member, who teaches in construction, has indicated that the T Level is the best qualification he has ever taught.

Inclusive employment

- The college is leading on an economically inactive recruitment project, working with a number of local partners.
- The assistant principal: academic, creative, community, digital and professional studies has been developing career pathways into the public sector, and she confirmed that the town planner pathway in partnership with Bolsover District Council has been mapped out. Once this is complete, she will then speak to other councils to obtain their commitment.
- A 'Step into WNC' programme has been developed, following the success of the NHS programme. This is a community programme which aims to equip candidates with key skills to enable them to apply for and work within entry level job roles.
- The college's estates team is working with Portland College to provide a supported internship placement. The college previously had a student from Portland College working within the customer enquiries team.

In response to a question from the principal, the assistant principal confirmed that it is likely that WNC will deliver the Level 4 town planner apprenticeship, but she will approach Nottingham Trent University (NTU) in the first instance. It is likely that Level 4 and then Level 7 will need to

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be offered, and the Level 7 will need to lie with NTU. There are two progression routes into the Level 4 apprenticeship, either from A Levels or from any programme other than a T Level. Progression from a T Level is likely to be directly onto the Level 7 apprenticeship due to the amount of work experience the T Levels provide. However, this detail is still being explored.

Corporate parenting

- The vice principal: communications, engagement and student experience reminded governors that the college signed up to the seven principles of corporate parenting in February 2023. Combining this with the college's overall commitment to inclusion, great progress has been made in terms of the college's offer for care experienced young people.
- Exceptional links have been forged between the college's care experienced support team and the local authority's looked after and care leavers team, and this will support with transition into college.
- The college has coordinated visits for care experienced young people into universities and to employers.
- The college has offered the opportunity for young people to undertake 'quiet study' within the college.
- A number of social activities have been provided, including bowling and cinema visits.
- All of the above activity has enabled the college to support care experienced young people and has developed the college's reputation with the local authority. However, this has not yet come to fruition within the data – gaps are closing but are still there, nonetheless. The vice principal aspires to reach the point where there are no gaps, but this is a difficult task due to the challenges these young people face.

Governors were pleased to receive this update and were impressed by the wraparound care offered to young people.

The vice principal further informed the committee that two of the college's care experienced young people spoke at the virtual school's annual conference last year, which members of the college's team also attended. The young people spoke with passion about how important it was to have consistent support and to have, as part of this service, someone who understood their experiences. One of them indicated that it was the first time she felt wanted and believed in within education, and it was powerful for team members to hear the impact on these young people.

The chair indicated that he would include a reminder within his next summary report to the board to keep supporting the executive team to promote this message and remind local authorities of the positive things

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the college is doing. It is important that this is not lost among the wider conversations that are also taking place.

It was discussed that the college's inclusion policy does impact attendance data, but governors agreed that it is really important for the college to embrace these challenges and not shy away from them. Although attempts will always be made to improve, the college must continue to do the right thing by the young people within its community. The committee agreed that governors should keep supporting the executive team by reminding people of the work which the college has undertaken.

AGREED: to note the content of the update provided.

7

QUALITY IMPROVEMENT ACTION PLAN (QIAP) 2023/24 – PROGRESS UPDATE

The vice principal: curriculum and quality presented her detailed report, focusing particularly on deep dives and apprenticeships. Key matters highlighted were:

Teaching and learning: deep dive summary

- 39 deep dives have been carried out, and these remain ongoing until the end of the academic year.
- Key strengths found include:
 - Effectively structured lesson starts, enabling learners to swiftly engage in learning.
 - Efficient use of knowledge and expertise to explain subject matter, enabling learners to grasp key concepts.
 - Ensuring that learners use subject specific, professional and technical vocabulary well.
 - Helpful and incisive verbal feedback.
- There are still some inconsistencies in relation to written feedback.
- Areas of weakness include:
 - The quality of teachers' questioning – some teachers use whole-class questioning and provide answers too quickly, meaning that some learners do not grasp key knowledge before the lesson moves on. This is particularly found in the case of new and inexperienced teachers, as questioning is a skill which must be developed over time. Support and development are in place to drive improvement.
 - The quality of feedback and feedforward is inconsistent, sometimes lacking the specificity which is needed to enable learners to excel.
 - Not all teachers regularly check learning and, as such, move on before they have ensured learners understand the topic. Some teachers rely on questioning to check

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learning, but they need to be very skilful at this for it to be effective. This issue has been mentioned in the college's three most recent Ofsted reports, and managers are working on ways to improve.

