

East Coast College Corporation

MINUTES of the meeting of the Quality and Standards Committee held at 9am on Tuesday 12th October 2021 at Great Yarmouth Board Room

Present:	Peter Lavender Chair (PL) Tina Ellis (TE) Roland Kaye (RK) Ian Lomax (IL) Stuart Rimmer – CEO/Principal (SR)	
In attendance:	Paul Padda Vice Principal (PP) Wendy Stanger Director of Governance (WS) Rachel Bunn (Assistant Principal – Apprenticeships and Employer Engagement) Nikki Lane (Assistant Principal Student Wellbeing and Support) and for the presentation Lee Nevill (Teaching and Learning Manager) Kathy Abel (Quality Lead) and Laura Precious (Advanced Teaching Practitioner)	
S/21/10/1	Apologies and Membership	
Apologies were received from Gemma Head (GH) and Jose Bamonde (JB)		
Kirk Lower has been granted a leave of absence due to ill health		
S/21/10/2	Declarations of Interest	
There were no declarations of interest.		
S/21/10/3	To approve the Minutes of the meeting of the 29 06 21 and any other matters raised previously not otherwise included in the Agenda	
The minutes of 29 06 21 were agreed as a true record.		
S/21/10/4	Rolling Action Log	
The action log was reviewed and it was noted that actions were due for completion at the next Quality and Standards' committee.		
12 11 19 S/19/11/6 – Governor walkthroughs to re-commence this term.		
S/21/10/5	Presentation to the Committee by the Quality Team	
<p>The Team gave a presentation covering the work of the Teacher Development and Support and Quality Team. The team's focus is to help to support the college to move from good to outstanding and this required a holistic approach to quality. It follows on from the College's approach to non-graded observations and investment in RED, and the team's vision is to nurture teaching and learning improvement through a commitment to empower, trust and to enhance quality improvement through our teachers. The team's work includes supporting teacher development and induction, quality assurance and audit, with the aim of creating a supportive culture that strives to continually improve and provides a quality experience for the learner from interview to progression.</p> <p>The CEO commented that the team's work supports the strategic aim of outstanding and that their approach of structured autonomy was a good one. It would be important for the Committee to regularly review progress.</p> <p>Governors challenged what success looks like. The Teaching and Learning Manager advised that success would be happier teachers, as happy teachers are better teachers; better results across the quality assurance measures and better teaching practise. KPIs were to be set and it was agreed that these would be shared with the Committee.</p> <p>Governors challenged what the professional learning focus would be. The Teaching and Learning Manager advised that the focus would on the College's gold standards and on creating innovation and curiosity in class to develop a learning culture. The Quality Lead advised that this would result in learners having a better experience, results and progression.</p>		

<p>Governors commented that sharing success can drive change. The Teaching and Learning Manager advised that they had identified key areas to celebrate success stories and this it was hoped would inspire all areas to improve. The Quality Lead commented that in quality assurance they were focusing on the weaker areas and those that had difficulty with quality assurance to help these teams recognise best practise and encourage them to want to change. The Advanced Teacher Practitioner commented that the focus of the team would be in raising their profile so that all teachers felt comfortable to ask for support and question and develop their teaching practises.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Report on the quality team’s progress and KPI review to January Quality and Standards Committee 		LN/PP
S/21/10/6	Current Performance	
<p>The Deputy Principal updated the Committee on the College’s current performance. He advised that there has been a marked increase in the number of transfers within the first 5 weeks and a full analysis was to be carried out to ascertain why. The induction survey was currently taking place with the main change being the removal of a 5 point to a 2 point scale (yes/no answers only). The aim is to get a clearer picture of where there are issues which maybe hidden when learners answer, for example, “mainly agree.” Two additional questions on community involvement and wellbeing had been added.</p> <p>Governors discussed the RED system of observations. The Deputy Principal advised that this was a structured peer observation process which is based on teachers researching their own practice. It provided teachers a safe place to improve, innovate and develop. A video on the process could be seen at https://www.youtube.com/watch?v=f8vOJaoSqM</p> <p>Governors queried the number of Not in Education, Employment or Training (NEET) learners. The Deputy Principal advised that a meeting has taken place with both counties regarding NEET figures and they are both reporting more students between the ages of 16 and 18 in work but recognised that this may change following reporting collation and the end of seasonal work. The College is planning how to incorporate late starts and NEET learners and will communicate the offer to the participation teams.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • January Quality and Standards Committee Quality Report to include an analysis of student transfers • January Quality and Standards Committee Quality Report to include results of the induction survey and resultant action plan for improvement. 		PP PP
S/21/10/7	Annual Draft Self-Assessment Review	
<p>The Deputy Principal presented the College Self-Assessment Review (SAR). This covered the College’s provision including those outside Ofsted’s remit. The self-assessment draws upon the Education Inspection Framework as well as the concept of a learner journey to take a holistic viewpoint of quality of provision for learners. The overall proposed assessment was ‘good’.</p> <p>Governors discussed progression and destinations and it was noted that teaching and support teams continue to work with learners who do not have a positive progression or destination. The CEO commented that L6FC has seen a fall in progression to year 2 and this needed to be addressed.</p> <p>The Assistant Principal Student Wellbeing and Support advised that NEETs were wanting to engage in a different way and the College needed different programmes focusing on careers to address this. The College was looking at in-year provision, part time and flexible offers as well as offering college visits and transition work to show what the college is like.</p>		

