

2021.

There were no matters arising.

4 **ACTION PROGRESS REPORT**

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

5 **BALANCE SCORECARD ITEMS AND ANNUAL KPIS – 2021/22**

The vice principals introduced the comprehensive written reports and reminded that there are six different aspects to report against. Each was considered in turn.

1) Stocktake of curriculum strategy – RAG-rated as green

The committee were advised that:

- This is informed by a frequent cycle of curriculum planning, which takes place at five points in the year, together with two cross-cutting meetings.
- It is also informed by the Skills Conference, which took place in March 2021 and involved over 30 partners. A similar such event is planned for 2022.
- The college is now self-assessing the overall quality of education judgement as 'good' and, therefore, believes the curriculum strategy is working well.

2) TELD strategy implementation – RAG-rated as amber

Key matters highlighted were:

- Implementation is overseen by the working group, which is representative.
- It is based on six strategic themes.
- To date, the rollout of the strategy has focused on four main areas, which are:
 - All 16-18 study programme learners on entry level to level 2 programmes to achieve Level 1 Essential Digital Skills (EDS)
 - 25 staff members across the college to achieve a silver 'level-up' award through the Grimsby partnership
 - Secure a full understanding of the college's workforce's digital capabilities
 - Raise and improve staff knowledge and understanding of the government's accessibility legal requirement and implement changes, with the initial focus on visual impairment.
- The implementation has been slower than expected. The learning product to be developed in partnership with other colleges through D2N2 remains in development. The lack of access to this product has impacted the rollout to the student population. So far, 981 (35%) of fulltime 16-18 students have completed their initial assessment for EDS, of which 341 (35%)

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Angela Newton-Saunders



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have level 1 knowledge and skills. The level-up programme has now successfully recruited 25 members of staff. Collecting digital data on the staff population has yet to commence; however, digital capabilities and skills now comprise a part of all job descriptions and feature at induction. Accessibility upskilling, training and awareness raising are key foci for the spring term 2022. As an overview, he indicated that there is more to do in terms of learners and staff and that the college has not yet 'got to grips' with the full assessment required for the workforce.

- A key challenge for the college in implementing the TLD strategy is securing an appropriate resource to continue to establish the infrastructure and implement its actions on a frequent basis.

As an overview there is more to do in relation to TELD, hence the amber RAG-rating.

3) Improvements in apprenticeships – RAG-rated as amber

Key matters highlighted were:

- This continues to be an improving position but not at the pace required by the college. The overall quality of apprenticeship provision continues to be judged as 'requires improvement'. Leaders, managers and specialists continue to self-assess apprenticeship provision in digital, retail, accountancy, beauty therapy and business/professional as good. The provision of motor vehicle standards apprenticeship programmes is also self-assessed as good but its frameworks programme as RI; however, too much of engineering, health and social care and construction apprenticeship provision requires improvement and, therefore, there is still a way to go. That said, there is good movement.
- The overall achievement of apprentices improved from 48% in 18/19 to 53% in 19/20 and 53.8% in 20/21. The current overall achievement rate is 36.5% with maximum achievement possible at 73.5% if all continuing apprentices achieve (409). This is below an overall national achievement rate and the overall national standards-only achievement rate of 60.3%. Timely retention is currently 65.5%. Whilst the college is under the national rates, it is close.
- A lot of work is being done with employers to ensure that students are released to complete apprenticeship requirements.
- Actions to improve specialist performance, including their recording and their use of the OneFile system with their apprentices, continues but with mixed results. This performance continues to be judged to require improvement. He described this as continuing to be the college's "Achilles' heel". OneFile reports show:
 - A total of 18% of learners have not had a review for three months or more, which is a decrease of 15% since 20th October 2021.
 - A total of 14% of learners have no activity recorded on

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OneFile for 30 days or more, which is a decrease of 8% (decline) since 11th August 2021.

