

Minutes of the Standards Committee meeting held on Wednesday 2nd March 2022 at 5.30pm

GOVERNORS PRESENT: Ben Owen (meeting chair)
Andrew Cropley, Principal/CEO
Andrew Spencer
Kate Truscott

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
Nikki Slack, Assistant Principal: Health, Education and Service Industries
Brian Evans, Assistant Principal: Engineering
Jane Fishwick, Assistant Principal: Academic, Creative, Community, Digital and Professional Studies
Phil Clark, Assistant Principal: Construction

	ACTION by whom	DATE by when
<p>1 <u>APPOINTMENT OF THE MEETING CHAIR</u></p> <p>In the absence of Angela Newton-Soanes it was agreed that Ben Owen would be appointed as the chair.</p>		
<p>2 <u>DECLARATIONS OF INTEREST</u></p> <p>The meeting 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.</p>		
<p>3 <u>WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u></p> <p>Apologies for absence were received from Angela Newton-Soanes, Spencer Moore and Steve Sutton.</p>		
<p>4 <u>MINUTES OF THE MEETING HELD ON 13TH JANUARY 2022</u></p> <p>The minutes were reviewed and it was agreed that they were an</p>		

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accurate record of discussions.

AGREED: to approve the minutes of the meeting held on 13th January 2022.

There were no matters arising.

5 **ACTION PROGRESS REPORT**

The committee were happy to note the content of the update provided and further information was noted in relation to the following:

- Line 7 – this is reported routinely in the balanced scorecard and the dashboard.
- Line 8 – this is an ongoing requirement.
- Line 9 – the vice principal indicated that very few colleges collate LGBTQ absence rates, although she felt that there was merit in looking at a way to track this. She agreed to present it for discussion at the next meeting of the E&D steering group and then bring back a recommendation to this committee. All acknowledged that the college was very reliant upon student declarations in this area.

AGREED: to note the content of the update provided.

6 **BALANCED SCORECARD ITEMS AND ANNUAL KPIS FOR 2021/22**

An update was provided on a number of aspects, including:

1) TELD implementation – key matters highlighted were:

- The driver for progress in this area is the strategy which is then supported by the working group.
- The strategy is fully informed by a broad range of groups.
- There are six strategic aims.
- These fully align to the college's curriculum strategy. These aims focus on upskilling students, the workforce, employers and local communities to acquire the necessary cutting-edge digital literacy to flourish in the 21st century.
- Leadership has invested in a paid work experience interim post which will be sourced from NTU. Applications are due on or before 23rd March, with the successful candidate starting in post on 13th June.
- Section 2.4 of the report sets out key measurables and metrics. A target has been set of 1,132 learners aged 16-19 studying programmes at level 2 or below to achieve Essential Digital Skills Level 1 standard by the end of this academic year. Currently a total of 377 students have achieved this standard, and a further 975 are on programme and scheduled to take the initial and

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diagnostic assessments and work towards the level 1 standard in the current year. This should mean that the college achieves the target set. There is also another group of students who are being reassessed using bksb.

- The college has a Class Feeds pilot which has started and is going well.
- Section 2.5 of the report sets out the focus on staff and the workforce. The college has been working with Grimsby to develop this. There are currently 26 staff who have obtained MIE status, against a target of 78 for the year.
- The college is confident that it will hit the competency targets and then the number of students and staff who gain the necessary skills will grow incrementally year on year over a five-year plan.

2) Community Engagement Strategy

The vice principal presented the first draft of the strategy and explained that it should be read alongside both the employer engagement strategy and the curriculum strategy. There are two main aims, which are:

- Becoming an anchor institution, and
- A force for raising aspiration through social inclusion and social mobility.

