



Minutes of the Standards Committee meeting held on Thursday 17th November 2022 at 5pm

GOVERNORS PRESENT: Angela Newton-Soanes, Chair
Ben Owen
Andrew Cropley, Principal/CEO
Andrew Spencer
Kia Shaw, Student Governor
David Gillies

ALSO IN ATTENDANCE: Maxine Bagshaw, Director of Governance
Matt Vaughan, Vice Principal: Curriculum and Quality
Louise Knott, Vice Principal: Communications, Engagement and Student Experience
Diane Booth, Assistant Principal: Quality and Standards
Nikki Slack, Assistant Principal: Health, Education and Service Industries
Phil Clark, Assistant Principal: Construction and Engineering
Jane Fishwick, Assistant Principal: Academic, Creative, Community, Digital and Professional Studies

		ACTION by whom	DATE by when
1	<u>DECLARATIONS OF INTEREST</u>		
	The chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.		
2	<u>WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u>		
	Apologies for absence were received from Spencer Moore, John Winfield, Sheik Rayhan and Elizabeth Whitehead.		
3	<u>MINUTES OF THE MEETING HELD ON 22ND SEPTEMBER 2022</u>		
	The minutes were reviewed and it was agreed that they were an accurate record of discussions.		
	AGREED: to approve the minutes of the meeting held on 22 nd September 2022.		

Signed : _____ *Angela Newton-Soanes* _____ Chair

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There were no matters arising.

4 ACTION PROGRESS REPORT

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

The director of governance took the opportunity to remind anyone who has not yet done so to confirm that they have read the relevant sections of the updated KCSiE 2022 publication.

5 BALANCED SCORECARD ITEMS AND ANNUAL KPIS FOR 2022/23

The committee's attention was drawn to the detailed written report and an update was provided in relation to the deep dives completed thus far. Key matters highlighted were:

- Deep dives have been completed for two subcontractors: Qualitrain and the Inspire and Achieve Foundation
- They were also completed today for apprenticeship provision and cross-college areas, joined by representatives from Lincoln College, who have acted as critical friends. They have looked at both college and work-based provision and have been here for the full day.
- Areas reviewed include AAT, retail and management, construction, health and social care, and early years. It was a very positive experience for everyone involved.
- In relation to the curriculum areas reviewed, the deep dives thus far have not been graded as it was considered to be very early in the year. Instead, they were completed as part of a developmental process. All have action plans in place.
- From this point going forward, all deep dives will be graded.

AGREED: to note the content of the update provided.

6 SAR 2021/22 AND SUMMARY OF POSITION STATEMENTS

The vice principal introduced this item, and he reminded the committee of the SAR process that has been underway since August 2022. All areas have been able to reach the point of creating a position statement, and these have then gone through a validation process. He drew the committee's attention to the detailed report, and key matters highlighted were:

- Appendix 2 is the draft SAR document.
- The recommendation is that, for 2021/22, the position for overall effectiveness is 'requires improvement'. He explained that this was because the quality of education was considered to not yet be good; however, he noted that only a quarter of total learners were in the areas deemed to be requiring improvement.

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This then means that three quarters of learners study within areas self-assessed as good.

- Areas still requiring improvement include:
 - A Levels
 - GCSE Maths
 - High grades – the college has done better at Level 2 but not quite as well at Level 3, which declined by 8%.
 - Not enough learners have made swift/enough progress.
 - Retention – 11% decline at Level 3 between 2018/19 and 2021/22.
- This term is seeing some green shoots and the current position is self-assessed as 'good'. The current position statement, which has been updated since the end of 2021/22, is a grade 2 for 2022/23.

In general discussion, the committee all agreed that it was possible to see the impact of the work done in 2021/22, despite there still being areas for improvement. The vice principal indicated that there was also some EDI and priority groups where improvement still needed to be made. The college is making progress but there is still more to do.

A challenge from one governor was whether staff were being too critical given proportionality and the national context; there are some known national issues, particularly in relation to Level 2 to Level 3 dropout and A Levels as a result of the CAGs and TAGs. He made the observation that it was not just WNC who are seeing these similar issues.

The vice principal expressed the view that it is important to consider the timing of improvements, and some things have taken longer than was hoped for. He believes that the SAR should give assurance regarding the robustness of the process, and it was acknowledged that the college is 'on the cusp'. He reminded the committee that performance is judged over the full year and not at a point in time, i.e. the end of the year. Because of this, the position for the whole year is considered to be 'requires improvement'.