- Some teachers tend to over-dominate lessons. It has been acknowledged that different groups require a different approach, but teachers should be checking learning and engagement, particularly cognitive engagement.
- A comprehensive action plan has been put in place after each deep dive. These feed into the QIAP and are monitored through five performance management reviews (PMRs).
- The vice principal pointed out to governors that the catering and hospitality team has been graded 'outstanding' three times consecutively, and the early years team has been graded 'outstanding' for the second time. Furthermore, the college has never before had all subcontractors graded 'good', and this really evidences that the right decisions have been made. The intention is to arrange further, brief visits to subcontractors to ensure they maintain the quality seen within the deep dives.

Apprenticeships

- Since the vice principal submitted the paper to the committee, the Accountability Framework measure for learners studying past their expected end date had changed from 250 students, which is not a lot for larger providers, to 15% to be classed as 'needs improvement' and 20% to be classed as 'at risk'. This means that the college is now on track and is only flagging as 'at risk' and 'needs improvement' (respectively) for achievement and retention.
- Also within the Accountability Framework, the employer feedback measure is only based on the 31 reviews received for this year. It is not possible to drill down into this data to ascertain which areas need to improve. However, the vice principal has ensured that the same questions are covered within the college's own deep dive cycle and employer survey to help to identify where the weaknesses lie.
- After the last termly conversation, the local ESFA links were invited to attend an apprenticeships monitoring meeting. This took place with one of the links in attendance, and the vice principal felt that he was impressed by what he saw within the meeting. He asked the vice principal to provide a response and narrative against the measures, and this was sent as requested.
- Electrical achievement data is still impacted by the historic decision to move 79 apprentices to JTL. However, this is still acknowledged to have been the right thing to do for both the apprentices and the college.

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- In plumbing, due to the length of stay of their course, 10 apprentices have been impacted by COVID-19 causing delays to some of their learning and assessment activities. They still need to take the gas phase of the apprenticeship and will need to be rolled over into the next academic year to enable this.
- Another historic decision impacting data was in relation to health and social care. The local landscape in this industry dramatically changed during the pandemic, and this meant that neither apprentices nor the employers were able to commit to the requirements of the apprenticeship while still meeting the need of the business. Therefore, the college stopped delivering these apprenticeships and instead made the decision to move some of the affected learners to a standalone diploma.
- In ICT, the achievement rate is lower as some apprentices will need to be rolled over due to their end dates falling in July but a four-month gateway period is required for them to prepare for their endpoint assessment (EPA). This is dictated by the design of the EPA and is out of the college's control. However, the vice principal and the head of employer engagement are now working together to look at EPA dates, which start dates to avoid, and extended lengths of stay to avoid rolling learners over. The vice principal assured governors that the college has a good track record of rolled over learners completing in past years, but this still impacts on the college's data.

One governor questioned whether there are likely to be any further issues which may have a negative impact. The vice principal advised that one potential concern is apprentices completing Functional Skills. Some learners are excellent on their core programme but are struggling to pass maths and/or English, which is then preventing them from achieving. The college is putting extra resource in place, such as Century Tech software, additional learning support, and extra lessons, but it is still taking some apprentices multiple attempts to pass. Staff are working hard to mitigate this, but it is not possible to accurately plan how many learners will pass to enable them to move into gateway.

The chair extended his thanks for the work that has been put into this, and he acknowledged that some good progress can be seen. The change to the Accountability Framework measures was also positively received by governors, as was the work undertaken around the deep dives.

AGREED: to note the content of the report and update provided.

8

SAFEGUARDING AND PREVENT

The vice principal: communications, engagement and student experience presented her detailed report. Key matters highlighted were:

- The number of safeguarding incidents received through CPOMS so far, at 2.5k, has surpassed last year's end-of-year total.

