

Minutes of the Standards Committee meeting held on Thursday 19th January 2023 at 5pm

GOVERNORS PRESENT: Ben Owen, meeting chair
Andrew Cropley, Principal/CEO
Andrew Spencer
Kate Truscott
Sheik Rayhan (from 5.20pm)

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
Phil Clark, Assistant Principal: Engineering & Construction
Jane Fishwick, Assistant Principal: Academic, Creative, Community, Digital and Professional Studies

	ACTION by whom	DATE by when
<p>1 <u>DECLARATIONS OF INTEREST</u></p> <p>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.</p>		
<p>2 <u>WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u></p> <p>Apologies for absence were received from Angela Newton-Soanes, David Gillies, Spencer Moore, Kia Shaw, Elizabeth Whitehead and John Winfield.</p>		
<p>3 <u>MINUTES OF THE MEETING HELD ON 17TH NOVEMBER 2022</u></p> <p>The minutes were reviewed and it was agreed that they were an accurate record of discussions.</p> <p>AGREED: to approve the minutes of the meeting held on 17th November 2022.</p>		

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There were no matters arising.

4 ACTION PROGRESS REPORT

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

5 BALANCED SCORECARD ITEMS AND ANNUAL KPIS – 2022/23

The vice principals introduced this report. A number of aspects were considered and each was discussed in turn.

1) Retention – key matters highlighted were:

- Retention is good and has improved on the prior year; however, a subtext to this is attendance.
- There are some pockets of concern in relation to attendance.
- To try to address these, the college is increasing the incentivisation initiatives.
- In addition, there is a review of some Level 1 curriculum areas where there are concerns, and a specific example given was electrical. By 20th February, the college will have a brand-new, hands-on offer which should motivate and get the learners to engage.
- The focus for the college is the areas where attendance is known to be low.

2) Apprenticeship provision – key matters highlighted were:

- The college has self-assessed as a grade 2.
- There are some pockets of excellence; however, there are also areas requiring improvement.
- There has been a dip in performance for retail and business management; therefore, there is more that the college can do. Staff are in the process of reviewing to ensure that there is a more hands-on offer after February 2023.
- Apprenticeship provision in its entirety continues to be a focus for senior leadership.
- The college has been on a trajectory of improvements since February 2019.
- In-year retention is healthy.
- The achievement rate in 2021/22 was 50%, which is excellent.
- The college is doing all that it can to protect predicted achievement.

The committee acknowledged that performance does continue to evolve and improve. They acknowledged that it has been a long journey, and they asked that their thanks and appreciation be passed on to all staff for their continued efforts.

One governor asked how behaviour and attendance compare to last

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year. Staff advised that there are still some residual issues in terms of attendance, which is in pockets, but that behaviour is much improved. The college is not seeing the silly and immature behaviours that were evident last year. Staff noted that there has been quite a lot of general illness, which has impacted upon attendance.

The committee asked what the retention position is for year one in A Levels. Staff cross-referenced to the more detailed report at item 8 later on the agenda. The committee were advised that there are 36 Year-12 students who are currently assessed as being at risk. Staff have had meetings with each and every one of them to try to identify how even more support can be provided, and an example given was through the use of achievement coaches.

- 3) LSIP – key matters highlighted were:
 - In the prior week, there were a series of online focus groups. They were limited to 11 participants. Representation in the room was mainly large public sector employers and not small employers or providers.
 - FSB is now undertaking face-to-face consultations.
 - Early indications are that employers are largely supporting the direction of travel, i.e. a focus on softer skills, digital and carbon.
 - The expectation is that the first draft of the LSIP will be circulated in April, and it is due to be published in final form in May 2023
 - Survey questions used by FSB are quite open; therefore, it is believed that analysis will be quite challenging
 - WNC may look to do something more local to supplement the LSIP.
- 4) Equality, diversity and inclusion – it was agreed that discussions would take place later on the agenda when the detailed report is provided.
- 5) Employer panels – the vice principal confirmed that these are moving forward and that the first meeting of the digital panel is scheduled to take place next week. There are 11 employers engaged, and examples given were Linney, RM, the police, etc.