Key matters highlighted from the strategy included:

- It confirms what the college means by 'community'.
- It includes detail on context and explains that the aim is to provide real opportunities to make a difference.
- The strategy then sets out a number of key aims, including:
 - a) The need to ensure high aspirations for students; developing students to become role models and closely working with partners in relation to this.
 - b) Employees – the college will encourage staff to give something back to the community.
 - c) In relation to employers, the college will encourage them to be inclusive.
 - d) In relation to the community, the college is looking at its facilities and its estate and, particularly, how these can be made more widely available.
 - e) Finances – the aim is to work with the third sector to maximise the impact of spending the public purse.
- The strategy also sets out what is intended to be achieved. It clearly sets out actions and impact.

The committee were advised that the intention is to follow this up with an action plan for the next six months.

One member of the committee asked whether, when looking to open up

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the estate more, the intention was to include workshops too. The vice principal indicated that this was possible but that, initially, it was envisaged that it would be the more general spaces. However, all acknowledged that use of workshops would give more opportunities. The vice principal indicated that there was potential to link with other partners in the community, e.g. the Making It Centre.

In general discussion, the committee all agreed that it was a really positive proposal and also clearly links with the digital strategy initiatives. The committee all agreed that it would be useful, in the future, to receive a report which shows how the four strategies interlink. The CEO suggested that this could be brought together at the 24th March 2022 strategy day, with an overview given of the strategies titled:

- Community engagement
- Curriculum
- Employer engagement
- Digital

AGREED:

- a) To note the content of the updates provided, and
- b) Recommend that the board approve the Community Engagement Strategy as presented.

7 QIAP – 2021/22 PROGRESS UPDATE AND A DETAILED REVIEW OF TEACHING AND LEARNING

The committee's attention was drawn to the comprehensive update provided on the QIAP document, as well as the deep dive report. Key matters highlighted were:

- The purple text on the QIAP highlights changes made since the last report.
- There are still 38 actions across five areas of weakness identified, plus leadership and management.
- The QIAP is frequently updated and is very much a live document and a working plan.
- It includes the latest deep dive data.
- Section 3 gives an update in relation to English and maths. Maths is a priority subject, and the QIAP is used to drill down and ensure focus.
- Section 3 on the cover report identifies the areas of improvement. In particular, the quality of education has now been reassessed as 'good'; however, there are caveats in relation to this, particularly in relation to apprenticeships provision and recording.
- There are still some areas where the college is not yet where it wants to be, but there are improvements.
- Section 3.6 gives a deep dive summary and flags those areas which still require improvement. Assurance was given that these

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- remain a focus.
- AAT apprenticeship provision has made improvements.
- There are a range of actions taking place.
- The college is working closely with the Inspire and Achieve Foundation, as improvements need to be made.
- Section 3.10 identifies that there are some legacy programmes which have impacted upon motor vehicle provision. The committee were assured that there is clarity and transparency in relation to this.
- The quality of teaching and learning is safely a grade 2 now; however, the college wants it to be much stronger.

The committee noted the information provided in relation to the Inspire and Achieve Foundation, and a question and challenge was in relation to the impact of inspection and assessments made by the college. The vice principal acknowledged that there could be a negative impact upon the external view of leadership and management as it relates to management of subcontractors. The committee were reminded that the Inspire and Achieve Foundation only has a very small number of students and, therefore, is not a significant offer. This would mean that the weighting is small and, proportionately, is a tiny amount of provision. The committee were advised that it is pedagogy that needs to be improved and that personal development and student support is really strong. The committee were advised that the impact of support being given is being monitored. It was described as an important partnership and it was acknowledged that they do good work; however, the college's patience isn't infinite and the position must improve. The committee all agreed that it would be important to look at their position again in the next report. Governors indicated that it would be really useful to see the number of learners within each group so that they could better understand proportionality. It was agreed that this would be provided in all future reports.