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- The vice principal is starting to look at resource within the team – providing consistent cover across all sites has been a challenge this year.
- The number of young people open to a child in need or child protection plan has decreased since the last meeting. However, this will mainly be due to these young people having turned 18, rather than due to the risks disappearing.
- Two students are currently open to child in need assessments.
- There have been 54 child-on-child sexual harassment and violence concerns to date, which is similar to last year's figure. Only two of these were serious claims. One involved two students – as alleged perpetrator and alleged victim – and will go to court in 2025. There is a stringent risk assessment in place to ensure the alleged perpetrator does not break the conditions of bail.
- An increase has been seen in external sexual harassment and violence, and five of these reported incidents relate to allegations of rape.
- 14 concerns have been received relating to sexual abuse – these were largely historic, but the college is working with one person whose allegations will go to court later this year.
- One student is open to a child sexual exploitation panel, and another has now been closed as the risks have been mitigated.
- Nine concerns related to county lines/criminal exploitation, but none of these are currently open to social care.
- Of the three Prevent concerns received since the previous meeting, only one resulted in a referral to the police Prevent team. This was eventually closed with no further action due to parental protective factors.
- Wellbeing, self-harm and mental health remains the largest area of concern. This year, the college took on 13 counsellors through the University of Derby and ATTFE but has had to close any further referrals due to the waiting list. The vice principal has decided to review the approach as the college cannot continue to add more resources. Therefore, group sessions and personal resilience sessions are being explored.
- Smoothwall concerns continue, with 434 year-to-date. These are largely low-level and behavioural concerns; however, once or twice a month something is found which raises a significant safeguarding concern.
- An increase has been seen in relation to physical violence, with students both as victim and perpetrator of violence within the community. This has increased slightly year on year.
- An emerging concern involves the use of snus, a kind of tobacco or nicotine pouch which is placed under the gum. This is being monitored closely.

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- The team is currently working with 464 young people who will start in September, all with some level of need and some level of risk. The vice principal and safeguarding manager are working closely with professionals on four of these young people who have significant risks attached, largely to do with self-harm. These young people will remain open the vice principal and manager until they have settled into the college, and one may remain within their caseload for the entire academic year.
- A safeguarding audit was carried out, including the committee chair, and outcomes and findings were attached to the vice principal's report. Most areas were graded 1 or 2, and the only area of concern was the annual safeguarding update completion rate. Since then, stern emails have been sent to managers and, as at the date of the meeting, only six members of staff were outstanding. Most of the actions identified in the audit had been implemented and completed by the time the meeting took place.

The Keeping Children Safe in Education (KSCiE) update was published towards the end of May. The update included few substantive changes, but those made included the following:

- The most notable change was that the definition of safeguarding has been amended to include a bullet point around providing help and support to meet need as soon as problems emerge; and the point around protecting children from maltreatment had been expanded to add that this means both within and outside the home, including online.
- A new definition of extremism has also been published, and this has now been included within KSCiE.
- The final change was implemented further to the Department for Education's guidance around gender questioning young people, which is now embedded within KSCiE, and the vice principal has included a paragraph within the college's procedures around this. There are concerns in relation to this particular addition, particularly as KSCiE covers a broad spectrum in terms of age. Many of the college's young people do not want staff to speak to parents about their gender identity and should be considered to be old enough to make that decision for themselves, but the guidance states that schools and colleges must work with parents in every situation. This means that the college will have to go through a stringent assessment of risk when considering each case.

The changes proposed to the college's procedure were presented for recommendation to the Corporation Board. However, the vice principal cautioned that further changes may yet emerge as the new version of KSCiE will not go live until September 2024.

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Governors challenged that the new bus arrangements were not included within the report and guidance, and they questioned whether the process and any emerging issues have settled. The vice principal reminded governors that there were some incidents around behaviour, but the majority of the issues were in relation to students being subjected to harassment or shouted at and threatened. However, there have been very few issues within the most recent term, and it is felt that some young people simply needed to get used to the changes. Where the issues related to members of the public acting inappropriately, the bus companies have been very good at working alongside the college to resolve the situation. One assistant principal stated that using the public buses is likely to have a positive impact on students, overall, and will also contribute to employability skills as they will be more confident in travelling further afield.

Governors referred to the reported increase in the number of safeguarding incidents and the expected increase in student numbers next year. They raised the matter of the impact this will have on staff, students and the general operation of the college. The vice principal agreed that there will be an impact on staff, both within and outside of the safeguarding team. Although most of the issues seen are minor, many are complex, and this does have an impact on staff wellbeing, particularly for those employees who are less accustomed to dealing with these issues. The vice principal indicated that she is looking into the safeguarding team's resource and the possibility of providing additional support. She also indicated that the college needs to work on resilience with the student body as a whole so that they can build their own coping strategies. She is exploring formalised supervision for the welfare and safeguarding teams.

The vice principal reported that she has been told, anecdotally, that the 2024/25 cohort of students is likely to be the most affected by the pandemic. These students started secondary school in lockdown; therefore, they will not have had the same level of socialisation that other cohorts have had. In addition, another challenge is that some of the external services have closed cases with no further action simply because parents have been unwilling to engage. This means that the young person is then just left without this external support, and the college has to deal with the risk. The picture is very similar in other colleges, and this is why WNC continues to work very closely with the local authority to see what can be done collectively to address these issues. The college needs to strike a balance between being a safe space for students and having clear boundaries in place.