The vice principal reminded the committee that there are key areas that Ofsted will look at as part of any inspection, including A Levels, maths, health and social care, construction classroom provision, and engineering apprenticeship provision, and all of these have self-assessed parts as 'RI'. He expressed the view that there was just too much falling within the 'heavyweights' that prevented the college from just tipping over into a grade 2 for the full 2021/22 year.

The committee acknowledged the arguments both for and against a judgement of 'requires improvement' and, on balance, were happy to recommend the SAR grades as presented at the meeting.

Angela Newton-Saunders

Signed : _____

_____ Chair

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AGREED:

- a) to note the content of the update provided
- b) to recommend that the board approve the SAR 2021/22 and summary position statements as presented.

7 **SAFEGUARDING AND PREVENT – EXCEPTIONS REPORT FOR 2022/23**

The vice principal introduced this item and drew the committee's attention to her detailed report. She explained that it includes information up to the end of October 2022, and key matters highlighted were:

- A slight increase in the number of CPOMS referrals (+100). The increase largely relates to attendance. There is more effective reporting, which then allows staff to provide support quickly.
- There are 10 on Child in Need (CiN) plans and is likely to be one more soon.
- Four learners are on Child Protection plans.
- There are 53 care-experienced learners.
- There are 15 learners with child-on-child sexual abuse disclosures. Some relate to incidents in school, and risk assessments have been completed for any instances where their peers from school are also at college.
- There are 10 learners with reported sexual abuse. The majority are historic. Staff are supporting one student who is going through a court process.
- There is one instance of sexual exploitation.
- There have been 95 flags through the Smoothwall system. They are generally low level. The excuses given when learners are spoken to are interesting, i.e. 'it wasn't me it was my friend who logged on to my system'. The college has now made it clear that this would be a breach of the IT policy and has started to issue low-level warnings when this excuse is given.
- Most referrals relate to mental health and wellbeing, with one of these being significant
- Table 2 provides the outcomes for the most vulnerable students. The data shows that these students achieve if they stay; however, the issue is retention, which is much lower than that of their peers. There is a word of caution, however, as there are low numbers and, therefore, one individual can significantly impact on percentages. That said, the college wants to add monitoring the most vulnerable as a KPI so that it is a focus throughout the year. She indicated that the same would apply in terms of achievement and progress scores.
- In terms of partner providers, there have been fewer referrals. She indicated that this could be to do with the fact that the Inspire and Achieve Foundation is no longer delivering to 16-18-year-olds.
- The Prevent priority categorisation has increased for the area.

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The regional Prevent coordinator's remit has now increased to include schools, which may lead to capacity issues.

The committee's attention was then drawn to the paper provided in relation to care-experienced young people, and she explained that the content builds upon national survey recommendations. One recommendation is in relation to the 'corporate parent' role for those care-experienced young people. She indicated that, if the college decided to take on the corporate parent role, it would then act in the same way as a good parent regarding education, including aspects of IAG, provision of equipment and clothes, quality work experience, etc. She indicated that the college has a lot of the necessary structure in place already in terms of support. In terms of what more could be done, this includes:

- provision of a laptop for each care-experienced learner
- ensuring that they have a voice
- looking at ways to recruit those who do not come to college – included within this is a supportive admissions process
- recognising care experience as a protected characteristic.

A challenge from one governor was whether or not the team have the resource in place to take on the role. They felt it was important for staff to be supported and that there is a need for continual monitoring. The vice principal expressed the view that the team can currently cope with the numbers enrolled this year but that, as the college may become a victim of its own success, this is something to be monitored. All agreed that it was absolutely the right thing to do. A challenge from governors was for staff to ask for help if and when it is needed. The vice principal expressed the view that it is going to be important to ensure that social care meet the college halfway if it takes on more responsibility.

AGREED:

1. to note the content of the update provided
2. to recommend that the board gives approval for the college to take on a corporate parent role for care-experienced young people.

8 STUDENT PROGRESSION

The vice principal introduced this item and explained that the report focuses on internal progressors, particularly those learners who drop down or stick at a level of study. She was pleased to report that it has been possible to make a reduction in both areas. She specifically thanked Andrew Spencer for the systems development work that has allowed the college to have a clear line of sight in relation to this.

The committee were advised, however, that the college has not yet been able to entirely close the gaps in all priority areas. Work currently

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underway includes:

- line-by-line review of those learners who drop down
- line-by-line review of those who have stuck at the same level
- staff are now starting to undertake the detailed analysis required.

AGREED: to note the content of the update provided.