VP Q&S May 2022
VP Q&S All future meetings

There were a number of queries raised in considering the QIAP, including:

- Section 1.7 and the number given in relation to staff vacancies. A challenge from the committee was to ensure consistency of reporting. The vice principal advised that the position is now 9%.
- Section 2.3 - the committee noted the number of apprentices who have not had a review for a period of time reported, and they questioned what the financial consequences of the 17% may be. They asked whether there is a clawback risk and whether or not this has been added to potential apprenticeship deficits. It was agreed that a response on this would be provided at the next meeting. A challenge from the committee was that, whilst the 'no reviews' figure is decreasing, there is also a need to know potential financial risks. The CEO advised that any clawback risk predominantly relates to off-the-job training but that one other aspect is that the college could be paying staff to

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continue with learning when apprentices are out of funding.

In relation to staff vacancies, it was confirmed that the Workforce Development Committee, which met earlier in the day, had received a report that set out a range of initiatives taking place in relation to the hard to fill vacancies, particularly in construction and engineering.

AGREED: to note the content of the update provided.

8 **PERFORMANCE REPORT – DATA ON A PAGE FOR 2021/22**

The assistant principal: quality and standards presented the summary data report, which compares with the previous meeting. She also indicated that it would be useful to compare with the same time in the prior year. Key matters highlighted were:

- Attendance is slightly up by 0.6%.
- Retention is lower by 3.8%.
- In terms of overall vocational progress, there are more learners who are further behind. She indicated that there is a slight caveat to this, as the college is not using ALPS this year. A different methodology has been used and, therefore, there isn't a direct comparison. The expectation is for progress to improve.
- Vocational attendance is slightly lower.
- Vocational progress is slightly lower.
- English attendance is better; however, progress is further behind when compared to last year.
- The college has previously been using grade boundaries that are two years old; however, following the November mocks, the government has confirmed that there will be more leniency, i.e. more generous grade boundaries, because of the pandemic. When the college uses these, the statistics will improve; however, in this report, the college has stayed with the robust approach previously taken.
- Maths attendance is 1.1% better.
- Maths progress is slightly worse.
- In relation to adult learning, attendance is slightly better, retention 2% better, and progress is in a similar position.
- In relation to subcontracting, progress is 18% lower – this is down to one contractor. Retention is being closely monitored.
- In relation to apprenticeship provision, retention is 3.9% lower and achievement 1.2% lower.
- The off-the-job position is 2% better.
- The number of reviews undertaken has improved by 8%.
- In relation to high needs, attendance is 1% better, retention 0.6% better, progress slightly worse, vocational attendance the same, and vocational progress slightly worse. English attendance is significantly better; however, English progress is further behind.

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- Maths attendance is 3.8% better; however, progress is further behind.
- For the disadvantaged, the 'all' position is 1.6% lower and progress is 0.4% lower.

In relation to good news, she confirmed that deep dives are showing a higher proportion of learners at good or better. That said, there have been fewer deep dives done at this point in time when compared to the previous year. However, the intention is to catch up, with two deep dives being completed each week until Easter.

A challenge from the committee was in terms of the decline in progress reported. It was explained that practical subjects have been very influenced by COVID. Students have not had as many opportunities to practice and, therefore, are more nervous about taking assessments. The college believes that the position will improve and that there will not be a progress decline by yearend.

When considering apprenticeship achievement data, the committee made reference to line D4, which relates to construction and building services. They noted that, whilst there was quite low attendance, there was high retention, and they asked whether this is likely to be 'hiding a problem'. They asked whether staff are confident in terms of student engagement or whether there may be some who are eventually withdrawals. The committee were advised that staff undertook PMRs last week and did review these in detail. The college is seeing some students struggling with self-discipline, e.g. getting up and out in a morning. Extra sessions are being put on to make sure that they catch up. The committee were given assurance that staff are doing everything they can to support and ensure that learners re-engage. Staff absolutely know who the students are where there are attendance concerns. The committee were advised that, during the year, it has been necessary to use some staff on an interim basis and that this did impact upon the level of student engagement. In addition to this, some students have been lost to high salaries in industry, with it becoming more attractive to work 'on the tools'.