The chair observed that resource is a challenge – the complexity of need is increasing, as are exam access arrangements, bringing additional costs as well as other challenges. He stated that it is key for governors to understand this and ensure the Executive team members know that they

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have governors' support. It was suggested that resourcing should be on the agenda for one of the strategy days in 2025, as the challenge is only going to increase as the demographic grows over the next few years. It was suggested that the college may even need to consider adding a whole new exams centre to its estate, and this will bring with it additional work.

AGREED:

- to note the content of the update provided
- to recommend the revised safeguarding procedures 2024/25 to the Corporation Board for approval.

9

RISK REPORT (RED RAG-RATED ITEMS)

The vice principal: curriculum and quality presented the report, which provided an update against those risks that are currently red on the risk register. She particularly highlighted the following points:

1) Hard-to-fill vacancies

- There are currently 14 vacancies in curriculum, and three have been advertised for longer than three months: an air conditioning and refrigeration role; a part-time (0.5 FTE) teaching role in construction professional studies; and a sessional teaching role for Functional Skills Maths.
- Recruitment leads are being innovative in their approach.
- The recruitment evening in April was very successful and saw the appointment of seven new staff members, with further applicants from this event shortlisted and awaiting interview at the point of this meeting taking place.

2) Failure to improve target grades in comparison to 2022

- At progress check 5, the vocational residual score was - 0.5. Although most learners were on track to achieve at least their minimum target grade (MTG), progress scores from several courses indicated that learners were more than a grade behind their MTG.
- The progress checks were completed quite early in some areas, so it is hoped that these students will have a good chance of improving by the end of the academic year.
- Measures are in place to support students to improve, such as increased teaching, pastoral support, holiday clubs, etc. Many students are suffering from anxiety, which has an impact, but staff are working with parents and support workers to do everything possible to get learners into college.

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- The residual score for GCSE Maths was -0.1. The vice principal informed governors that the decision was taken not to have an assessment at progress check 5 as the deadline for this was 10th May and then the first GCSE exam was on 16th. Leaders and managers thought it would be better to improve students' skills and fill their knowledge gaps rather than get them to take an assessment.
- Progress check 5 for GCSE English was taken on 22nd April and the residual score was -0.72. Students still had more than half a term of lessons after this point. This assessment covered reading and exam-style writing questions. In addition, there have been opportunities for learners to attend revision sessions in May half term, as well as homework clubs.
- The residual score for Functional Skills Maths was -0.45, but students have until the end of the year to keep taking these assessments, and they can be accessed on demand.
- The residual score for Functional Skills English was -0.32 and, as with maths, students have until the end of the year to keep taking these assessments, and they can be accessed on demand.

The chair asked governors to also consider the data within the next agenda item, when raising questions or comments.

The academic staff governor raised that the Inspire Education Group offers a recruitment model wherein it works with employers, particularly the RAF, to get people into teacher training. The group particularly works with the RAF. The college already does something similar in construction with Collins, but it was agreed that a more formal model, similar to that described above, may be of benefit. The chair suggested that the principal reach out to Rachel Nicholls, the principal of the Inspire Education Group, to discuss this approach. It was discussed that it is harder when dealing with smaller employers, as many of the college's local employers are, as they often experience similar recruitment challenges.

The chair raised a question in relation to community delivery, as the achievement data was still low within the data report. The vice principal advised that there are still a lot of continuing learners in this area and so a lot of achievements still to come in. However, a deep dive was planned to be carried out the week that the meeting took place.

AGREED: to note the content of the update provided.

Principal /
CEO

Jan 2025

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PERFORMANCE REPORT – DATA ON A PAGE 2023/24

The assistant principal: quality and standards introduced this item and particularly drew the committee's attention to the following data:

Education programmes for young people

- Attendance (83.1%) has decreased by 1.4% since the last meeting but is 0.2% higher than at the same point last year.
- Retention (88.9%) has decreased by 2.3% since the last meeting but is 2.7% higher than at the same point last year and 0.2% above the national average.
- Progress overall is -0.51.
- Vocational attendance (84.4%) has decreased by 1.5% since the last meeting and is 0.1% below the same point last year.
- English attendance (77.1%) has decreased by 0.8% since the last meeting but is 2.1% above what it was at the same point last year.
- Maths attendance (77.4%) has decreased by 1.5% since the last meeting and is 1.4% below the same point last year.

