



WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE

Minutes of the Standards Committee meeting held via Microsoft Teams on Thursday 9th September 2021 at 5pm

GOVERNORS PRESENT: Mary Mamik, Chair
Angela Newton-Soanes, Vice-Chair
Andrew Cropley, Principal/CEO
Andrew Spencer
Bev Whitefoot
Kate Truscott (from 5.15pm)
Ben Owen
Spencer Moore
Steve Sutton

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

| | | 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 & APOLOGIES FOR ABSENCE</u> | | |
| | There were no apologies for absence. Ben Owen and Brian Evans were welcomed to their first meeting. | | |
| 3 | <u>MINUTES OF THE MEETING HELD ON 1ST JULY 2021</u> | | |
| | The minutes were reviewed and it was agreed that they were an accurate record of discussions. | | |

Signed : _____ *M. Mamik* _____ Chair

Date: 11/11/2021

AGREED: to approve the minutes of the meeting held on 1st July 2021.

There were no matters arising.

4 ACTION PROGRESS REPORT

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

5 QIAP – 2020/21 YEAREND REVIEW AND 2021/22 PLAN

The vice principal: curriculum & quality introduced the detailed reports and comprehensive documents. Key matters highlighted were:

- Section 3.1 – this indicates that one action is RAG-rated as green whilst the others are amber.
- Section 3.2 – focus is now on missed learning and any gaps.
- The college has to ensure that any potential previous poor educational experience is addressed.
- The college is making improvements in areas where it is still not good enough; however, there continues to be more to do.
- Over 55% of curriculum areas are self-assessing as good or better; however, those that are self-assessing as requires improvement need to be addressed.
- The basis for requires improvement self-assessment is influenced by the challenging circumstances last year. All teams are currently undertaking a stocktake to see if there have been improvements and the deep dive process is being used to improve this.
- There is more to do but the college is certainly improving. The intention is to 'take stock' in November, and a further update on this will be provided to the next meeting.
- English provision is still self-assessing as requires improvement but is very nearly tipping into the good.

One member of the committee noted the position in relation to English attendance and asked why this is lower than vocational. The vice principal: curriculum & quality acknowledged that cumulative attendance is not where the college wants it to be; however, he explained that there was an improvement when students returned to site in the summer term. This is one reason why the team are waiting to assess the position this term before a decision is made as to whether or not the self-assessment can move to good.

One member of the committee asked whether there are any deep dive areas which are of concern and/or a focus. The vice principal: curriculum & quality indicated that engineering remains an area of concern/focus and, in his view, this is an area that needs to be driven hard to improve. He confirmed that lots of CPD has been provided to staff but that there is a stubborn 30% of teaching and learning which still needs to improve.

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(Kate Truscott joined the meeting at 5.15pm)

The vice principal: curriculum & quality explained that the new EIF focuses on cognitive learning and that it may be a challenge in some areas for staff to understand the cognitive requirements. He indicated that this is something that will influence a grading of requires improvement rather than good.

The committee were advised that, in some aspects of engineering provision, there are difficulties in terms of sequencing, recall and revisiting. He explained that there are really experienced teachers within this department but that some are struggling with the psychology needed.

The vice principal: curriculum & quality reiterated that the college is improving but acknowledged that there is more to do in relation to engineering provision.

AGREED: to note the content of the update provided.

6 **PERFORMANCE REPORT – YEAREND DATA ON A PAGE 2020/21**

The assistant principal: quality and standards introduced this item and indicated that the residual scores/progress measure has not been included. She explained that a lot of areas fall within the delayed categories and there are many practical subjects which are not yet quite complete. She indicated that, in other areas, the college is only part-way through the claiming process and, therefore, residual score/progress measures have not been presented as this would not provide an accurate picture. It was explained that the residual position is changing every day.

The assistant principal: quality & standards highlighted some of the changes since the previous report, including:

- Young people
 - Attendance has improved slightly by 0.3%
 - Decline in retention by 0.6%
 - Vocational attendance is +0.4%
 - The position for English is the same as previously reported
 - The position for maths has declined slightly
- Adult
 - All position is +0.3%
 - Retention is -2%
- Subcontracting
 - Retention is +0.2%
 - Achievement is -1%
- Community
 - Retention is +0.7%

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- Achievement is +15.6%
- Apprenticeship provision
 - All is -0.01%
 - Retention is -2.1%
- The off the job position is -2%
- Apprenticeship reviews are -13%

The committee asked for further explanation regarding the decline in the level of reviews completed. The assistant principal: quality & standards explained that there were a high number of apprentices who took annual leave that had been saved as a result of lockdown, and she gave assurance that the college is expecting the position to improve. The committee were advised that six reviews in one area alone were completed in the last week and there is an expectation that the backlog will be addressed.