Staff were at pains to indicate that they were not making excuses, and they gave assurance that they really know the 'what and why' in relation to these. In relation to those remaining on programme, there is confidence that these learners can complete. The committee were advised that staff expend an extreme level of effort to improve attendance.

The committee asked whether the college knows when the new national apprenticeship data will become available. The assistant principal indicated that it is usually in March that it starts to get reviewed and that the intention is to manage and report against this when it is released.

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AGREED: to note the content of the update provided.

9 2021/22 DESTINATIONS UPDATE

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

- Section 1.1 provides a drilldown following governor challenge at an earlier meeting regarding those students who were described as 'static or repeaters' or those who have dropped down a level in terms of progression.
- Section 2.2 is a reminder of what was presented at the last meeting; this was described as a positive position, given COVID. That said, there were 238 'repeaters' and 56 students who had 'dropped down'.
- Section 2.3 summarises the analysis undertaken. The current position is now 217 repeaters and 52 respectively who have dropped down, as there are 25 students who have opted to study at a higher level in-year.
- Section 2.4 provides the detail on these 217 and 52. He described them as the most acutely needy and vulnerable students enrolled. Governors' attention was drawn to the data provided on the table. Real concerns are the eight students who are known to be a considerable distance behind in terms of where they should be, and also the 30 unknown destinations. He described these as a cause for further action.
- Governors' attention was then drawn to the information provided in sections 2.5 to 2.7. There are 39 with a largely positive picture; however, there are 10 unknown destinations.

Of the 217, the committee were advised that 13% are known to the welfare team and 6% were RAG-rated as red or amber. There are four students known to not be living in parental accommodation and who are 'sofa surfing'. 2% were safeguarded and 8% had identified learning needs. Of those students who dropped down a level, 8% were known to the welfare team and 4% had identified educational needs. The committee were given assurance that, this year, the progress score is known for every vulnerable learner and that this data analysis has ensured that staff really home in on the progress position so that they are supported in the best way possible. The committee acknowledged that these were a very vulnerable set of young people. Staff indicated that the depth of analysis completed has been really helpful and has permeated across the organisation. It has allowed a much more comprehensive and collaborative approach and has ensured that staff have a greater depth of understanding.

The vice principal indicated that this is a very important group of learners and that, whilst the numbers are small, they do need focus to ensure that they are not left behind. The committee were given assurance that staff are now really focused on lessons learned so that changes can be

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made for the future. Staff now better understand the risks associated with this cohort of learners. The committee acknowledged that the college now has a starting point from which it can improve and that, whilst there are no benchmarks, this represents 200+ learners who could have done better.

AGREED: to note the content of the update provided.

10 2021/22 CUMULATIVE ATTENDANCE

The vice principal drew the committee's attention to her detailed report and explained that she wanted to focus on known issues and, specifically, what is being done to address them. Key matters highlighted were:

- Information provided in paragraph 2 shows where the college currently is, and it is a way behind non-COVID years.
- Paragraphs 3 and 4 make it clear that the college is still seeing a COVID impact, with attendance being down to 80.5% after Christmas. There is a long tail following COVID, with students having significant social anxiety, and the college is seeing far more school refusers this year.
- Paragraph 5 summarises the work that is ongoing. Pilots now show that the electronic attendance system glitches seen in the autumn term are not being repeated. The college has back-marked some registers.
- Section 7 makes it clear that there is a focus on unmarked registers, and it is largely where staff are covering lessons that there is a delay.
- Section 9 gives an update on the attendance coaches in place. There are weekly reports which show any student who has attendance of less than 75% over a four-week period. Coaches work on a one-to-one basis with students and develop an attendance contract. They are only intended to provide short-term intervention, and other support is provided to individuals who have complex circumstances.