Adult learning programmes

- Direct delivery attendance (83.6%) has decreased by 1.2% since the last meeting but is 0.7% above this same point last year.
- Direct delivery retention (92.4%) has decreased by 1.9% since the last meeting and is 2% below the same point last year. However, it is above the national average of 91.9%.
- Subcontracted delivery retention (93.2%) has decreased by 1.2% since the last meeting but is 1.4% above the same point last year and 1.3% above the national average. Achievement (76%) has increased by 2.3% since the last meeting but is 3.2% below the same point last year and 10.2% below the national average.
- Community delivery retention (89.9%) has reduced by 0.1% since the last meeting and is 3.1% below the same point last year and 2% below the national average. Achievement (69.4%) has increased by 2.7% since the last meeting but is 13.4% below the same point last year and 16.8% below the national average.

Apprenticeships – direct delivery

- Attendance (88.2%) has increased by 0.1% since the last meeting and is 2.5% above the same point last year.
- Retention (67%) has decreased by 1.3% since the last meeting but is 0.8% above the position at the same point last year.
- Achievement (30.9%) has increased by 7.4% since the last meeting and is 1.4% above the same point last year but is still 22.5% below the national average.
- Recording of 20% off-the-job training (21.8%) has increased by 2.2% since the last meeting but is 2.5% below the position at the same point last year.

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- Recording of six hours of off-the job training (7.9%) has increased by 0.2% since the last meeting and is 1.6% above the position at the same point last year.
- Reviews in the last three months (86.3%) has increased by 2.9% since the last meeting and is 2.1% higher than at the same point last year.

Learners with high needs

- Attendance (85.5%) has decreased by 0.3% since the previous meeting and is 1.4% below the position at the same point last year.
- Retention (96.9%) has decreased by 1.1% since the previous meeting and is 0.3% below the position at the same point last year.
- The progress score (-0.25) has improved since the previous meeting and since the same point last year.
- Vocational attendance (86%) has decreased by 0.2% since the previous meeting and is 1.6% below the position at the same point last year.
- English attendance (85.7%) has decreased by 0.5% since the previous meeting but is 0.5% above the position at the same point last year.
- Maths attendance (82.9%) has decreased by 0.7% since the previous meeting and is 3.4% below the position at the same point last year.

Free school meals

- Attendance (80.4%) has decreased by 1.7% since the previous meeting and is 0.4% below the position at the same point last year.
- Retention (92.4%) has decreased by 2.2% since the previous meeting but is 3.5% above the position at the same point last year.
- The progress score (-0.45) has improved since the previous meeting and is better than at the same point last year.

BAME

- Attendance (84.4%) has decreased by 0.9% since the previous meeting but is 0.8% above the position at the same point last year.
- Retention (93.5%) has decreased by 2.1% since the previous meeting and is 1.7% below the position at the same point last year.
- The progress score (-0.42) has improved since the previous meeting and is better than at the same point last year.

Deep dives meeting expectations (percentage grade 2 or better)

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- Deep dives of classroom-based learning show a decrease, with 52% (13 out of 25) achieving grade 2 or better as opposed to 57.1% at the last meeting.
- Apprenticeships deep dives show that 40% (two out of five) have achieved grade 2 or better, which is a decrease since the last meeting, when it was 50%.
- Cross-college deep dives show that 50% (two out of four) achieved grade 2 or better.
- Subcontracted deep dives show that 100% have achieved grade 2 or better, which is the same position as at the previous meeting.

AGREED: to note the content of the update provided.

11

A LEVELS

The vice principal: curriculum and quality presented her detailed written report, and key matters highlighted were:

- Attendance for Year 13 has declined by 1.2% to 83.2%. This is linked to some students preferring to study at home rather than in college, once the exams have commenced. This is not supported by the college, and students are informed that they must attend site.
- Lower attendance is also particularly attributed to a small number of learners who continue to struggle with their mental health and social anxiety, as well as a number of learners having suffered with respiratory viruses at the start of the academic year.
- Year 12 attendance is 91.2%, which is an improvement of 0.3% since the previous committee meeting. Year 12's attendance is not a concern and currently falls within the green RAG-rating.
- The residual score for Year 13 at academic progress check 5 was -1.34 against a target of 0 (zero), which is not where the college would like to be. Using the ALPs methodology, the head of department had previously predicted an average grade score of 5.5 for Year 13; however, this prediction has now been changed to an average grade score of 6. However, the average grade score at progress check 5 was 7, so it will be a challenge to meet the prediction at this point in the academic year. If the final average ALPs grade is 7, the subject average grade score would be blue and would show only a slight improvement upon the previous year. A lot of work has been undertaken to combat this, including one-hour extra lessons for business and law; intervention; holiday classes; 1:1 targeted support; academic study lessons to focus incisively on revision strategies; parents and carers contacted when students do not attend intervention; STAR sessions (targeted intervention); repeats of exam questions to fill knowledge gaps; an external motivational

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speaker, who received good feedback; and a campaign to help learners manage their time on the countdown to exams.