- High needs
 - Attendance is +0.2%
 - Retention +1.9%
- Free school meals
 - Attendance is +0.3%
 - Retention is -0.3%

The committee were advised that deep dives have recommenced this week and that subcontractor provision remains the area of focus as, in other areas, there has been a close to the academic year. The committee were reminded that some of the deep dives completed in 20/21 were not graded given the move to online provision.

One member of the committee asked whether the educational models are now back to 'normal'. The committee were advised that the main issues remain in terms of delays to assessments, grade queries, and a decline in the number of apprenticeship reviews; however, again, the committee were given assurance in relation to this. Assistant principals are closely monitoring the situation and the data inputted to the system, particularly in relation to enrolments and claims. Staff are working hard to get the data onto the system as this will impact on the overall yearend position.

The committee were advised that one of the regular apprenticeship monitoring meetings took place earlier in the day with lots of challenge issued in terms of the reviews. Senior staff were given plausible explanations and reasons for the data, e.g., for hair and beauty apprentices, there have been significant changes to working patterns and employer needs. The college did use Easter to catch up, but this impacted upon the ability to take annual leave, which then had to be taken in the summer. It was explained that the level of annual leave taken in the summer is more than usual. The committee were given assurance that the spikes can be explained and are influenced at a local

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level.

A question and challenge from the committee was that this appears to be a stubborn area that the college does not seem to be able to get on top of, both in terms of a) normal frequency of reviews and b) any catch-up on missed reviews and delays. They asked whether there are any better performing areas that others can learn from. The assistant principal: quality & standards indicated that the college will not seek to catch up on the missed reviews and will simply use the next scheduled opportunity and ensure that a really thorough review is carried out. She indicated that the college very much considers that activity is now back to normal and, therefore, there shouldn't be any backlogs, and she provided assurance that this is being monitored. Because of concerns in this area, the committee asked that the data update to be provided at the next meeting is given more time for deeper analysis and questioning.

AGREED: to note the content of the update provided.

7 BALANCED SCORECARD ITEMS AND ANNUAL KPIS – 2021/22 PROPOSALS FOR DISCUSSION

The vice principals introduced this report and indicated that there were four key areas, which are:

- 1) Impact of the ASPIRE curriculum on deep dives – key matters noted were:
 - The focus on ambition is underpinned by the ASPIRE commitments.
 - Section 2.2 explains the deep dive process and places an emphasis on how leaders and managers underpin the curriculum.
 - The college is planning to use a matrix at each deep dive to assess how each of the six elements are being addressed. This will start to get staff to use the framework more and will enable a more objective view and ability to report to this committee.
- 2) Outcome of deep dives – it was acknowledged that this was fully reported at the last meeting.
- 3) QIAP progress – key matters noted were:
 - There is a comprehensive range of quality assurance and quality improvement processes in place.
 - Apprenticeship provision continues to improve, but there are still pockets of concern.
 - The key is to ensure stable and strong staff teams.
 - There is now a strong set of teachers in health and social care who bring really relevant industrial skills.
 - There is now a stable team in place for brickwork.
 - In terms of the BRAG ratings, the majority are amber, and it was

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explained that this is because the college continues to be very self-critical and wants to ensure the best for learners.

- 4) Upskilling of teachers – key matters noted were:
- Section 5.2 shows that CPD is extensive and there are now good partnerships in place with strong secondary schools.
 - Section 5.6 summarises the comprehensive week of CPD provided. This works to set high expectations, and national experts have been used to support improvements.
 - On 31st August 2021, there was further teacher training undertaken, including the use of digital innovations.
 - Section 6.2 provides a summary of apprenticeship provision. This has improved on previous years; however, there is still a need to improve in relation to reviews and the recording of activity. The senior team are now working closely with assistant principals and assessors in relation to this, and the expectation is that the position will improve as activity normalises.

In general discussion, the committee all agreed that it was heartening to see the CPD statistics but questioned whether there are any concerns regarding take-up and/or resistance to training being offered. The vice principal: curriculum & quality indicated that there is a very small number in two main areas – maths and construction – where take-up of training is not at the level seen in other areas. The committee were advised that English provision has really improved and is on a great trajectory, with the team having a real ‘can do’ attitude. In relation to the maths team, he expressed the view that there was circa 20% who were being continually encouraged to access training but that there was a disproportionate amount of time having to be committed in this area.

