

- Would really like to focus on the curriculum strategy and there may need to be time spent on this, either within scheduled meetings or outside of the meeting structure.
- Could consider a particular area of focus for each committee member.
- Reports and staff presentations could have a sharper focus.
- Information items should provide the background which then enables the committee to question and challenge.
- On occasions, the committee has not managed to 'get through all the stuff'.
- Possibility to change the structure to get more out of governor contributions.
- Need to be aware that we will have to demonstrate to Ofsted questioning and challenge and holding leaders to account.
- An opportunity to develop 'special interest sessions' if appropriate.

It was agreed to work on the structure of the agenda to allow a greater focus on three or four key items each meeting.

(Staff joined the meeting at 5.15pm)

2 DECLARATIONS OF INTEREST

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.

3 WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Apologies for absence were received from Spencer Moore. The director of governance advised of the resignation received from committee co-optee Andrea Morrissey. Round-table introductions were made.

4 MINUTES OF THE MEETING HELD ON 6TH NOVEMBER 2020

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 6th November 2020.

There were no matters arising.

5 ACTION PROGRESS REPORT

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

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6 FEEDBACK FROM THE OFSTED VISIT AND ANY ACTIONS TO ADDRESS

Governors were provided with a copy of the letter received from Ofsted and key matters noted were:

- The college's blended/online learning offer was a real focus, including online safety.
- No judgements were made.
- They noted some real positives, including the rise in digital skills.
- Safeguarding arrangements remain effective.
- A full timetable in place to March 2020 and then the college was able to switch to online activity really quickly and this was acknowledged.
- The college was able to teach throughout the summer and they observed that this was not very common and was therefore something to be proud of.
- The college ensured students remained safe and were really supported by the student welfare team.

In general discussion, he confirmed that the entire visit was undertaken online and therefore it was not as rigorous as a full inspection; however, it did show the college's strengths. All agreed that it was really satisfying to receive external ratification and that it provides an opportunity to log the cultural changes which have occurred over the last 18 months.

AGREED: to note the content of the update provided.

7 ANNUAL KPIS

It was confirmed that there are two KPIs to consider at this meeting; these are:

- Percentage of final year level 3 students progressing on to level 4, 5, or 6
- Destinations of leavers.

In relation to the first KPI, it was confirmed that the target set had been exceeded and that the next step is to build on this for the future. It was agreed that this KPI would be adjudged to be green on the balanced scorecard.

In relation to leavers' destinations, this was described as a wider issue than moving to level 4+ provision. 65% of study programme leavers progressed to full-time employment, apprenticeships, or higher learning (including university). This is despite COVID, which is a real positive, and it was described as a 'game changer' under the EIF expectations.

The committee were advised that data in relation to actual destinations has now been received following a huge effort by the college, and the 'unknowns' are now down to 8.2%. Those considered to have a negative

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destination include having a child, NEET, and/or going into custody. This figure is 7% and adds to the total of 16% where it is not a positive destination. 84% is positive, which is really strong given COVID.

The committee were advised that the college needs to do better with A Levels, with only 67% going in to HE. There is a need to increase this even though some will have gone into apprenticeships or work.

CH A challenge from the committee was to receive last year's figures so that trends can be considered, and this also allows analysis of the impact of actions taken in the last QIP. For the next meeting, it was agreed to provide a three-year trend for study programme learners.

Q A question from one member of the committee was whether or not the college is recording the relevant/related destinations within the positives. It was confirmed that the college does and that 10.1% moved to related employment and 9% moved to employment that was not linked to course of study.

Q When discussing level 4 progression, the committee asked whether the college has the curriculum progression opportunities in place. They challenged in terms of strategy consideration and ensuring appropriate stepping stones.

As an overview, it was acknowledged that, whilst there is more to do, some aspects will be COVID-related, for example hospitality, hair & beauty, etc. All agreed that it is possible to improve upon the meaningful destinations; however, it was agreed that some courses may not particularly lead to a job and instead are part and parcel of the supply chain.

Q In terms of A Levels, the committee asked whether there were any particular positive or negative curriculum areas. The committee were advised that, in sciences, there were a large number who did not progress. In providing context, it was explained that 59% of the chemistry cohort came in below target grades and didn't move the distance that they were capable of, which will have impacted upon destinations. The committee were also advised that, in maths, 70% did not meet target. The position was okay in relation to physics, biology, and psychology. The committee were given assurance that the college is aware of areas requiring improvement and will respond and act accordingly.

The committee were advised that 18% went on to Russell Group universities. It was acknowledged that this could be improved but that there are many variables, including affordability and willingness to take out loans. Over 80 HE institutions were accessed, which is a good spread geographically.