9 LOCAL SKILLS AND ACCOUNTABILITIES

The vice principal provided an update on the D2N2 LSIP, and key matters highlighted were:

- The Federation of Small Businesses, who will be undertaking the work to complete the LSIP, have now set up a steering group. It includes all colleges in the area and some employer groups.
- There have been two meetings so far.
- The focus proposed, which has been approved in principle by the DfE, is 'transferrable skills', i.e. those softer skills that employers say that they look for in each employee.
- It will result in an accountability framework, and the ways in which the 'transferable skills' will be measured will be interesting.
- They are now setting up a series of stakeholder events to gather feedback of data.

Staff expressed the view that it is highly likely that this will now progress at pace, and it was agreed to provide an update at the next meeting.

VP CESE

Jan. 2023

In general discussion, the committee all agreed that the college was in a really good place regarding this and that it was an opportunity to showcase the excellent work done.

AGREED: to note the content of the update provided.

10 CURRICULUM

The vice principal introduced his report and drew the committee's attention to the curriculum changes outlined, confirming that these align with the curriculum strategy. A number of aspects were particularly highlighted.

- 1) 2022/23 summary – key matters noted were:
 - In relation to health and social care, the curriculum has been streamlined into bespoke pathways, and there is now less generic provision.
 - New A-Level subjects, one of which is environmental science.
 - Further introduction of e-sports.
 - Level 3 construction.

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- In engineering, a foundation competency at level 1.
- In 2021/22, new curriculum areas were in automation and robotics and a growth in A Levels.

He described 2022/23 as having fewer changes when compared to the prior year. One of the areas of focus this year is adult provision and the college's reach into communities. The committee were advised that there are nearly 1,100 learners in apprenticeship provision, which is quite good given the COVID challenges. The committee were reminded that apprenticeship provision in relation to health and social care has been stopped and replaced with short Level 2 courses.

2) Qualification reforms – key matters highlighted were:

- There are Level 3 changes because of the introduction of T Levels. 163 alternative Level 3 courses will be defunded by 2024.
- Paragraph 2.7 sets out the potential impact, which is significant.
- In relation to Level 2, the government released the response to consultation three weeks ago.
- Paragraph 2.8 sets out some potential opportunities and positives, one of which is the potential for more of a two-year flex. Entry Levels 1 and 2 may be given an opportunity for tasters.
- In relation to adults, the government thinks that they should also undertake T Levels.

CH

A challenge from one governor was to not be afraid to push back regarding T Levels and to instead look at creative solutions. All agreed that it is important to do what is right for learners and industry/employers.

AGREED: to note the content of the update provided.

11

QIAP – 2022/23 PROGRESS UPDATE AND DETAILED REVIEW IN RELATION TO ATTENDANCE AND PLANS FOR TEACHING TO THE TOP

The vice principal introduced the detailed written reports, and a number of matters were considered.

QIAP – changes were highlighted, including:

- There are six areas of concern.
- Two areas are to be focused on today; these are:
 - a) Attendance – key matters highlighted were:
 - 2021/22 attendance overall is 84.4%, which is +1% on the prior year; however, it is not back to pre-COVID rates.
 - National press suggests that the rate in schools was 86%, which should be compared with a pre-COVID position of 95%/96%.

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- Attendance for English was +5.3%.
- Attendance for maths was on a par.
- Staff have done significant work over the summer to address the start-of-year systems as these caused issues in 2021. The work is starting to pay dividends and there are far fewer unmarked registers and gaps.
- The college is now far better at intervening and supporting. Focus is on those students with attendance rates of 75% or below; these are reviewed weekly.
- The college is being flexible in terms of the support provided to get these students back on site, and examples given were alternative transport arrangements and flexible timetables. There is confidence that the CPOMS reporting system is effectively capturing any attendance issues.
- The current attendance rate is 86.7%
- Staff really know where the areas of most challenge are, and one example given was those learners who are social care residents.
- Nottinghamshire County Council are being quite tough in terms of applying the rules for special transport authorisation. The college is aware of this and is picking up the strain through bursaries.

b) Teaching to the top – key matters highlighted were:

- 2021/22 overall achievement at national level when weightings are taken account of.
- The residual progress score is -0.6; there are some strong areas within this, but not enough.
- In A Levels, the A*-B position improved but A*-C saw a decline of 8%.
- Paragraph 2.3 shows a 43% increase for technical qualifications.
- The college has done well in relation to the Level 2 technical certificate; however, there was a decline in Level 3 technical qualifications. This explains why teaching to the top is a focus in the QIAP.
- The aim is to use four teachers to support wider CPD to staff teams. 160 teachers have attended sessions already, and it is now going to be important to track impact.
- Progress check processes are being made relevant to the point in the year.
- The progress check 1 position for vocational areas was -1.11 progress. The college is happy with this as

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- a start-of-year position.
- Teams are now really pushing the embedding of skills.