In relation to construction, he indicated that there was a remaining few members of staff unwilling to complete training but that the position is much improved when compared to 12 months ago. A challenge from the committee was to ensure that there are processes in place to ensure that training and CPD is not ‘optional’. The committee were advised that there has been a new head of maths appointed and that the college is hopeful that she will influence culture and attitudes.

AGREED: to note the content of the update provided.

In relation to the KPIs proposed for 21/22, the committee’s attention was drawn to section 7.1 of the report, and key points highlighted were:

- Objectives in relation to localisation have been removed as the senior team feel that this has been achieved.
- There is now more focus on employer partnerships.
- The executive team have worked with the vice chair, Sardip Sandhu, to transfer objectives into the balanced scorecard measures, and these are set out in the table.
- Yellow shaded areas are where there is still more work to do.

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- Green shaded areas are new objectives.

The CEO expressed the view that there are probably a few too many in the current iteration and that the intention is to look to rationalise before presentation to board next month.

A challenge from the committee was whether or not it is possible to better report on how long the college has RAG-rated at a particular colour: e.g., whether the is college standing still or improving. They indicated that they would find it helpful to see a trend line.

One member of the committee asked whether it is possible to RAG-rate against each element of ASPIRE. The CEO expressed the view that this may clutter the document and detract from the overall position, and he suggested instead to use the red RAG ratings to more fully explain where there are issues and concerns.

It was agreed that committee members would reflect upon the proposals presented today and would email the CEO directly with any thoughts and/or suggestions in the next two weeks (i.e., on or before 23rd September 2021).

Standards Committee

23.09.21

8 EQUALITY & DIVERSITY (STUDENTS) – DATA UPDATE AND EXCEPTIONS REPORT

The vice principal: communications, engagement & student experience introduced this item and she explained that the intention was to propose E&D measures for committee scrutiny. She advised that the new statement of intent has been published on the website and the action plan created is very much considered to be the starting point for activities. The college is looking to quantify the starting point and will then use data and KPIs to assess whether it is meeting expectations and aspirations. In terms of 2020/21 data, this has not yet been finalised given that there are some outstanding achievements, and this will be updated at a future meeting.

In terms of the E&D focus areas, these are age, gender, ethnicity and high needs. From information known to date, there are two areas to address and to improve in relation to gaps. These are a) males in receipt of free school meals, and b) high needs. The college wants to set KPIs against these gaps, i.e., closing the gap by 6%.

She confirmed that:

- This committee will receive an E&D report at each meeting
- Destinations are also key and, for 2020/21, information will be available so that a report can be presented at the next meeting. This will then be used to agree 2021/22 KPIs.

VP CESE

Standing item

The college has also used learner survey information to assess areas that

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need to be addressed. Two areas where there was only a 90% positive response relate to a) tutorials and b) bullying and harassment.

One member of the committee asked what the rate of return was for the student survey. The committee were advised that this was 67% and that QDP, who facilitated the survey, class this as a good return. One member of the committee asked whether it is possible to identify the 10% who did not give a positive response and assess whether there are any trends. The vice principal: communications, engagement and student experience confirmed that it is possible to drill down by curriculum area and, also, personal characteristics so that more granular analysis can be undertaken.

She indicated that the aim is to improve these two indicators and that, to support this, there will be:

- a) A revised tutorial system.
- b) Significant work completed to ensure positive behaviour management. The target is to get to at least 95% positive responses, and this will be part of an annual assessment.

In terms of those students who have EHCPs, the college wants to set a target that ensures that they move to the next level. The same applies to foundation studies students.

It was agreed that targets would be proposed at the next meeting, given that the college is currently awaiting final destinations info. The committee were advised that there are three points in the year where the college collects destinations data.

In terms of E&D information for staff, the Workforce Development Committee will undertake a similar review and will have reports to each meeting. In terms of student information, it was agreed that exception reports would be provided to each meeting of the Standards Committee.

A challenge from one governor was in terms of what the college will do to close the gap that exists in relation to high needs and boys in receipt of free school meals. They asked whether it is possible to learn from other colleges. The vice principal: curriculum & quality confirmed that the college is working with Weston College and that this will give opportunities; however, all colleges tend to have similar issues. The aim is to ensure that these two categories of students are given a broad range of opportunities to help them realise aspirations and enable them to make connections.