- Off-the-job training currently shows an average of 23%, which is an increase of 2% since 20th October 2021.
- The vice principal reminded that the college has gone out of its way to avoid breaks in learning, which may have impacted on this data.

In general discussion, one member of the committee asked for further information around the delay in product management referred to in relation to TELD. The vice principal advised that the partnership was intended to work to develop a bespoke product but that the umbrella has not yet been accredited and, therefore, some partners have opted to use a more standard offer for the time being.

One member of the committee referred to section 2.3 and the proposal that hairdressing is self-assessed as 'good'. The committee member felt that the actual position is that beauty is good and hairdressing requires improvement. The vice principal confirmed that this was an error in the report and confirmed that the correct position was a grade 3 – 'requires improvement' – albeit that it is a strong 3.

In relation to adult education, one member of the committee asked how the curriculum planning will evolve based on the Skills Bill and the focus on local and regional needs re. skills, and, in addition to this, the changes to funded programmes anticipated. The vice principal confirmed that this continues to be an area of review and discussion and will be part of all curriculum planning conversations.

The committee asked how the college is in terms of curriculum intent. The vice principal expressed the view that it is really strong, with clear evidence across the provision.

- 4) Progress with the community engagement strategy – RAG-rated as amber

The vice principal confirmed that the college is making good progress and the expectation is that the strategy will come back to the next meeting.

- 5) Progression of identified groups – RAG-rated as green

It was acknowledged that this is scheduled as a substantive agenda item later in the meeting.

- 6) Survey outcomes – RAG-rated as green

This is scheduled as a substantive agenda item later on the meeting.

AGREED:

Vice
Principal

2.3.2022

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Angela Newton-Saunders



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- a) To note the content of the update provided
- b) Approve the RAG rating recommendations as proposed.

6 QIAP 2021/22 PROGRESS UPDATE

The vice principal introduced this item and confirmed that the two detailed reviews scheduled for this meeting relate to a) maths and English and b) attendance. He reminded that the QIAP focuses on the five identified weaknesses and that it has been agreed to report on two of the five each meeting by way of a deep dive. He reminded that there are forty actions within the plan.

1) Maths and English – key matters highlighted were:

- There has been a substantial and continuous focus on providing specific internal and external training to help teachers improve their craft of teaching. For example, since November 2021, maths teachers have participated in the 'creative teaching' programme alongside secondary school teachers provided by the Trent Valley Teaching School Alliance (TVTSA), led by a multi-academy trust judged to be outstanding by Ofsted at inspection. The head of maths and the head of English will also conduct the 'power of coaching' course from January 2022 to enable them to bolster their coaching roles and improve the quality of teaching further.
- He reminded that there are some motivational challenges, particularly for study programme learners
- Ofsted will look at whether colleges have a focus on maths and English and are making suitable investment. He confirmed confidence that the college will be judged to have made substantial investment.
- The external training provided for maths teachers is incredibly focused and has been well received.
- The newly appointed head of maths has a wealth of experience in a similar role in another GFE college. Two new maths teachers, with significant experience of teaching, commenced at the start of the autumn term and have had demonstrable positive impact. Whilst the GCSE Maths department continues to self-assess as 'requires improvement', there has been much improvement and a request for a deep dive in the spring has been submitted by the department.
- The teaching of functional skills, underpinned by the recruitment of a head of department and new highly experienced teachers, is now greatly improved and securing far greater timely impact than in previous years. He reminded that functional skills has historically been a weakness for the college but is now really starting to improve.
- English is now self-assessing robustly as a good, and the department has now volunteered for a deep dive which is taking

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place next week

- The senior team see the voluntary requests from maths and English as evidence of a real change in culture.