- Year 12 shows a more positive picture, having a residual score of -0.17 at the most recent progress check with still six progress checks left through the remainder of these students' time with the college. The decision has been made to bring forward the mock exams so that the papers can be marked quickly and intervention or resits put in place over the summer, where needed.
- An external consultant came into the department to work with teachers, and he joined in with the deep dive. The college has also strengthened the team by appointing an additional manager to enable the current head of sixth form to focus on teaching and learning. Curriculum area leads have been put in place to enable closer management of staff, and a new head of sixth form will commence in post in 2024/25. Improvement will continue to be closely monitored through PMR meetings and other quality assurance processes.

The chair asked how concerned the assistant principal is in relation to art, economics and media studies. It is clear that most of the issues seen in relation to Year 13 have not been repeated with Year 12, but issues in relation to these subjects can be seen across both year groups. He challenged whether the college is certain that the actions being taken will drive improvement. In response, the assistant principal assured governors of the following:

- Strategies have been put in place in art and will be trialled in 2024/25 – these include checking applicants' portfolios upon enrolment; increasing entry requirements; changes to the timetable to enable more access to the studios at Derby Road; and working with the Executive team to have the studios open later.
- Economics was only recently introduced. The original teacher then left the college and the head of sixth form has taken over the teaching of this subject. Learner voice has already reflected improvements within the lessons and in respect of teaching and learning, as well as that learners feel they are grasping the topic and have more understanding than they previously had.
- Managers have more confidence in both economics and art for Year 12 going into Year 13, but this will continue to be monitored.
- Media was quite strong last year; therefore, this is not expected to be an issue. This subject has a new teacher who is early in their career and is being supported by a more experienced teacher. Dual delivery and development has been planned to allow this new staff member to grow and improve.

AGREED: to note the content of the report.

Signed: _____



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12

PRIORITY LEARNERS DATA REPORT

The vice principal: communications, engagement and student experience presented her report, and key matters highlighted were:

- The update was positive – progress scores were largely in line with those of peers, despite attendance challenges.
- The college has continued to work with the local authority in relation to young people in supported housing – data for this cohort is lower than that of peers.
- A retention gap has opened for young people in foster care. This relates to three students, one of whom moved out of the area and two who left the college to go into full-time employment.
- There have been retention and attendance challenges for young people on a Child in Need plan. At least one of these young people has experienced mental health challenges throughout the year, and this has severely limited their ability to attend college. The college is working with this young person and will support them as best it can, but it may become necessary to withdraw.

The chair indicated that, as the volume of these students is not large, one or two students can have a dramatic impact on the data. He noted that it was good for governors to have the context behind this information.

AGREED: to note the content of the update provided.

13

EQUALITY, DIVERSITY AND INCLUSION (STUDENTS) EXCEPTIONS REPORT AND COMMUNITY ENGAGEMENT STRATEGY YEAREND UPDATE

The vice principal: communications, engagement and student experience referred to her detailed report, and key matters highlighted included:

- Year to date, the college has received:
 - 12 concerns related to homophobic/transphobic bullying
 - 17 concerns related to racial abuse/bullying, which were mostly identified via Smoothwall and particularly involved inappropriate language used on gaming sites
 - five concerns related to disability harassment.
- Only one incident of bullying has been reported through the college's 'Report it' facility: this was in relation to body-shaming which took place online.

Governors were presented with an update in relation to progress against the equality and diversity action plan, as follows:

- The vice principal explained that she had considered delivering an annual EDI update in the same way as for safeguarding, but it was agreed by the EDI steering group to combine the two rather

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than asking staff to access another mandatory training session each year.

- A KPI was added in terms of reducing the percentage of learners with an Education, Health and Care Plan (EHCP) who become NEET (not in education, employment or training). The principal was able to report that, although still above of the 5.6% target percentage, the percentage has reduced by 8.7% to 6.9%. The progress score for these learners is now slightly ahead of peers.

The chair noted that, as with safeguarding, governors must be aware of the challenges in relation to this matter and must continue to ensure that the right level of support is in place.

AGREED: to note the content of the report and update provided.