	<p>Governors challenged the lack of a collegiate approach that was highlighted in the SAR and how this was to be addressed. The Deputy Principal advised that it was hoped that the new Quality Team would help in this area. To get to outstanding there needed to be cross college alignment to continual improvement and development. The CEO commented that all needed to understand the reasons why and believe in the strategic aim of 'outstanding'. Areas such as apprenticeships needed all elements to be working together to improve, L6FC felt disconnected from the whole and therefore were not aligned to the College's strategic aims and Projects needed to be working with the College as otherwise opportunities would be missed.</p> <p>Governors commented that to reach outstanding there needed to be a cultural change and unless all areas improved this would not be achievable. It would appear from the discussions that not all areas had brought into the outstanding aim. The CEO commented that prior to Ofsted the aim was to get a solid 'good' and this message had now changed to move from good to outstanding which will need some radical shifts in approach. Areas, such as apprenticeships, are taking too long to make this change and are not making substantial quality improvements. If all do not improve the College will not reach outstanding.</p> <p>Governors concluded that the SAR was an honest and transparent assessment of the College's performance. It was positive that all provision was now covered by the SAR and the Committee agreed with the assessment of good.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Quality Report at January Quality and Standards Committee to include a destination analysis • Quality Report at January Quality and Standards Committee to cover NEETs and the College's related offer. 	<p>PP PP</p>
<p>S/21/10/8</p>	<p>Quality Improvement Plan – College</p>	
	<p>The Deputy Principal presented the College Quality Improvement Plan (QIP) which set out the actions needed, based on the SAR and the Ofsted framework, and highlighted where actions were brought forward from the previous year. Quality assurance needed to be embedded in all areas to achieve the improvements.</p> <p>Governors noted that the College needed to be able to innovate and try different things in order to improve but also may need to take tough decisions where quality didn't improve. The Deputy Principal commented that teaching and learning needed to be inspiring in order for the actions taken to improve teaching and learning.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Each quality report to include a review of progress with the QIP. 	<p>PP</p>
<p>S/21/10/8.1</p>	<p>Quality Improvement Plan – Apprenticeships</p>	
	<p>The Assistant Principal – Apprenticeships and Employer Engagement presented the QIP which was based on the area's SAR and the MESMA review. Apprenticeships had self-assessed as 'requires improvement'; this was the same as the Ofsted rating.</p> <p>Governors noted that improvements weren't happening fast enough and that a collegiate approach was required to help drive change. The Deputy Principal advised that MESMA were returning in November to review progress.</p> <p>Governors challenged what was happening with the apprentices that had been carried forward. The Assistant Principal advised that Electrical were waiting for external assessment, agency workers were helping to clear plumbing and there were no new starts due to the issues with quality, and the engineering students all had action plans to enable completion.</p>	

Governors discussed the issues with non-completion. It was agreed that an analysis of reasons would be useful and it was noted that the UK model didn't allow achievement credits for those who left early. The Assistant Principal advised that in some cases the apprentice had completed the vocational course but had not achieved the maths or English qualification. The non-completion was not reflected in the data until the predicted completion date.

Governors noted that starting point assessments were key to the apprentice's learning journey and these need to be improved. The Assistant Principal agreed that starting points and expectations had not historically been good enough and improvements were being put in place. The Deputy Principal commented that this process needed to also be quality assured.



Governors challenged when improvement would be seen. The Deputy Principal advised that there should be wholesale improvement by the end of the calendar year. including in recruitment and assessment at induction. The CEO commented that the ILP would be a crucial measure of improvement as it would assess where apprentices are and predict where they are likely to be at year end.