In general discussion, the committee all agreed that the QIAP, in the format presented, was impactful and that it was really clear to see the journey.

AGREED: to note the content of the update provided.

12 PERFORMANCE REPORT – DATA ON A PAGE

The assistant principal presented the information circulated in advance of the meeting and then provided a comparison with the same point in the prior year. Key matters highlighted were:

- Education programmes for young people
 - Attendance is +4.8%
 - Retention is 1% lower
 - Progress is -1.20, but there are some metrics on technical qualifications and Level 3 as they are possibly set too high.
 - There are a couple of A-Level anomalies that MIS are currently reviewing and, therefore, the position may change
 - Vocational attendance is +5.4% and progress is -1.11 compared to -0.79
 - English attendance is -1%
 - Maths attendance is +3.2%.
- Adult learning programmes
 - Attendance +13.6%
 - Retention +0.4%
 - Achievement is on a par
 - Subcontracted retention is +2.8% and achievement +16.1%
 - Community delivery retention is -0.2%.
- Apprenticeship delivery
 - Retention is -2.9%
 - Achievement is the same
 - At 22%, the level of off-the-job training is an improvement of 1%
 - Compared to the same point last year, there is a 19% increase in the number of reviews completed within three months.

In relation to the completion of reviews, all agreed that they were really pleased to see that the position is improving. The committee were advised that Lincoln College staff were really impressed with the college's tracking and monitoring of apprentices and have asked for staff here to share detail with them on this.

- High needs

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- Attendance is the same
- Retention is +4.6%
- Progress is -0.74 (which should be compared with -0.86).
- Free school meals
 - Attendance is a slight increase
 - Retention is +1.2%.

The committee were reminded that there is no data provided yet in relation to deep dives as they have been developmental rather than graded up to now. The assistant principal confirmed that all deep dives up to Christmas will be developmental and not graded. This is to build teachers' confidences further and support their bespoke development; targeted areas were self-assessed as 'RI' in 2021/22 and most have newly employed staff and some agency cover that require nurturing.

In relation to maths and English, the committee were advised that the college has introduced some incentives to improve and is also providing a homework club with 40+ learners who regularly attend.

AGREED: to note the content of the update provided.

13 A LEVELS

The assistant principal drew the committee's attention to her detailed report and reminded the committee that the college measures progress at five points in the year. These include robust formative assessments, all of which are moderated. Key matters highlighted were:

- Years 12 and 13 scores combined are -0.94.
- Year 12 learners are making comparatively good progress. Feedback from staff is that they have settled in well and are committed.
- There is some disparity in relation to Year 13 learners. There have been some robust reviews undertaken, and it is clear that there is some catch-up needed. Some are taking hard exams for the very first time, which is a challenge. Some students acknowledge that they simply didn't work hard enough last year. There are a range of interventions in place. The position is robustly monitored at progress boards and through the PMRs.

The committee were reminded that the first progress check is completed very early in the year and the position will change. The assistant principal suggested that there needs to be an element of caution when using ALPs because there is still an impact of the CAGs and TAGs. She confirmed that support coaches are working very hard to ensure that the students are motivated, and this can include conversations with parents. The college intends to look at Alice and Six Dimensions to see whether either or both of these should be used alongside ALPs, as it is believed that they may better capture starting points.

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The committee's attention was then drawn to the information provided through the 2021/22 student voice data.

AGREED: to note the content of the update provided.

14 **CEIAG – COLLEGE STRENGTHS AND AREAS FOR DEVELOPMENT**

The vice principal introduced her report, and key matters highlighted were:

- The start of the report sets out what the EIF says.
- Paragraph 4 demonstrates what the college should be celebrating, including:
 - staff who are qualified to Level 6
 - use of the Lightcast software
 - Matrix re-accreditation in May 2022.
- Paragraph 6 sets out the areas of strength.
- The college employs a specialist careers advisor to focus on the most vulnerable, and part of this includes building exceptional relationships.
- Exceptional work has been done in the curriculum areas – an example given was the use of the employer advisory panels.
- There is a careers expo provided each year.
- Learning companies are really having an impact.
- There are lots of external projects.
- In relation to work placements, 95% of learners were able to participate.
- Paragraph 11 sets out what students say in relation to preparation for the world of work. In all areas, the college is above benchmark.
- In terms of where the college can improve, these include:
 - A-Level progression to university. The college needs really targeted IAG to ensure that each learner is on the right programme. Plans are in place to give heightened exposure to university options for Year 12s.
 - Industry placements. The college needs to do better, particularly at Level 3 as this is a front-runner to T Levels

When considering this report and others provided during the meeting, the committee all agreed that it was clear to see that there are lots of teams working together to achieve a common goal – one example given was in relation to A-Level provision.