The vice principal took the opportunity to thank the assistant principals for their diligence in dealing with registers and chasing up any anomalies. One member of the committee asked whether the college was seeing any absence due to anxiety as a result of the situation in Ukraine. The vice principal indicated that there were no specific anxieties linked to this, currently.

AGREED: to note the content of the report provided.

11 E&D (STUDENTS) – PROGRESS AGAINST KPIS AND TARGETS FOR 2021/22

The vice principal introduced her detailed report, and key matters

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highlighted were:

- There have been 15 incidents of homophobic bullying. One student has been excluded and one has withdrawn.
- The college is planning a further stage 3 panel which is as a result of cumulative issues.
- There have been seven incidents of racist abuse. Five have been flagged on the Smoothwall system and predominantly relate to interaction on gaming sites.
- There have been 19 CPOMS incidents regarding peer-on-peer sexual violence; however, the position is now 20.
- There have been three concerns raised regarding disability harassment.

In relation to KPIs and the action plan:

- The paper includes progress scores.
- BAME is currently ahead, so the college is on track to close the gap.
- Males are still slightly behind females, and this is now being analysed by curriculum area.
- Tutorial target satisfaction is 95%, and the college is not yet there. At induction it was 88%, and it is believed that staff need more confidence in terms of dealing with E&D issues.
- In relation to bullying, the college hit the satisfaction target in the student survey.
- It is still too early in the year to really know the position regarding student progression. The college has a new system in place, which will really help to focus on this.
- Attendance and progression are largely ahead, save for the male versus female differential.

The committee asked for an update on the first 42 days/induction plans specifically for the current Year 12s in school, given their disrupted learning. The vice principal confirmed that staff have identified a need to target certain groups of learners and are trialling an initiative this year called 'You Are Your Own Brand'. There is potential to do something similar for all students in September. The aim is to get students to think positively about their impact on others. In terms of the incidents reported, staff asked whether it is possible to break the data down by site, curriculum and/or course. The vice principal confirmed that it is and indicated that there had been a number of incidents in a couple of curriculum areas; examples given were sports and public services.

AGREED: to note the content of the report provided.

12

RISK REPORT

The vice principal introduced this item and explained that the report was very similar to the last update given. All acknowledged that the risks

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detailed in 3.1 and 3.2 are well reported and cross-referenced with the risk register.

The committee particularly discussed row 6, section 5 and the risk relating to a grade 3 at Ofsted, which would damage reputation and would bring relentless scrutiny from stakeholders. The vice principal indicated that, at column E, the Audit Committee had asked for a review of the score given the improvement in the self-assessment of the quality of education. The score was 16 and the proposal is to now move it down to 9. This shows the confidence that staff have in terms of the overall effectiveness, which should be cross-referenced with the details provided in the existing controls column. He confirmed confidence that the actions taken have led to some sustainable improvements. He reiterated that the college has a very robust and participative SAR process and a robust QIAP in place which is regularly reviewed. Governors' attention was drawn to column H, which details the further actions. He advised that, whilst the risk exists, it is now much more reduced and reducing each week. The committee acknowledged the huge amount of work that is being done, which has been effective and made a difference.

AGREED:

- a) To note the content of the update provided.
- b) To approve the proposal to downgrade/reduce the risk score in relation to a grade 3 at inspection.

13 SAFEGUARDING AND PREVENT – EXCEPTIONS REPORT FOR 2021/22

The vice principal introduced this item and explained that, because of the significant increase in the number of referrals, the data on the CPOMS system has been analysed. It was found that CPOMS allows a link to be created to other students so, thereby, creates many other incident reports which are not necessarily accurate. The system has been amended since February, which has allowed recalibration. This then shows that the number of referrals is more in line with previous years. Governors' attention was then drawn to some key information provided within the report, including:

- Paragraph 2 gives a summary of the CPOMS analysis.
- Paragraph 5 – there have been 20 peer-on-peer allegations, five of which are of serious sexual assault.
- Paragraph 6 – there are two students with open cases in relation to harmful sexualised behaviours.
- Paragraph 7 – 54 concerns regarding external sexual abuse.
- Paragraph 10 – one student who has regrettably taken their own life. As is always the case, the college is looking at its own processes to make sure that nothing was missed. Staff are working closely with students and teachers/tutors.
- Paragraph 14 – attendance is largely in line with peers; however, there has been a decline for care leavers.