Governor agreed the following action:

- **January's Quality and Standards Committee to receive a detailed update on progress with improving apprenticeship quality, including the MESMA follow up review, QIP update and review of the reasons apprentices do not complete.**

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S/21/10/9	Annual Safeguarding and Prevent Update
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S/21/10/9.1	Safeguarding Children and Vulnerable Adults Policy and Procedure
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The Assistant Principal Student Wellbeing and Support presented the update and the revised policy and procedure. A Wellbeing Manager was now in post which enabled the Assistant Principal to directly manage careers and to focus on big campaigns such as sexual harassment. The policy was reflective of Keeping Children Safe in Education (September 2021) and a video update had been shared with staff and governors.

Governors challenged how sexual harassment was being addressed at the College. The Assistant Principal advised that the College had a campaign, 'ECC Says Stop', which covered a wider remit than just sexual harassment and focused on acceptable behaviours and healthy relationships. It was important that the College understood students' experiences and worked both internally and externally with our partners to support students. The CEO commented that the College had a strong history of restorative justice which could be utilised.

Governors discussed school transition and the Assistant Principal advised that this year had seen a better handover of information from schools which had enabled the College to have a better early understanding of the students.

The Committee resolved to

- **recommend the Safeguarding Children and Vulnerable Adults policy and procedure to Corporation for approval.**

S/21/10/10	Annual Complaints and Compliments	
<p>The Assistant Principal Student Wellbeing and Support presented the report which covered complaints and compliments during 2020/2021. There had been an increase in complaints which were mainly low level with the majority resolved in 5 days. A high-level E&D complaint was being supported by legal advice. A compliments button had been added to moodle and this has resulted in an increase in compliments and some lovely comments.</p> <p>Governors noted that it was important that complaints were addressed quickly as this would ensure that the complainant felt listened to and reduce the risk to the College's reputation.</p> <p>Governors challenged if there was a pattern to the complaints. The Assistant Principal advised that they were mainly to do with a breakdown in service and the main areas were apprenticeships and construction.</p> <p>Governors challenged if the College was learning from the complaints. The Assistant Principal advised that she was working with the Quality Lead on the low-level complaints and how they tied into and could be addressed by improving the quality of teaching and learning.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • note the annual report. 		
S/21/10/11	Annual Committee Report to Corporation	
<p>The Director of Governance presented the annual committee report and advised that these were being produced by all Committees and that the Governance Remuneration and Search Committee had agreed that they should be published.</p> <p>Governors commented that publishing the reports would help with governance transparency and agreed that the annual report covered the work of the Committee in 20/21.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • agree the Annual Committee Report and agree its submission to Corporation. 		
S/21/10/12	Quality Manual	
<p>The Deputy Principal presented the Quality Manual which is updated annually and provides information on the College's main mechanisms for quality assurance and improvement related to teaching, learning, assessment and the overall learner experience.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • approve the Quality Manual for 2021/22. 		
S/21/10/13	Risk Register	
<p>1. Has the risk register been reviewed The register had been reviewed and the risk had been updated to reflect the achievement data.</p> <p>2. Is the Committee content that the risks are relevant and are being updated The risks are relevant and updated.</p> <p>3. Is the Committee content that the risks are being mitigated The Committee had reviewed reports that mitigated the risks in the meeting and actions for improvement were covered in the QIP for the College and for apprenticeships.</p> <p>4. Where a red risk is the Committee assured that appropriate action is being taken Risks that have increased in Variance since last Review were <i>The College's reputation for apprenticeship delivery is damaged through an Ofsted grading for apprenticeships of 'Requires Improvement'</i> and <i>Levels of student retention, attendance and achievement are not maximised.</i></p>		

<p>Action was being taken as set out in the QIPs but the Committee were concerned that improvement may not be quick enough.</p> <p>Variance from Risk Appetite red risks were <i>Apprentices do not complete their apprenticeship qualification in a timely manner</i> and <i>Levels of student retention, attendance and achievement are not maximised</i>. These had both been covered in the reports included on the agenda.</p> <p>5. Where does the Committee have significant concerns. The Committee's main concern continued to be Apprenticeships and the need to improve all aspects of the provision. Actions to improve were included in the Apprenticeship QIP and a follow up MESMA review was to be carried out in November to ascertain progress and this was to be considered at the next Committee meeting.</p>		
S/21/10/14	Agenda planning	
Apprenticeships MESMA Report		
S/21/10/15	Review of Meeting	
	<ol style="list-style-type: none"> 1. Confidential Items: Funding Audit 2. Risk Management: any issues discussed which may require an additional Assessment: none 3. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: none 4. Health & Safety: any issues discussed which may require an additional Impact Assessment: none 5. Media: any issues discussed to inform local media: none 6. How did the meeting go: meeting length of 2 hours is appropriate, especially when it includes a presentation 	
Dates of Next Meetings		
	<p>11th January 2022</p> <p>29th March 2022</p> <p>28th June 2022</p>	