2) Attendance

Key matters highlighted were:

- The overall learners' cumulative attendance September to December 2021 was 86.7%. This compares with the 2020 autumn term cumulative attendance of 88.5% (a disrupted COVID 19 year), the 2019 autumn term cumulative attendance of 88.3% (a non-COVID 19 disrupted year) and the 2018 cumulative total of 90.7% (a non-COVID 19 disrupted year).
- The validity of the autumn term attendance data is not robust. This is as a result of some problems with the recording of learners' attendance through the newly introduced scan and swipe system this term, which has largely been rectified. The college has had to go back and check register accuracy in a minority of cases. The college is also seeing a large number of learners who are not used to regular routines because of COVID, and this is slowly being addressed.

The committee then considered the content of the QIAP in detail, and one member of the committee indicated that, in lines 1.1, 1.2 and 3.2, it would be useful to see the number of observations undertaken by department, specifically the numbers that are good or better, etc. They questioned whether there are any legacy issues and, if so, how the college is tracking and what the impact is. It was agreed that, in future reports, there would be greater detail on the proportion of deep dives which are good, better or RI. The committee were reminded that the college no longer does individual observations but can give greater detail and analysis regarding the outcomes of deep dives. The college is also able to report on the percentage achievement of ASPIRE curriculum implementation as this is assessed as part of the deep dives.

One member of the committee raised a challenge in relation to section 2.4 of the report and the stated non-compliance with OneFile. They reminded that this has both quality and financial implications and, therefore, needs to improve. In relation to the data provided, they challenged the college to provide information on the percentage of staff who are 100% compliant versus the percentage who are 'digging in' and resisting compliance. A challenge from the committee was that they would expect to see a declining trend in terms of the non-compliance.

The committee were advised that a large proportion of the 'no reviews completed' relate to health and social care as employers simply won't release apprentices because they are so busy and have staff capacity issues. In terms of the narrative, a challenge from the committee was to set out the mitigating context where it is appropriate. They indicated that they wanted to be clear that any issues of compliance are resolved,

Vice
Principal

2022

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Angela Newton-Saunders



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which is distinct and different from the context circumstances. The vice principal confirmed that he would break the data down into more detail in next iterations of the QIAP.

Vice
Principal

2022

The committee considered the success measures detailed in the third section of the document and noted that there was negative progress in relation to English and maths. They questioned whether this is linked to the year 12 assessed grades or whether, instead, it is related to internal controls, e.g. attendance, quality of education, etc. The vice principal indicated that the aim is to get to zero by yearend and, therefore, the starting point earlier in the year is always a minus and the college then improves upon this. The vice principal expressed a view that there was an impact of COVID in terms of TAGs and that schools, and indeed colleges, will have worked and taught to the TAGs.

In relation to OneFile, the committee were advised that there are still some systems/systematic challenges and that the college has been working really hard to make the system as easy to use as possible. This has led to some step changes alongside an 'enough is enough' approach. The CEO expressed a view that it is now key to sustain the downward trajectory and there is confidence that the college is starting to see some real improvements.

In relation to 'observations', the committee were reminded that they take place as part of the deep dive process but also that there are a high number of informal observations undertaken as part of CPD plans. This allows the college to start to track impact. The college can qualitatively track observations and has clarity regarding what is being done to support and improve. The college is really starting to see the fruit of the developmental approach taken, rather than the historic graded observations. This will be tied in with constructive performance management arrangements, which will endure.

In relation to OneFile, the committee were advised that all users have to complete an assessment so that they can demonstrate their competencies. This will be used to provide support and CPD and remove any perceived barriers. The college is able to track this on a 100% basis.

The committee were advised that the progress score in English is very much improved. The position at the same point last year was -2.44, which should be compared with -1.39 now.

AGREED: to note the content of the update provided.

7 **ADULT AND COMMUNITY CURRICULUM – AN OVERVIEW**

The vice principal introduced this item and explained that the report provides an overview of the AEB curriculum and includes a table which summarises performance against target. Key matters highlighted were:

- The 21/22 budget is £5.723 million.