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- Paragraph 16 – there has been one Prevent referral in January. This is being supported by the cybercrime team and is a result of access to the dark web (TOR).
- Paragraph 17 – the college has updated its risk register following counterterrorism briefings.
- Paragraph 21 – the third bullet point is the aspect of most concern regarding the KCSiE consultation, and this was discussed at the Workforce Development Committee earlier in the day.
- The college has had an internal audit report on safer recruitment, and there was some discussion earlier at the Workforce Development Committee regarding the frequency of DBS checks and the option to require an annual self-declaration.

AGREED: to note the content of the update provided.

14 **COMPLAINTS – 2021/22 MID-YEAR REPORT**

Key matters highlighted were:

- Most complaints have been made about teaching and learning (29). The number last year was 20. They are mainly to do with A Levels, particularly sociology where there have been staff shortages, although the committee were given assurance that issues were quickly resolved.
- The second-highest number of complaints relate to transport/buses – there were some new drivers earlier in the year who were missing some stops. These were all resolved quickly.
- In relation to paragraph 5, neither of the complaints were discovered to be founded.
- Table 2 provides a breakdown and shows that there are more complaints from females and those over the age of 18.
- There is no pattern to complaints received, save for the position in relation to A Levels.

In general discussion, all agreed that, given the size of the college, the number of complaints received was really quite low, and this is an indicator that the college is really good at resolving issues before they reach a formal stage.

AGREED: to note the content of the update provided.

15 **CURRICULUM PLANNING UPDATE**

The vice principal presented his report, and matters highlighted were:

- The college has just completed its Skills Conference, and this will contribute to governor strategy day discussions on 24th March.
- Last year, the Skills Conference was a real drive for curriculum development.

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- The college uses '7 Step' curriculum planning alongside three crosscutting scrutiny panels. These are a real opportunity to stop and challenge.
- Section 3 sets out the proposed curriculum changes.
- Many areas have been streamlined, particularly in relation to a reduction in the heavy (500+) guided learning hours.
- Section 3.4 summarises the changes proposed for 2022/23:
 - Health and social care changes are very exciting
 - Foundation study students will have greater opportunities
 - Development of e-sports goes from strength to strength
 - The college is developing modern methods of construction.
- Section 3.5 summarises changes proposed to adult learning.
- Section 3.6 sets out changes proposed to apprenticeship provision.

In general discussion, the committee acknowledged that the curriculum never 'sits still', and all agreed that it shouldn't.

The committee then received an update in relation to T Levels, and it was confirmed that the government seems to be committed to rolling these out. WNC will offer from 2022/23 and beyond. Sections 4.1 and 4.2 summarises the proposals, and 4.4 gives an idea of the challenges. It links very closely with the college's strategies and ambitions for its community.

Learning companies go from strength to strength, and one more has now been introduced in relation to events management.

AGREED: to note the content of the update provided.

16 **AOB**

There were no items of additional business.

17 **DATE AND TIME OF NEXT MEETING**

This was confirmed as 5th May 2022.

18 **CONFIDENTIAL ITEMS**

(Staff left the meeting at 7.25pm).

19 **CONFIDENTIAL MINUTES OF THE MEETING HELD ON 13TH JANUARY 2022**

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

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AGREED: to approve the confidential minutes of the meeting held on 13th January 2022.

There were no matters arising.

Meeting closed as 7.30pm.

Signed : _____  _____ Chair

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