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The committee were advised that the college is actively in dialogue with NTU to better align the curriculum offer. There are focus groups in place, and they intend to speak to staff and students. This will inform their decisions on what provision should be or is desired on the doorstep. The college is looking at joint marketing and promotion with NTU, and this should see an increase in a number of students progressing to HE.

CH A challenge from the committee was that progression is a real marketing opportunity, e.g. a five-year education opportunity plan.

AGREED: to note the content of the update provided.

8 BALANCED SCORECARD ITEMS

CH A challenge from the committee was for presenters to focus on the areas that have had the impact on learners.

The committee's attention was drawn to section 3, which details the progress made with technology-enhanced learning. Key matters noted were:

- The information provided is based upon blended rather than fully online learning.
- Some really comprehensive CPD is taking place.
- A new teaching and learning coach starts on Monday, who has extensive online learning experience and will have a positive impact.
- Intention is to sample online learning; any findings will be linked to the QIAP.

The committee were advised that a range of deep dives have been undertaken and more are planned, and it was confirmed that online provision will be a focus during these.

In 2020/21, the college does not have as much 'evidence' for students as there is far less onsite activity and, as a consequence, the college has to make online learning an imperative. Maths and English February mocks now can't take place and, instead, students will be asked to complete 10 set pieces which will be timed and uploaded, and this will inform the grade assessments.

The committee were advised that it is likely to be a very busy summer in terms of adaptive assessments and practicals.

Q One member of the committee asked how the need to continually flex is impacting upon the seven steps strategy. He advised that the college really moved on in terms of confidence and provision of online resources between March and June 2020 – examples given were staff in the motor vehicle department being filmed on site, and the catering teams

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delivering ingredients at home so that student practicals can be recorded. All agreed that it was important to be as innovative as possible. The joinery department has provided specific activities that can be completed at home. It is all about adapting and ensuring that what is offered is relevant.

Q

The committee asked whether there were any gaps in learning that were becoming apparent. Staff expressed the view that the college was ahead of the school sector in terms of device availability and minimising digital poverty. As a consequence there are very few (if any) learners who have lost out. The committee were reminded that vulnerable learners are still coming on to site.

Q

The committee asked whether there is an opportunity for governors to 'drop in' and see how online learning is taking place. The vice principal: curriculum and quality confirmed that these opportunities could be provided and indicated that governor involvement is very welcome. Some committee members present confirmed that this had already taken place in relation to the learning companies. The staff governor present indicated that he would have a particular interest in construction.

VP C&Q

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It was agreed that the vice principal: curriculum and quality would speak to staff and identify the most appropriate opportunities to 'drop in', and he confirmed that all feedback would be welcome.

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

9

QIAP – 2020/21 PROGRESS UPDATE

CH

A challenge from the committee was to focus on the items that are RAG-rated as red.

1) Apprenticeships – assessments and OneFile activity

Key matters noted were:

- In terms of assessments, there have been some practical constraints – for example availability/time – in some areas, i.e. distribution organisations.
- Furlough has also impacted.
- Key areas to improve are electrical, health and social care, and retail.
- The red RAG-rated areas are not where the college wants to be.

CH

A challenge from the committee was that the position in relation to OneFile is simply not good enough and they indicated that they wanted to see evidence that the reviews are taking place even if there is not as much progress as envisaged. The committee were advised that not all

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specialists are on board with the OneFile processes.

- 189 apprentices have had a review but have not signed to confirm this, and are therefore not counted within the statistics

CH A challenge from the committee was to take away the process and the practical issues and to really understand the pros and cons of OneFile. The committee were advised that the use of OneFile provides rich data to assistant principals, which gives them the tools to manage the specialists. The committee were given assurance that assistant principals really know who they need to focus on.

- The college has made significant improvements in relation to apprenticeships. There has been a significant change in the data available and, consequently, knowledge. Retention position is around national average.

CH A challenge from the committee was to ensure that the good progress is sustained and continues. They acknowledged that the college was on a good improvement trajectory and that the pace in relation to this needs to continue.

Q The committee asked whether it was likely that the RAG-rating would change to amber by the next meeting. The vice principal: curriculum & quality expressed the hope that this would be the case but indicated that, above all, the college must remain self-critical.

2) Maths and English

Key matters noted were:

- In relation to English, position is moving to a strong 3/weak 2.
- In maths, the college has struggled to recruit high quality staff.
- Students have struggled to achieve the predicted grades.
- The college is seeing some really overinflated grades in English, with students arriving at low starting points. It was confirmed that another deep dive in this area is planned. As a consequence, the improvement 'jump' in English needed is much larger than in maths.
- Key in relation to maths is to have a stable team in place.

CH A challenge from the committee was to close down the action referred to in relation to the link with Leicester College. The committee were advised that a new link has now been established with Loughborough College.

AGREED: to note the content of the update provided.