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- The college has to maximise its position. 97% achievement of allocation is required to avoid clawback and any reduction to the future allocation.
- The focus is very much on a local offer.
- Curriculum offer is split between
 - a) Direct delivery, which involves a broad ranging offer
 - b) Skills academy offer
 - c) Subcontracting.
- There has been a clear drive to reduce subcontracting amounts. The CEO indicated that, upon reflection, the senior team have perhaps underestimated the cultural shift required to achieve this and is, therefore, playing a little bit of catch-up.

(Angela Newton-Soanes left the meeting at 6.25pm)

- The labour market is also a significant challenge, with it being hard to entice people into learning.
- Delivering growth is challenging, but there are strong plans in place. Partners and subcontractors are even struggling to recruit numbers.

As an overview, he indicated that there was a lot of work to do and it does represent a real risk to the college, currently. The college is likely to ask the ESFA to increase the subcontracting limit from 25% to 30%. He explained that concerns and risks in this area mean that the college is taking a low-risk approach to some other opportunities and strategies.

Staff were then invited to give examples of initiatives in place in particular departments. These include:

- Extending hospitality to a one-day programme.
- An offer for chefs.
- Starting to do some short programmes in animal care e.g. first aid, grooming, dog walking, etc.
- In foundation studies, there is a real deficit in terms of employers recruiting staff who have learning difficulties, and there is a planned education programme in relation to this.
- In health and social care, there are short programmes being developed at levels 2 and 3 as there is significant sector demand.
- In tourism, there is an introduction to cabin crew programme, which will run on a Saturday morning.
- In relation to uniformed public services, the college is looking at whether or not it is possible to provide an introduction to policing and uniformed public services.

The committee asked for a reminder of who the partners are in relation to the skills academy offer. The vice principal confirmed that it is a number of tried and tested organisations including AxEd Apprentices, FMBS, Stainsby's, Enable, etc. The committee asked for further detail on what they do. The vice principal indicated that they are tremendously

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well connected and offer a range of both accredited and unaccredited subjects. The college is, in essence, the link to create a pipeline and pathway for the future. He reminded that this is a recent development for 21/22. The committee considered the data provided in paragraph 4.1, and it was explained that, whilst the college is currently behind target, there has been an increase in take-up since Christmas.

A challenge from the committee was that there is clearly a need to closely monitor income against targets. Staff acknowledged that this was the case and also provided assurance that quality assurance is undertaken regarding the work that they do. There is a really strategic drive in relation to this, but it was acknowledged that it appears on the risk register as a concern and a financial report will be going to the Finance & Estates Committee meeting scheduled in two weeks' time. A challenge from the committee was that what is currently important is what the college is doing to address the fact that it is behind target.

One member of the committee asked where the college draws the line between an organisation being a partner and a subcontractor. It was explained that partners within the skills academy act more like a broker and that the college employs the teachers. It was confirmed that this is not a sector-based work academy.

A question and challenge from the committee was in terms of staff capacity. The CEO expressed the view that getting processes to work quickly enough is key; however, he acknowledged that there is a need to carefully consider staff challenges, with the aim always being to improve agility. An example given was in terms of fabrication and welding – there is a real demand in the community/local area, and the college is trying to move quickly to resource increased provision.

One member of the committee asked whether the college is carefully considering its recruitment routes, i.e. via employers rather than individuals. The committee were given assurance that the focus is on employers and that the college has strategically tried to make the right links through the employer engagement strategy and activities. The college now listens to employer business plans and then puts forward a broad offer which is beyond apprenticeship provision. The aim is to identify need and then follow up with an approach and an offer.

AGREED: to note the content of the update provided.