An observation made by one member of the committee was that there are some really hard-wired socioeconomic issues, and they acknowledged that the college does have some really positive E&D data to be proud of. That said, it was acknowledged that there are some really practical things that the college can do to help close the gaps.

VP CESE

Nov. 2021

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AGREED: to note the content of the update provided.

9 **RISK REPORT – WITH A FOCUS ON RED RAG-RATED ITEMS**

The vice principal: curriculum & quality introduced this item and expressed the view that it is highly likely that the college will be inspected this year, as February 2022 is the five-year anniversary of the last inspection. The committee were reminded that, at the last inspection, the college was judged to be 'requires improvement' for study programmes.

Red RAG-rated items were considered in turn.

1) ASPIRE

- The college was described as 'turbo-charging' the focus in this area to ensure impact.
- Governors' attention was specifically drawn to sections 3.1, 3.2 and 3.4 of the report.
- There is more work to do in relation to curriculum planning, and this will happen over six rounds of review.
- The college has cross-cutting colleagues who will act as critical friends.
- The college is intensifying the curriculum focus as detailed in section 3.5.
- The college is taking on industry/employer feedback – an example given was in relation to health and social care's BTEC level 2 course in leisure and activity and new provision in sport.
- The college believes that it is responding well to the risks in the curriculum.

2) Grade 3 at Ofsted

- There are still some areas to improve, including teaching and apprenticeship provision; however, there is much to celebrate and be proud of.
- Section 4.1 confirms that there has been excellent buy-in to the SAR process and that staff really understand the EIF.
- There is now a much stronger team in health and social care.
- In maths, there are now new teachers in post who will support improvements.
- The QIP is very detailed and granular and there is confidence that the college is being sufficiently self-critical.
- Rate your course initiatives have really helped to focus on actions required.
- Section 4.7 confirms that governors are effective and have a focus on the impact of teaching and learning.

3) Teacher-assessed grades

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- The process was subject to scrutiny, with only a few areas that saw a decline.
- There was very limited grade challenge from awarding organisations, which shows confidence in the college's processes. The college has confidence regarding robustness of the TAG process.
- The report will now move away from TAGs and will focus on 'missed learning'.
- There are a higher proportion of learners with GCSE grade 4; however, what the college is seeing is that they don't have the maths and English skills to assess some level 3 vocational courses (e.g., engineering).
- There are a number of opportunities provided to catch up, and this is contextualised within vocational areas and not discrete maths and English groups.

A question and challenge from the group was in terms of risks surrounding A Levels. These were acknowledged to be growth, teachers who have left the organisation, and some agency staff who are filling the gap. This was felt to be a short-term risk, and the committee asked what the college is doing to mitigate. Some examples of mitigation were provided, including:

- Upskilling
- Increased management capacity
- Close monitoring of inexperienced staff
- Robust monitoring arrangements
- A granular approach taken to performance
- The college is aiming for Chesterfield Road to be a centre of excellence
- Focus on retention.

AGREED: to note the content of the update provided.

10 TEL ROLLOUT ACTIONS REPORT ACTION PLAN 2021/22

Jane Fishwick introduced this item and confirmed that the action plan now includes all KPIs; however, she highlighted the fact that the new Jisc survey does not include all the questions that were anticipated. The college has, therefore, reviewed the KPIs and firmly believes that they should be retained as drafted, as they are considered to be important and. There is, therefore, a meeting planned with Jisc in September to see if there is room to add further questions. If they will not add the questions back in, the intention is for the college to run its own survey.

The committee were given an update on progress this week, including:

- Intention to retain the KPIs as presented.
- The staff induction includes online safety, but there is a need to do more with longer-serving members of staff. The college will require a new training module to be completed.

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- Employer engagement with OneFile needs to improve.
- Incubator status has been applied for through Microsoft.
- There has been an EdTech programme presentation to staff.
- Step-up programme.
- TEL launch in college.
- Laptops for learners.


The committee were advised that there is a strong belief in the strategy and it is envisaged that the plan will revolutionise teaching and learning.

AGREED to note the content of the update provided.