AGREED: to note the content of the update provided.

15 **E&D (STUDENTS)**

Signed : _____  _____ Chair Date: 19/01/2023

The committee considered the detailed report. A number of matters were highlighted in terms of the 2022/23 year to date, including:

- Five homophobic bullying complaints. All related to inappropriate comments and were not physical.
- 11 racial abuse complaints. Three were in relation to comments on buses and all have been tackled. The college is continuing to see inappropriate language in the online chat function; therefore, there has been a real focus on professionalism whilst online in college.
- Table 1 provides detail of outcomes. High needs, those with EHCP plans, and those with a disability achieve either in line with or better than their peers.
- The achievement gap between males and females has closed.
- The college hasn't yet closed the gap regarding BAME. This is more to do with pass rates and not retention.
- In relation to free school meal learners, the gap still exists but, this time, the issue is retention rather than achievement. The cost-of-living crisis is not helping retention.
- In relation to high grades, these are significantly lower than their peers (except the distinction between male and female).

The committee's attention was then drawn to the proposed KPI/targets for outcomes in 2022/23. The committee were happy to support.

The vice principal suggested that, going forward, she provide a single data report for priority learners as this would then give a much broader overview. The committee were happy to support this.

AGREED:

- a) To note the content of the update provided
- b) To approve the KPIs/targets proposed for 2022/23.

16 RISK REPORT

The vice principal drew the committee's attention to the detailed written report, and he indicated that the 'cusp' position of the SAR grade for 2021/22 does link into this, particularly the risk regarding a grade 3 Ofsted inspection outcome. He confirmed that the risk has diminished and that the college will be pushing for a grade 2. In terms of the positives, these are:

- 75%/76% of provision is good
- The position regarding priority groups
- Data
- Safeguarding
- Leadership and management

Potential negatives/vulnerabilities are

VP CESE

Jan. 2023

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- A Levels
- Maths
- Engineering apprenticeship provision
- Construction apprenticeship provision

AGREED: to note the content of the update provided.

17 **LEARNER VOICE REPORT**

The vice principal presented her report and reminded the committee that it is still quite early in the year. The college has completed all of the learner rep induction sessions – these were very positive, with all students very quick to comment in the chat function. The most significant gripe was in relation to buses, which seems to happen each and every year. There were some very positive suggestions for after-school clubs and initiatives, which will be followed up.

The first Rate Your Course survey has been completed, with 895 responses. 93.7% said that they had ‘learned loads or some’; 6% said that they ‘didn’t learn anything’; and 90.5% would recommend the college to a friend. The committee were advised that there were some interesting comments about why they wouldn’t recommend, and examples given were ‘I don’t have any friends’ and ‘I don’t recommend anything’.

The committee were advised that the first Your Voice conference takes place on Monday, and all were invited to attend.

AGREED: to note the content of the update provided.

18 **COMPLAINTS ANNUAL REPORT FOR 2021/22**

The vice principal referred to the detailed written report, and key matters highlighted were:

- Table 1 provides a comparison between 2021/22 and 2020/21.
- Given the size of the college, there are a relatively low number of complaints and these are at a low level. This would suggest that the college is quite effective at dealing with issues in the early stages before they escalate to a complaint.
- Teaching and learning complaints were described as a ‘mixed bag’, but very few were about the quality in the classroom. Some issues raised were in terms of support provided.
- It was interesting to see that students actually complain about other students’ behaviour. In the prior year, student behaviour complaints came from the public.
- A number of complaints were in relation to estates and facilities; all the additional complaints related to Chesterfield Road.

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- There were three complaints regarding safeguarding: one was of student-on-student bullying; one was because they were not permitted to work 100% remotely; and one was because of a referral to MASH.

The committee's attention was then drawn to the breakdown by curriculum area, and it was explained that they are fairly evenly spread.

AGREED: to note the content of the update provided.

19 **AOB**

There were no items of additional business.

20 **DATE AND TIME OF NEXT MEETING**

This was confirmed as 19th January 2023 at 5.30pm.

Meeting closed at 7pm.

Signed : _____ *Angela Newton-Saunders* _____ Chair

Date: 19/01/2023