14

INTERNAL STUDENT PROGRESSION

The vice principal: communications, engagement and student experience presented her report, particularly highlighting the following points:

- The college has an excellent progression system in place, which is used to track and make offers to progressing learners. This was closed on 7th June and has been locked to further changes, so any rollbacks must now be authorised by one of the vice principals.
- 3,288 students have the potential to progress into 2024/25. Of these, only four did not have a destination as at 7th June, and no students were on deferral. 1,222 have been approved to progress and offers have been sent out. This is 131 more than last year.
- There are a further 328 studying on a two-year programme, which is 31 below the previous year.
- 211 have applied to a different curriculum area, which is 68 more than last year.
- Overall, this equates to 54% progressing into 2024/25, which is the same proportion as last year.
- 471 students have reached the top level of study with the college.
- 460 intend to enter the workforce, and a further 244 intend to gain an apprenticeship. This is a 3.4% increase on the previous year and presents a challenge as there are not necessarily enough vacancies for all of these students. Teams are working with them to identify a back-up plan for those who do not manage to obtain employment or an apprenticeship.
- 252 students have been referred to the college's careers service and do not yet have a positive intended destination logged. This is an increase on the previous year, and the college is focusing a lot of energy on ensuring these young people do not become NEET.
- 146 intend to progress to the same level of study. This can be for a number of reasons, such as the learner simply not liking their

Signed: _____



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original subject of study and selecting an alternative for which the earliest possible entry point is at Level 2; or, in some cases, they may wish to move to a different area but have not achieved maths and English to enable them to begin at Level 3.

- Currently, only 14 are progressing to a lower level of study. Some of these are former A-Level students who wish to move to a vocational subject but can only enter at Level 2.

Governors noted that this is a very positive piece of work. The vice principal explained, in addition to the detail above, that T Levels have had an impact where students need a particular qualification on entry – e.g. GCSE Science as an entry requirement for the health and social care T-Level – and so have to take a lower level to enable them to obtain this qualification.

AGREED: to note the content of the report and the update provided.

15 INTENDED DESTINATIONS REPORT

The vice principal: curriculum and quality presented her report:

- The focus of this report is on study programme learners who are leaving at the end of 2023/24. The intended destinations data is captured through three in-year progression board meetings and five Pro Monitor checkpoints which are covered within the tutorial framework. This enables early intervention where learners are undecided or do not have positive destinations, and also informs self-assessment.
- This activity will be followed up in the autumn term to capture former students' actual destinations.
- Excluding A Levels, 81% of students have recorded positive destinations. This includes 24.4% to apprenticeships or full-time employment in line with their subject of study.
- 5% of learners either not yet decided or do not have a positive intended destination recorded. All of these have been referred to the careers team, and staff are providing advice and guidance to help them achieve their long-term goals.
- 86.1% of Year 13 A-Level students have recorded positive destinations, with 73.6% intending to progress to university. However, governors were reminded that students' ability to successfully secure university places and high-level apprenticeships will be reliant on them achieving the required grades, except for those with an unconditional offer.
- This detail will be included within the Self-Assessment Report once the actual destinations have been captured.

AGREED: to note the content of the update.

16 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE REPORT

Signed: _____  _____ Chair

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The vice principal: communications, engagement and student experience presented her report, which provided updates in respect of a number of matters:

Matrix update

The college has held this standard since 2022, and the Matrix team attends each year to ensure the college is making progress against the areas for improvement. The visit in May was very successful, particularly around more formal links with curriculum teams, and Matrix has signed off for the college to retain the standard. The detailed report is still awaited.

Ofsted visit update

The college hosted a one-day visit on 14th May in relation to a piece of national research around careers education, advice and guidance, particularly for vulnerable and disadvantaged learners. The assistant principal: quality and standards and the employability and careers manager organised an excellent visit, and feedback was very positive. The Ofsted team in attendance fed back that some of the practice witnessed at the college had not been seen anywhere else.

The report will not be released until spring 2025 and the college may not be named within it. Governors were informed that the careers team has worked tirelessly in respect of this, and the students involved were also a credit to the college.

Careers Strategy

This is not due for formal review until the end of 2024/25 but was presented for governors' comments.

In response to a question from one governor, the vice principal indicated that this would be presented in June 2025 to have it ready for 2025/26. A specific request was made for it to be high on that agenda. This was agreed and a note was made within the planning for 2024/25.

AGREED: to note the content of the update.

17

LEARNER VOICE REPORT

The vice principal: communications, engagement and student experience presented this report. Key matters to note were as follows:

- 'Rate Your Course' responses have had another bumper year, with far more received than in previous years.
- Outcomes were positive in terms of the number of students who would recommend the college to a friend.