8 PERFORMANCE REPORT – DATA ON A PAGE 2021/22

The assistant principal: quality and standards introduced this document and indicated that the first column of data is that which was provided at the last meeting, and the second column is the current position. Key matters highlighted were:

- 1) Education programmes

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- Retention – lower than this point last year
 - Progress – this is a real success and is moving to 0
 - Progress checks will be used as a basis for TAGs in case exams are cancelled again, which will provide a really robust analysis.
- 2) Adult programmes
- Retention – comparable for the prior year
 - Progress is better
 - In terms of subcontractors, retention and achievement are lower, and it was explained that there are some withdrawal issues in relation to one specific subcontractor.
- 3) Community – retention is slightly lower
- 4) Apprenticeship provision
- Attendance is broadly in line
 - Retention is lower – 25 apprentices who transferred to JTL are impacting on this
 - There are some hairdressing and health and social care withdrawals.
- 5) High needs
- Retention is broadly the same
 - Progress is better in English and vocational elements.
- 6) Disadvantaged – retention and progress broadly the same
- 7) Deep dives
- The percentage good or better has improved on the prior year position
 - The college has undertaken more deep dives when compared to the same time the prior year.

AGREED:

- a) To note the content of the update provided.
- b) That data which shows prior year position at the same point, and also data reported at the last meeting, would be included as this helps to really see distance travelled.

9 DESTINATIONS REPORT

The vice principals introduced this item. Key matters highlighted were:

- This is a key set of data and KPIs
- WNC is ahead of many other colleges and has been working really hard to collect and collate the data
- Section 2.4 shows that data is largely positive
- 81.1% study programme learners' destinations were positive
- 4.4% NEET
- 10.6% continue to learn at a static level – the vast majority of

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these are 16- or 17-year-olds and are particularly new to the GFE environment.

- Section 2.6. summarised the position in relation to apprentices – the vast majority continued in employment or secured other employment. Only four apprentices are NEET. A high number moved to enhanced roles.

In relation to the 4.4% of study programme learners described as NEET, one member of the committee asked whether this was spread across the college or in specific areas. The vice principal advised that they were, in the main, in computer science, level 2 motor vehicle, and engineering.

An observation made by one member of the committee was that it was really impressive and commendable to see such full data at this time of the year.

One member of the committee made an observation that ‘caring’ appears as a negative destination. It was explained that this is specifically classified as a negative by Ofsted and, therefore, has to be reported in this way, albeit that there are only small percentages.

A challenge from the committee was that they would like to see year-on-year comparisons. Governors’ attention was drawn to section 2.5, which gives the 2019/20 position. In terms of moving forward, one member of the committee indicated that it would be really useful to map which learners are currently static, or which went on to lower courses, and then assess whether they were able to improve at the same point in the next year.

AGREED: to note the content of the update provided.

10 **E&D (STUDENTS) – KPIS/TARGETS FOR 2021/22 AND EXCEPTIONS REPORT**

The vice principal introduced this item, and key matters highlighted were:

- In terms of incidents, there were 11 complaints regarding homophobic bullying. This relates to 22 students. Full information is provided in paragraph 1.
- Seven complaints regarding racist abuse, of which five notifications came from Smoothwall. It was explained that the appropriateness of some language used is the issue.
- Paragraph 5 splits out the destinations data in more detail.
- Progression into employment is proportionately lower.
- Progression of high needs students into employment is significantly lower.
- Progression to HE is a concern.
- Statistics show that more learners repeat a level.
- Similar/same pattern applies to the most vulnerable students,

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Angela Newton-Saunders



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e.g. those with EHCPs, LAC, etc.

The vice principal advised that the college has employed a specialist careers advisor to work with the most vulnerable and the aim, going forward, is to have an early meeting in the summer to make sure that those who have applied are on the right courses to match their careers aspirations. There will then be a further meeting four weeks into the first term to again check that they are on the right course.

The committee's attention was drawn to table 2, which splits out data in terms of gender, disability, ethnicity, etc. This shows that more males tend to stick at the same level of study, whilst more females progress to HE.

Staff expressed the view that there were two areas requiring governor focus. These are:

- Progression into employment by those students who have identified needs, and
- Reducing the number of learners who stick at the same level.

Governors' attention was then drawn to paragraph 10, which summarises attendance and links in with the earlier deep dive discussions as part of agenda item 6. It was again noted that progress scores are a real positive.