10 DATA ON A PAGE

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CH Challenge again from the committee was to focus in on the red RAG-rated areas. Key matters brought to the committee's attention were:

- In relation to apprenticeship provision, the retention rate for subcontractors has dipped; however, this is mainly down to one contractor delivering beauty provision. They did not re-engage the number of learners envisaged and some learners were rolled over. It was confirmed that the rollover decision was in agreement with the college. The position is that 18 learners were not retained. The committee were given assurance that the position has been reviewed on a learner-by-learner basis and the college is satisfied that the withdrawals were unavoidable.
- Attendance and retention for apprenticeship provision has declined; however, it was explained that there are no underlying issues and these relate to COVID. The committee was given assurance that robust data monitoring takes place.

Q/CH The committee made an observation regarding the number of reviews undertaken and questioned why this was green, given previous discussions. The committee were advised that the RAG-rating compares with the previous report and, whilst the position is still not good enough, it is improved on the prior report. The committee indicated that for future updates they would need to see a key to the RAG-rating system.

AP Q&S

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CH

- 1) High needs retention – Key matters noted were:
 - The position has dropped slightly but is still very good.
 - In terms of progress, students will be able to catch up but the college will need to monitor the impact of online learning.

Q The committee asked for a further update on the 20% off the job position. The committee were advised that the college is currently at 19%, with some learners who are under or over the 20%. This was described as an improving picture. It was explained that, whilst apprentices have been furloughed or working online, there has been a need to focus on the theory. Core knowledge has been a focus, which does impact upon progress as this cannot be evidenced until the college is able to measure the skills in practicals. Because of COVID, the college is unable to obtain summative assessments. All agreed that preparation for the assessments needs to be a key focus so that they can be quickly completed once the country comes out of lockdown.

2) Deep dives

The committee acknowledged that there was a detailed report later on the agenda but, as an overview, were advised that three classroom-based deep dives have taken place so far: two have been graded a 3 and one a 2. The committee were advised that lots of green shoots are evident, particularly in relation to public services which last year was at a 4 and is now a really strong 3. There is confidence that a number of areas

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can move on very quickly. In relation to performing arts, it was explained that, again, there are some really good signs of improvement and it could easily move from a 3 to a 2. Staff are all very engaged and are producing a real team effort.

The committee then considered apprenticeships in computer science and it was explained that, whilst teaching and learning is really good, the issue is more to do with the wraparound, e.g. tutorials, employer engagement, etc. Practical skills development is very good.

There have also been two college-wide deep dives: the first in ALS, where there was really good practice seen, and the second in technical qualifications in all areas. What the college needs to do now is ensure long-term memory is embedded ready for exams.

AGREED: to note the content of the update provided.

11 **DIRECT DELIVERY REPORT**

The detailed report was noted and key aspects drawn out were:

- The early summer start for learners.
- Catch-up intervention in place, with eighteen catch-up coaches employed.
- Autumn term delivery was on a 50/50 model and adult education continued where it could.
- There have been 96 cases of self-isolation with 35 'close downs' required.
- Coordinating everything has been a real challenge but the college was able to sow the seeds for this period.
- Work experience is a real challenge with low numbers nationally. The college is having to be creative to work around this.
- More focus needs to be on progression and outcomes. There are plans for between 18 and 23 learning companies, which is a great achievement. This has been really embraced as an initiative and is something for the college to be proud of.

The committee raised the matter of Ofsted preparation and asked whether this was still ongoing. It was confirmed that it is but that the college wants to ensure a proportionate focus which involves updating the position statements. The vice principal confirmed that the college knows the areas that have moved against the 19/20 SAR and expressed the view that it is important to be honest so that the college can maintain focus on the improvements required.

The committee made the observation that it was very likely that there would be a large role for Ofsted to inspect online provision and remote learning. The college was described as quietly confident in relation to this.

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12

APPRENTICESHIP REPORT

Key matters picked out of the detailed report were:

- Retention is still strong at 83.9%.
- Staff are working hard to prepare for assessments.
- OneFile is not improving quickly enough, but it is improving. There is a need to accelerate this through the working groups.
- Staff are sharing good practice.
- One to one support is available.
- Comprehensive training is provided and continues to be available.
- There is a need to ensure that specialists can access the systems without disturbing learning.
- Report provided includes the OneFile action plan.
- Data reports are very detailed, which allows assistant principals to really know where to focus by area or individual.
- The college hopes to see even more improvements in these areas of provision.
- The issue with OneFile is consistency; however, the college is using all of the system functions, which is better than other organisations.
- EPA achievement rates are a real piece of tangible evidence of knowledge and achievements.
- 27% of all apprentices secured enhanced roles or promotion. All agreed that this would provide great case studies. It was confirmed that this is across all subject areas which is really impressive.

AGREED: to note the content of the report provided.