AGREED: to note the content of the update provided.

6 QIAP 2022/23 PROGRESS UPDATE

The vice principal introduced this item and specifically drew the committee's attention to page 16, which gives the GCSE resit outcomes for English and maths. All acknowledged that English was a good success story whilst maths was on a slower journey. In the summer, 50% of students studying English improved their grade. This year's resit was 40

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learners who improved which is not quite as good. In relation to maths this year, the college saw over 50% of the student population getting a grade 4, which is really good in FE and should be considered a success story. This shows that the investment being made is paying off. The committee asked that their congratulations be passed on to staff in relation to this.

The vice principal indicated that the position for Functional Skills is also a really positive movement. There is now a really good team in place delivering this, and they are a success story.

The CEO advised that 285 students have been awarded vouchers for attendance rates of over 95% for English and maths, which is also a really good indicator. Homework clubs have been introduced and are also really effective. Further rollout at Station Park has been planned for September 2023, when the new transport arrangements are in place and will support.

The committee all acknowledged that there had already been discussions regarding retention and apprenticeship provision within the two detailed reports provided today.

AGREED: to note the content of the update provided.

7 2022/23 POSITION STATEMENT – QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The vice principal introduced this report and referred back to the SAR for 2021/22. He reminded that the college had graded as an overall 'good' for provision types except study programmes. The college also acknowledged that there had been issues in relation to attendance and A Levels. He explained that the historic position should now be compared with the current position, which is that 75% of teaching and learning is assessed as 'good' or better and only 25% as 'RI'. He explained that the SAR judgements have all been reviewed and the college is now absolutely certain of a 'good' in terms of overall effectiveness and all areas of provision. There have particularly been strong movements in relation to maths and health and social care.

The committee were advised that there are still some pockets of provision which remain a focus, including:

- Engineering – the focus here is teaching and learning of agency staff.
- Construction – there have been national challenges regarding recruitment, retention and the quality of staff, which has had an impact. Particular areas of focus are electrical and brick.

The committee were given assurance that staff are very aware of where the concerns sit within the organisation. Staff consistency is key to

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improvement. The vice principal expressed the view that lots of good work is being seen in terms of the practical elements, but there is more that can be done on theory in some pockets. There is some real grade 1 teaching within the college, and the aim now is to ensure grade 1 consistently. The college is confident in terms of its ability to meet local skills needs.

The committee, as always, acknowledged the honesty within self-assessment documents and were pleased to see that the 'pockets' are reducing.

AGREED: to note the content of the update provided.

8 A LEVELS

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

- Students are just completing progress check 3, which included mocks in formal conditions.
- These outcomes will give a really clear idea of where students are, acknowledging that the results at progress check 2 were not where the college wanted them to be.
- There have been a high number of interventions for these students, including lots of exam preparation work.
- These students have had lots of GCSE disruption previously, and the college is working hard to support them. The committee were advised that there will be an update on the progress check 3 outcomes at the next meeting. There is hope that the college will see a positive impact following all of the interventions made.

AP Q&S

30.03.23

The committee asked what the position is for the current Year 12 A-Level students. They were described as a strong cohort with no major concerns. Retention is 89.7%, and the retention rate for Year 13 is 74.1%. There are 36 learners who are a focus. The committee were given assurance that there are robust tracking processes in place to understand where students have moved to, some of which have gone into apprenticeships.

An observation by one governor was that the disparity between Years 12 and 13 in some areas is really interesting, and they asked whether students are starting to 'settle more'. The assistant principal confirmed that this is the case and that teachers are reporting that this year's Year 12 students are much more committed than those in the prior year. A challenge, however, is that students need more time to give to employment, given the cost-of-living crisis, and this does impact on the time available to study.