11 SAFEGUARDING AND PREVENT

The vice principal: communications, engagement and student experience introduced her detailed written reports and confirmed that a number of aspects were covered, including:

- 1) Annual report for 2020/21 – key matters noted were:
 - The action plan at appendix 1 highlights where movements have been made.
 - The focus is on contextualised safeguarding, and the college is now looking to extend the pilot. Some WNC students are hoping to undertake some of the project work.
 - Peer mentoring has not moved on as much as the college would have wanted and, therefore, this has rolled into 2021/22 as an action.
 - The safeguarding audit was completed and led to a comprehensive action plan.
 - The security guard has been brought back to the Derby Road site.
 - A new system called CPOMS will be introduced this month; this is a real positive.
 - Smoothwall will be in college by the end of the month; it was explained that this tracks PC activity.
 - There is only one action outstanding – this relates to the revised staff code of conduct.
 - In relation to Keeping Children Safe in Education, only 85% of staff have confirmed that they have read and understood, and the focus is getting to 100% much earlier this academic year.
 - Section 4 is the data report – particularly highlighted was the low number of Prevent referrals.
 - The report summarises where the college is at the end of the year in terms of referrals, EHCPs and child in need.
 - The college is currently supporting five students in relation to allegations of rape, all of which relate to circumstances outside of college.
 - There have been a number of attempts made on life, as detailed

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in section 12.

- There are 48 individual risk assessments, as set out in section 13.
- There have been a number of mapping meetings, as set out in section 14.
- Section 15 is new and ensures a focus on the most vulnerable students. The college needs to do more work in this area in relation to attendance and really helping staff to better understand student challenges.
- Data will be scrutinised by the Safeguarding Steering Group.
- Partner providers – statistics predominately relate to three partners with the vast majority of the issues relating to mental health.

One member of the committee asked what more the college can do to support those students who are coming off CiN and CP so as to avoid it feeling like a 'cliff edge'. All agreed that transition was key.

The committee asked whether there were any concerns regarding employer understanding of safeguarding. The vice principal: communications, engagement and student experience described this as an ongoing piece of work and acknowledged that it was a mixed picture. She indicated that larger organisations with a HR team are effective but that there is still more work to do with the smaller micro-businesses.

2) Safeguarding procedures 2021/22

The committee's attention was drawn to the detailed documents, and the group were invited to approve the revised procedures presented. Also considered was the:

- Action plan
- Prevent risk register for 2021/22 and an update on CPOMS.

The committee were advised that a national independent review of children's social care has raised a number of issues, including:

- Continuity of support
- Transition to adulthood
- The fact that the protection system focuses on investigation rather than support.

The committee were advised that the college is working on a pledge for learners who are or have been in care/in receipt of a social worker.

AGREED:

- a) To note the content of the updates provided
- b) Approve the revised safeguarding procedures as presented.

12 PROJECTS UPDATE

The vice principal: curriculum & quality provided an update on a number

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of initiatives, including:

- 1) FE Professional Development Fund
 - This is a bid with Weston College, Blackburn College, and a training provider
 - The focus is on industry placement CPD
 - It would mean circa £100k to the college if successful
 - Would allow incentives to employers to allow staff to work with them
 - Industry CPD placement is needed more in some curriculum areas than others
 - The college is currently not sure when it will hear the bid outcome.

- 2) Strategic Development Fund
 - This has been approved in principle with partners
 - Funding to the college is £1.15 million
 - Focuses on robotics and automation and ensuring that there is a way of getting training out to others (e.g., schools and colleges)
 - The next stage is review by a senior civil servant panel and it will then need ministerial approval
 - Funds have to be spent by March 2022.

- 3) Community Renewal Fund
 - The bid was submitted on 17th May 2021 but no outcomes communication has as yet been received. The college has taken some action at risk and has employed an individual to move forward in this area.
 - The aim is to be able to go out to employers and dynamically respond to their requirements.
 - Funding has to be spent by March 2022.

- 4) Towns Fund projects
 - The college is involved in four projects, with one being in Mansfield and three in Ashfield.
 - There is an £8.3 million capital project at Chesterfield Road with an opening date target of 2024.
 - Civil engineering centre.
 - Town centre construction and motor vehicle centre.
 - Automated distribution centre (£20 million) with an opening date of 2024.

- 5) Skills Access Fund
 - Work in relation to the Skills Access Hub is ongoing and is meeting target.

AGREED: to note the content of the update provided.

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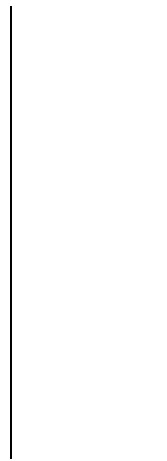
13 **AOB**


There were no items of additional business.

14 **DATE AND TIME OF NEXT MEETING**

This was confirmed as 4th November 2021 at 5pm.

Meeting closed at 7.10pm.



Signed : _____  _____ Chair

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