13

TLTA REPORT 2020/21

Key matters noted were:

- Deep dives will now be undertaken online and the plan for the year has been reviewed based upon risk.
- Assistant principal: quality & standards is invited to each deep dive feedback session, and it is evident that staff are really committed to improve. This is perceived to be a very positive process/experience with real staff ownership.
- 12 principles are covered through the reviews and support is offered to everyone. The approach taken is differentiated, e.g. new teachers will need more. Deep dives include discussions regarding priorities and/or barriers.
- The college is undertaking a review of Microsoft Teams and creating a plan for improving digital technology.
- The October CPD event was fantastic. Attendance was really good with positive feedback from staff. The college intends to

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- use this model again for the February CPD day.
- Maths and English staff are engaging really well in training triangles.
- The college is really well-placed in terms of support for teaching and learning.
- There has been a real culture change.

Q/CH

A question and challenge from the committee was whether or not it is possible to capture staff voice on this. In the next survey, it was confirmed that it is and that the intention is also to specifically survey on deep dives. One question on the survey will be to ask what the preference is between deep dives and observations. It was confirmed that a report on this would be provided to the next meeting. It was also agreed that the '12 principles' document/summary would be made available to governors.

APC&Q

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14 **SUBCONTRACTORS REPORT**

The committee were advised that college staff have met with all subcontractors this week and have reviewed activity, plans and intentions for the future, etc., given the new lockdown. It was confirmed that meetings with subcontractors this year are more regular than ever before because of the unusual circumstances.

AGREED: to note the content of the update provided.

15 **RISK REPORT**

The committee were happy to note the content of the report provided and asked for an update on student voice. It was confirmed that:

- Induction survey results were very, very positive.
- Student voice is referenced on page 3 of the QIAP.
- The college clearly knows its strengths and also where it is not as strong, the latter including reflections on GCSE Maths and radicalisation.
- Rate Your Course initiative now in place with 338 students providing feedback. Overall position was very positive.

The committee all agreed that student voice is critical to the college's success.

The committee discussed the deep dive process and the impact that it has had on risks. The committee were advised that the processes involve lots of staff and that this gives them great insight into the EIF and the expectations/demands. This has proved to be empowering. Culturally, the college is moving to really strong ownership, and some detail in relation to this is provided in section 6 of the QIAP. There were over 400 staff involved in the SAR process, all of which helps to mitigate risks.

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AGREED: to note the content of the update provided.

16 **CEIAG UPDATE**

The vice principal introduced her report and confirmed that there have been some changes to operating arrangements. In March 2020, the college cancelled all work placements, but it has not done that for this lockdown and there are a few students still out on placements. The college is having to be really quite inventive, including virtual projects.

AGREED: to note the content of the update provided.

17 **SAFEGUARDING, PREVENT AND E&D**

The vice principal introduced this item and also provided a copy of the updated annex to the Safeguarding Policy, which requires a review and approval before uploading to the college website. She explained that this reflects the lockdown position. Yellow highlights reflect the change in operating arrangements since March 2020. She confirmed that the college will roll out asymptomatic COVID testing now, with 25 individuals taking part in a pilot earlier in the day – all tested negative. The committee all agreed that the update appeared entirely appropriate and confirmed that they were happy to endorse so that it could be circulated immediately. It was agreed that it would be presented to the board at the next meeting for formal ratification.

In terms of the detailed report provided, key matters noted were:

- The numbers are slightly down and this is likely to be because of the 50/50 timetable; however, there has been no significant reduction in the number of external referrals.
- Some of the college's LAC learners have been involved in rewriting the local authority strategy. They have made a real difference and were an integral part of putting together a consultation process across the area. Feedback from the local authority is very positive.
- In relation to the student who was injured as a result of the train accident, she has made a great recovery and has moved to rehab. She has asked the college for work, which has been sent, and there is the possibility that she may return to college.
- One LAC student has recently been taken seriously ill and the prognosis is not very good. It is unlikely that she will return to college but the college is keeping the door open for her.
- The college is getting involved in a pilot regarding violence reduction.
- In relation to CAMHS, there are six-weekly catch-ups in place with the involvement of adult mental health services.

AGREED: to

Signed :  _____ Chair

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- a) note the content of the report provided
- b) approve the updated annex to the Safeguarding Policy.

18 **SURVEY RESULTS**

The committee were happy to note the content of the information provided, it being acknowledged that student voice was discussed earlier in the meeting.

AGREED: to note the content of the update provided.

19 **EMPLOYER SURVEY RESULTS**

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

20 **AOB**

There were no items of additional business.

21 **DATE AND TIME OF NEXT MEETING**

The director of governance confirmed that this is Thursday 4th March 2021 at 5pm.

Meeting closed at 7.10pm.

Signed :  _____ Chair

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