Staff expressed confidence regarding the support that wraps around teaching at Chesterfield Road. The committee all agreed that it was good

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to start to see the signs of the gap being closed between Years 12 and 13. The vice principal expressed the view that Ofsted are very cautious in terms of the ALPS data because of the COVID impact. The recommendation to inspectors is to look at more holistic measures to assess A-Level performance. The vice principal indicated that the college is very hard on itself in terms of progress scores and much more so than other providers.

In terms of the report provided, the committee commented that there were three 'blue' curriculum areas, i.e. biology, sociology and English language, and they asked whether the board should be worried about these. In relation to biology, staff advised that the head of the sixth form centre, Bev Whitefoot, has a real focus on this now to ensure academic stretch. Staff described the data as being 'on a journey that is moving in the right direction'. There are two strong teachers in biology; however, they take a very cautious approach to projections. In relation to sociology, there is one new teacher; however, they have a really good grounding in the subject. Staff are finding some missed learning in core subjects and are working hard to plug the identified gaps.

Staff indicated that, whilst the Year 12 cohort did not have CAGs and TAGs, they still had additional support and guidance in schools; therefore, there is potentially still some grade inflation to address. In considering the report as a whole, governors all agreed that it was the right thing to have stretch targets even with the challenging context.

AGREED: to note the content of the update provided.

9 **PERFORMANCE REPORT – DATA ON A PAGE 2022/23**

The assistant principal presented the data and compared it with the prior year's position. Key matters highlighted were:

- Programmes for young people
 - Attendance is 0.9% lower.
 - Retention is 1.5% lower.
 - Vocational attendance is 0.6% lower.
 - Vocational progress is slightly lower.
 - English attendance is -2.4%.
 - The progress score is lower than the prior year, but the college really understands why. Progress 2 checks were quite tough.
 - Maths attendance is 0.1% better.
 - Progress has significantly improved; however, this is on the basis of intense focus on what was needed for resits. Students were allowed to use a calculator – this was to build confidence and resilience. Outcomes were almost 'too good' because the topics covered were those covered repeatedly in school. Students will now move on to the harder topics and, as a consequence, outcomes for progress check 3 are

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- not expected to be as good.
- Maths and English mock papers are being completed.
 - In terms of the RAG ratings, maths is probably 'too green', given that it involved easier questions, whereas English is 'too red' as harder tests and checks were completed.
- Adult provision
 - Attendance is lower
 - Retention is better
 - Progress is better.
 - Subcontractor provision
 - Retention is better
 - Achievement is significantly better
 - The college is working with a smaller number of subcontractors and there is less rollover
 - Very robust monitoring meetings continue to take place.
 - Community provision
 - Retention is better
 - Achievement is better.
 - Apprenticeship provision
 - Retention is lower but still well above national
 - Achievement is lower; however, the college is measuring differently this year
 - The position regarding off-the-job is the same, and the college is exceeding 20%
 - 80% of students have completed reviews within the last three months. The percentage rate was influenced by the Christmas break, when staff lost a two-week window.
 - High needs
 - Attendance is better
 - Retention is lower
 - Progress is better.
 - Vocational
 - Attendance is better
 - Progress is better
 - English attendance is better
 - English progress is better
 - Maths attendance is better
 - Maths progress is better.
 - Disadvantaged/free school meals
 - Attendance is lower
 - Retention is better
 - Progress is better.
 - Deep dives
 - Staff have completed more when compared to the prior year
 - There have been more deep dives with subcontractors
 - Three deep dives completed have now been graded, whereas all of those completed prior to Christmas were ungraded and developmental.

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A suggestion from the vice principal was that it would be helpful to add BAME to the report list going forward. She indicated that this is positive in most areas, but there is a small pocket in construction where there is a gap to address.

AP Q&S

March
2023

AGREED: to note the content of the update provided.