Governors' attention was drawn to paragraph 12, which is a summary of induction survey outcomes. One aspect that needs further focus is the fact that there are fewer BAME students who are confident regarding the college being able to deal with bullying well. The vice principal advised that the college has established single issue focus groups and, whilst there are not a high number of students who have participated, the general feedback is that there are no individual issues. The female-only focus group identified some poor male student behaviours and, whilst they did not perceive it to be a significant issue, this is something for the college to improve upon.

A question and challenge from one member of the committee was whether or not the college can collate the absence levels for those students who declare themselves LGBTQ to see whether there are any issues. The vice principal indicated that the college does not systematically collect LGBTQ data at enrolment, but she agreed to speak to other college colleagues to ascertain how they approach this.

AGREED: to note the content of the update provided.

11 **RISK REPORT**

The vice principal introduced this item and explained that it closely links to agenda item 16, which is an updated 2021/22 position statement regarding the quality of teaching, learning and assessment.

Vice
Principal

March
2022

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He advised that the most significant risk on the register for this committee to consider is in terms of the potential to achieve a grade 3 Ofsted inspection outcome for overall effectiveness. In terms of actions taken, he provided an update in a number of areas:

- In December 2021, the college initiated a robust self-assessment process involving each curriculum area assessing the effectiveness of its provision over the autumn term. Of the majority of curriculum areas represented, the majority of taught courses and programmes now rigorously self-assess as good or better. For example, the quality of teaching and learning on English GCSE courses, media, motor vehicle, art and design, animal care, performing arts, and hairdressing is now judged to be good compared with RI the previous year.
- This then leads the college to believe that it can self-assess robustly as good for overall quality of education.
- Thus far, the 2021/22 year has been fully taught on site. This has enabled teachers to maximise the opportunities presented in a 'normal' year.
- There is now clear evidence that teaching and learning is the heart of the college.
- Staff confidently believe that there is now less of a grade 3 risk, given mitigating actions taken.
- That said, there are still some areas for improvement and it is important that the college is not complacent. A particular example was given in relation to construction, where there are some staffing challenges and the college is working hard to address any gaps.

The committee all agreed that it was commendable that the college has now got to the position where it feels that it can confidently assess overall effectiveness as good, and all agreed that this has been a journey requiring significant effort, scrutiny and support.

AGREED:

- a) To note the content of the update provided
- b) Support the proposal to downgrade the risk in relation to this area.

12 **2021/22 POSITION STATEMENT – QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

The vice principal confirmed that this very much links in to the previous agenda item discussions regarding risk. He drew the committee's attention to paragraphs 1.1 and 1.2, which set out why the college now feels able to confidently self-assess the quality of education as good. Paragraph 3 provides the context, and key matters highlighted were:

- Together, staff and the college are really moving in the right direction
- Great CPD is being offered

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- There were 929 responses, which is the largest number ever
- 93% positive learner experience.

In considering the information provided, governors all agreed that being able to see the distance travelled was really helpful. A challenge from one member of the group was whether or not the college can do more in terms of regional analysis, as it is not always the case that like with like is being compared, given the vast differences between some colleges who participate in the survey. They asked whether the college should have a greater focus in future years on the distance travelled and use this as a key driver.

AGREED: to note the content of the update provided.

14

CEIAG

The vice principal introduced this and confirmed that this is a report against the Gatsby benchmarks. Key matters highlighted were:

- Paragraph 2 shows that encounters with employers and work placements have been a challenge for the college.
- First term focus has been on:
 - a) Tutorials
 - b) Second year UCAS applications – there are still lower numbers than the college would like; however, the deadline is 25th January and there is now a concerted focus in this area. Going forward, there is more that the college can do earlier in the year.
- One of the biggest challenges towards the latter part of last year for the careers team was late referrals for students who did not have a positive destination. The process is being reviewed this year, and the aim is to have all students with a destination logged prior to the Easter break so that the careers team can work with individuals to find alternative positive destinations.
- The careers and employability manager has been successful in putting forward a bid for the college to be a recognised provider for the National Careers Service, and the college has submitted a letter of support for a D2N2-led youth futures foundation bid aimed at supporting better outcomes for young people with SEND.
- In terms of work placements, 33% of targeted students had a work placement planned or completed as at 6th January. The expectation is that this figure will go up considerably in the next few weeks.
- Despite the strong start, the college is starting to see some employers put placements on hold. Of particular note are the healthcare and NHS services, where all placements are being postponed for at least a month due to the new variant of COVID. Similar issues are arising in the engineering sector, where employers are reluctant to put students on a placement. To try to respond, the college is looking at a range of virtual

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placements and employer projects.

AGREED: to note the content of the update provided.

15 SAFEGUARDING AND PREVENT EXCEPTIONS REPORT FOR 2021/22

The vice principal presented the comprehensive written report, and key matters highlighted were:

- The college is seeing a significant increase in the number of referrals through CPOMS, at almost double the rate
- 1,200 'incidents' were recorded to the end of December 2021; however, the college has not seen a doubling of the referrals to external agencies.
- More concerns are being raised in relation to attendance and welfare. These would not need safeguarding team support. Because of the statistics, the college is looking at potential ways to record attendance and welfare actions differently.
- 27 referrals related to peer-on-peer sexual harassment and violence, related to 17 separate incidents
- 37 referrals related to sexual abuse. Many relate to historic sexual abuse and, in all cases, relevant checks with external agencies have been made. Four relate to more recent incidents which remain open for investigation and are likely to move to court hearings. The college continues to support students with other agencies in managing what is a traumatic process for them.
- 29 referrals for harassment and stalking related to 17 separate incidents. This includes six students taking inappropriate images.
- Staff have been meeting regularly as a welfare team to consider the most vulnerable learners. There were 12 learners for discussion at the most recent meeting, which is a reduction of two. Of these, four pose a significant concern to the team. Two relate to continual allegations against both staff and students which, on investigation, are unfounded. Both students are open to social care and the college is working through agencies to try to support in the best way possible; however, measures have also been put in place for the protection of staff and students.
- Table 2 sets out the attendance data and progress scores.
- Table 3 sets out destinations data and is very similar to that provided earlier in the meeting as part of the equality and diversity report. The committee were asked to note that there are very low numbers in this data set, however, so this can affect the statistics.
- In relation to Prevent, the college has revised its risk assessment and this will be updated again in February

AGREED: to note the content of the update provided.

Signed : _____  _____  _____ Chair Date: 02/03/2022

16 **ALS – ADAPTATIONS AND SUPPORT – HOW TO MAXIMISE FUNDING**

The vice principal introduced this item and confirmed that this was a report requested by the Audit Committee. She confirmed that the college is confident in terms of its ALS systems and processes in relation to high needs learners but that there is more to do in relation to adult provision.

Throughout 2021, the ALS manager has done a significant amount of work to sharpen processes for the identification support needs for adult learners and apprentices. This has led to a small increase in support being identified, and the college continues to need to work with the teams to ensure the college is capturing and claiming for all support that is provided. Processes are working well and staff are continuing to offer guidance and support to the adult and apprenticeship teams in the claims and audit processes. The college is on track to meet the budget of £75k this year.

In addition, the college has analysed the work that the welfare team is doing and has identified some activities that weren't being claimed for. This has been addressed in-year and should help the college maximise funding even more.

AGREED: to note the content of the report provided.

17 **AOB**

There were no items of additional business.

18 **DATE AND TIME OF NEXT MEETING**

This was confirmed as 2nd March 2022 at 5pm.

19 **CONFIDENTIAL ITEMS**

It was agreed that confidential items would be recorded separately.

(Staff left the meeting at 8.10pm)

The meeting closed at 8.25pm.

Signed : _____  _____  _____ Chair

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