Governors were presented with the calendar of 2024/25's learner voice activity, which will retain the format seen in past years. Governors were encouraged to join one of the termly Your Voice meetings, if they can.

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Governors were asked to notify the clerk should they wish to receive the Teams links for any of these. These meetings will continue on Teams as this has been proven to maximise engagement.

Governors were informed that the last Your Voice meeting for 2023/24 will take place on Thursday 20th June.

Governors agreed that the response rate to the Rate Your Course survey is really positive to see.

AGREED: to note the content of the update provided.

18 **PARENTAL ENGAGEMENT STRATEGY**

The vice principal: communications, engagement and student experience presented her report. Key matters highlighted were as follows:

- The proposals have been drafted following the discussions at the last board meeting, where the consensus was that parental engagement is important for the college but does not need a formal strategy.
- The vice principal has put together a plan for 2024/25 which includes new activity alongside what was already in place. This new activity includes:
 - a course-specific key information sheet for parents and carers
 - the piloting of a termly newsletter to celebrate success and promote the college's adult offer
 - HE information evenings for parents
 - working with the health and social care team to pilot the development of a range of relational practices, including ten minutes each week dedicated to making celebratory calls home.
- The action plan presented includes desired outcomes so that this can be tracked to ensure it is impactful, and updates will be brought to the committee.

Governors agreed that this was a strong piece of work which will enable the college to engage with a key audience.

AGREED: to note the content of the update provided.

19 **COMMITTEE ANNUAL REVIEW**

The clerk to the Corporation provided an update in relation to a number of matters:

- 1) Committee self-assessment 2023/24 and Terms of Reference 2024/25

Governors were invited to comment on how they think the committee has performed against its Terms of Reference. The clerk also presented

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the draft Terms of Reference for 2024/25 for recommendation to the Corporation Board. No changes were proposed to the committee; however, one governor felt that the document was outdated, and she offered to recommend some updates outside of the meeting.

Jane
Peacock

July 2024

The committee attendance for 2023/24 (excluding this meeting) was also presented for information. It was observed that attendance has been a challenge in the past, and this has continued. However, the committee has done a good job of trying to improve, and it is hoped that the new appointment will further aid this. The chair extended his thanks to all committee members for an effective committee in 2023/24.

2) Meeting dates 2024/25

Meeting dates for 2024/25 were proposed:

- Tuesday 8th October 2024, 17:00-19:00 (hybrid)
- Thursday 28th November 2024, 17:00-19:00 (hybrid)
- Thursday 23rd January 2025, 17:00-19:00 (hybrid)
- Wednesday 26th March 2025, 17:00-19:00 (hybrid)
- Tuesday 17th June 2025, 17:00-19:00 (hybrid)

Committee members were invited to comment on these dates and confirm whether any of them were unsuitable so that meeting invitations can be sent or changes made as appropriate. No issues or concerns were raised.

3) Work plan 2024/25

The clerk also presented the work plan for 2024/25. Committee members were invited to comment on the work plan as presented.

Governors agreed that the general content of the work plan was fine, but one change was requested. The clerk was asked to add detail of which items will require decisions and/or recommendations to the board and which will be for information only.

Clerk

July 2024

4) Membership 2024/25

Members were invited to comment on the committee membership for academic year 2024/25. The proposal was to invite Kit Salt to become a member of this committee from September 2024.

Other than the departure of Spencer Moore in August 2024 and the addition of one new governor as detailed above, the committee membership was proposed to remain the same for 2024/25.

Governors were invited to consider whether student governors in 2024/25 should once again be invited to become members of the committee or whether the same approach should be followed as in 2023/24 (i.e. that the students attend the committee as observers only). It was agreed to follow the same model as in 2023/24.

Signed: _____



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AGREED:

- that updates to the Terms of Reference will be proposed and taken through the board in July
- to approve the work plan for 2024/25 as presented, with the addition of clarity around where decisions will be needed
- to approve the proposed meeting dates for 2024/25
- to approve the committee membership as proposed for 2024/25
- that student governors will be invited to these committee meetings as observers only.

20 ANY OTHER BUSINESS

Martin Sim, the college's former interim principal in late 2018 and into 2019, received a CBE in the King's birthday honours list.

21 DATE AND TIME OF NEXT MEETING

This was proposed as Tuesday 8th October 2024 at 17:00.

Meeting closed at 19:20.

Signed: _____



_____ Chair

Date: 08/10/2024