10 PRIORITY LEARNERS - DATA REPORT

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

- Table 1 – this sets out where the college is in terms of progress to close the gaps. Yellow highlighted areas are where the learners didn't do as well as hoped. There was a 3% BAME achievement gap last year, which was in line with retention. Achievement, retention and attendance data is now better.
- For those students receiving free college meals, the issue last year was retention. The position now is that they are 0.9% above their peers; however, attendance is 1.8% below. This means that the college needs to monitor attendance closely in case this eventually leads to drop-out.
- In terms of progress scores, learners are ahead of their peers.
- Prior year outcomes for students in foster care were 10% behind their peers because of retention issues. The retention position is now 100% and well above where it was in the prior year.
- The prior year issue with learners in residential care was achievement, with learners being 12% behind because of retention. The current position is that they are significantly behind in terms of retention and attendance. This is in relation to 12 students. The vice principal indicated that, in the next report, the data in relation to this will be split out further as the issue appears to be those in supported accommodation and not those in children's homes. The YMCA is a particular concern. The vice principal indicated that staff are in discussion with the local authority and Portland College to see whether a better environment can be sourced.
- Learners on CiN plans were 14% behind in terms of retention the prior year. In terms of the current year, both attendance and retention are a concern. This relates to 10 students, of which four are a particular concern, with one student having withdrawn. Progress is not significantly behind peers; however, attendance needs to improve.
- Tables 2 and 3 repeat the outcomes data reported at the last meeting with vocational outcomes now included. There are some bigger gaps, but this relates only to a handful of students.
- Tables 4A and B provide data on destinations/progress. 4A specifically captures the intended internal destinations.
- The college is narrowing the gaps seen last year, except for those

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students on CiN plans; however, the real position will not be known until actual destinations data is confirmed.

As an overview, the committee were advised that staff really know the vulnerable students/priority learners deeply and can help to support. Data is available on a granular basis and is forensically assessed. Every child really does matter to the college. The committee recognised all the hard work and passed on their thanks and appreciation. The committee noted that the work done really links in with the previous discussions on the corporate parent role.

The committee were then given an update in relation to safeguarding data, and key matters highlighted included:

- The number of matters recorded on CPOMS is largely in line with the prior year
- College contact with external organisations has slightly increased. There are some complex referrals.
- There are multiple referrals for some student.
- There are 48 care-experienced students.
- There have been 27 student-on-student/child-on-child issues.
- Seven sexual violence risk assessments; one student has been excluded but is appealing.
- 3+1 county lines concerns.
- Six concerns regarding child sexual exploitation/grooming.
- 199 flags on the Smoothwall system – very few were actual safeguarding concerns, with most being stupidity or inappropriate views, but there was no malice found with any of them.
- 35 concerns regarding online abuse. These are generally social media and online chat functions.
- 17 online safety issues.
- By and far, the largest issues relate to mental health.
- There are 15 risk assessments in place, seven of which are sexual and others, in the main, are for mental health.
- There have been two Prevent escalations; however, the police do not think that they are hitting their thresholds.
- A bubbling issue is being seen in relation to Andrew Tate ideology, which is particularly of interest to teenage boys. The college is doing a number of things to try to get the police to treat his ideology as Prevent. It is more of an issue where there are a higher proportion of young men on programmes. All agreed it was important to try to find an alternative interest for these young men.
- In relation to the survey results, 97% confirm that they feel safe. This is a 1% improvement on the prior year but is not at the 99% target set. There is a 4% increase in those that confirm they have had radicalisation training. 99% know how to ensure that they are safe online.

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AGREED: to note the content of the update provided.

11 EDI REPORT

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

- 11 incidents to date relate to homophobic issues. Two are the same student. Two disciplinary letters have been sent and there is one exclusion.
- 16 concerns regarding racial issues. The committee were advised that there have been no further incidents on the buses this year. One is an external problem at home: the college has reviewed his timetable so that he has to spend less time away from the family home. His issues have been escalated to all who will listen, including schools, police, the local authority, charities, etc.
- Four issues in relation to disability. The same student has been excluded as reported in the earlier homophobic incidents.

The committee's attention was then drawn to the Public Sector Equality Duty report for students. The vice principal advised that some actual destinations data is still awaited and that, once received, this will be included. The committee were happy to recommend to the board for approval.

AGREED: to recommend that the board approve the Public Sector Equality Duty report (students) as presented.

The committee's attention was then drawn to the Statement of Intent. The vice principal indicated that now is a timely opportunity to review these objectives, with this being year 2 of a four-year plan. The committee reviewed the document and confirmed that they felt it continued to be fit for purpose and were happy to recommend for board approval.

AGREED: to recommend that the board approve the continuation of the content of the Statement of Intent as presented.

The committee's attention was then drawn to the KPIs, and key matters highlighted were:

- The college is still not where it wants to be in terms of the tutorial survey responses. It was acknowledged, however, that the survey was conducted early in the year and, therefore, it may be that tutorial activity had not yet had time to fully take place.
- The college has hit the induction survey target in relation to bullying.
- The college is in the top quartile for most EDI indicators.

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AGREED: to note the content of the update provided.

12 RISK REPORT

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

- The report builds in the detail regarding the quality of education revision.
- There have been further improvements in teaching and learning.
- There is greater confidence regarding teaching to the top.
- There has been improvement in A Levels.
- Apprenticeship provision continues in the right direction of travel.
- The underlying trajectory is strong.
- There are still some pockets of concern, but these are well known.
- The hope is that actual destinations data will close the loop in terms of impact.
- 24 teachers are on teacher training – lots of CPD is being provided alongside peer support.
- The college is confident in terms of an Ofsted grade 2, with some outstanding pockets of provision. The college knows itself well and where it still needs to improve.
- One risk and challenge is in relation to staffing. This is in terms of ill health, recruitment and retention and is considered to be a key quality risk. The college is reaping the rewards where there are stable staff teams in place.

AGREED: to note the content of the update provided.

13 LEARNER VOICE REPORT

The vice principal introduced this item, and there were a number of key matters highlighted in relation to induction survey outcomes, including:

- A 79% response rate, which is good.
- College data is benchmarked against 75 colleges
- Appendices provide all of the underlying data.
- Key positives include:
 - The vast majority of questions are in the top quartile
 - The strongest questions answered relate to vision, values and preparing students for the next steps.
- Answers showing least satisfaction relate to tutorials, maths, skills improvements and preparation for work placements.
- The answer with the biggest improvement relates to the fact that students/families are contacted if absent; however, there is still more to do. Also improved was the question asking whether tools on Microsoft Teams are useful.

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The committee's attention was then drawn to the distance travelled report provided as an appendix. It was described as a largely improving picture, with the most significant negative being in relation to responding to concerns. Governors' attention was drawn to the fact that there are some outliers at curriculum levels. A Levels, in particular, tends to be behind the averages, but this was not a surprise. The electrical area within construction is also behind, and the belief is that this may be due to staff turbulence. In relation to construction, the training on radicalisation is behind other curriculum areas.

The committee's attention was then drawn to the themes arising from the first term curriculum learner voice meetings. The vice principal confirmed that detailed analysis has been completed and common issues identified so that they can be addressed.

In general discussion, governors all agreed that it was really pleasing to see the distance travelled data, and they also congratulated the college on the excellent response rate. All agreed that the content of the report gives confidence in terms of how the data is analysed and then actions taken which lead to a positive outcome. A challenge from the committee was to slice up the tutorial data by levels to see whether this identifies any further specific actions required.

CH

AGREED: to note the content of the update provided.

14

AOB

There were no items of additional business.

15

DATE AND TIME OF NEXT MEETING

This was confirmed as 30th March 2023 at 5pm.

Meeting closed at 6.55pm.

Signed : _____  _____ Chair

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