

## East Coast College Corporation

### Draft & Not approved MINUTES of the meeting of the Quality and Standards Committee held at 9am on Tuesday 10<sup>th</sup> January 2022 Lowestoft Sixth Form College Board Room

<b>Present:</b>	Peter Lavender Chair (PL) Roland Kaye (RK) Tina Ellis (TE) Kirk Lower (KL). and Stuart Rimmer (CEO/Principal) (SR)	
<b>In attendance:</b>	Paul Padda (Deputy Principal, Curriculum, Quality and Learner Experience) (PP) Wendy Stanger (Director of Governance) (WS) Julia Bates) Deputy Principal Curriculum and Strategic Partnerships) JB and Paula Ottaway (Assistant Principal Student Services and SEND)	
<b>S/23/01/1</b>	<b>Apologies and Membership</b>	
Apologies were received from Malcolm Goodwin.		
<b>S/23/01/2</b>	<b>Declarations of Interest</b>	
There were no declarations of interest.		
<b>S/23/01/3</b>	<b>Presentation - Lowestoft Sixth Form College</b>	
<p>The Committee was joined by students from Lowestoft Sixth Form College who were from a mix of subjects and years. The Committee discussed their experience with them and their reasoning for choosing the College.</p> <p>Why choose L6FC?</p> <ul style="list-style-type: none"> <li>• Nice building and learning environment</li> <li>• A nice feel to it</li> <li>• Open environment</li> <li>• Staff friendly and welcoming</li> <li>• Transport Links</li> <li>• Course choice</li> <li>• Positive open day</li> <li>• Didn't want to remain at school sixth form</li> <li>• Personal tutor system</li> <li>• Facilities – can come in and stay late and computers always available</li> </ul> <p>Best thing about L6FC?</p> <ul style="list-style-type: none"> <li>• Personal tutoring – teachers really accessible, communicative and supportive</li> </ul> <p>Issues that need improving at L6FC?</p> <ul style="list-style-type: none"> <li>• Transport links – other Colleges offer free/subsidised transport.</li> <li>• Transport doesn't align to timetable and is expensive.</li> </ul> <p>CEO advised on access to Learner Support Fund to help with transport costs and asked the Assistant Principal Student Services and SEND to follow this up.</p> <p>Why did your peers not choose L6FC?</p> <ul style="list-style-type: none"> <li>• Transport – availability and cost</li> <li>• Course choice</li> <li>• Schools influence</li> </ul> <p>Did friends/parents influence College choice?</p> <ul style="list-style-type: none"> <li>• Discussed with them but own choice</li> </ul>		

	<p>Does timetable allow for part time work?</p> <ul style="list-style-type: none"> <li>• Easy to work around College timetable</li> <li>• Part time work helps with transport costs, food and social costs.</li> </ul> <p>Progression?</p> <ul style="list-style-type: none"> <li>• Mainly university</li> <li>• Want to move away for university to explore and be independent</li> <li>• College support has helped with choosing options</li> </ul> <p>Experience of online learning?</p> <ul style="list-style-type: none"> <li>• This was mainly at school and wasn't a positive one with some failing due to it.</li> </ul> <p>The students were thanked for attending and they left the meeting.</p> <p>Governors discussed:</p> <ul style="list-style-type: none"> <li>• transport and how the College could look to assist with cheaper and more accessible options that recognised travel patterns and noted that this was the major issue arising from the L6FC students.</li> <li>• the College's curriculum offer, and how the students identified with the course that they were on and were willing to travel for that course. The CEO advised that the Strategic Curriculum Review would need to review the region's curriculum and coordinate the offer.</li> <li>• timetabling and how this should be planned in order for students to work too.</li> <li>• That starting the meeting with a discussion with students had been valuable and should be repeated with other groups of students at subsequent meetings.</li> </ul>	
<b>S/23/01/4</b>	<b>To approve the minutes of the last meeting 4 10 22 and any other matters raised previously not otherwise included in the Agenda</b>	
	The minutes were approved as a true record	
<b>S/23/01/5</b>	<b>Rolling Action Log</b>	
	<p>The Action Log was reviewed and it was noted where actions were complete.</p> <p>S/22/10/4 – The Director of Governance advised that the Senior Team had not drawn up a schedule for visits but had identified areas to visit. These had taken place with copies of the visit forms included in the meeting pack. Governors commented that starting the meeting with students was very useful as it enabled the Committee to better understand their experiences and concerns.</p>	
<b>S/23/01/6</b>	<b>Quality update - Apprenticeships</b>	
	<p>The Deputy Principal Curriculum and Strategic Partnerships presented the update, advised on action taken and progress made including with employer engagement and inductions.</p> <p>The CEO advised that employer engagement still needed improving as was demonstrated on the DFE's employer reviews portal which gave the College a score of 6.6 which was lower than other local providers. Colleges that provided a mix of apprenticeships tended to score lower than specialist private training providers. The main concerns were around communications and timeliness of review. The College's target was 7.5.</p> <p>The Deputy Principal Curriculum and Strategic Partnerships advised that she was regularly meeting with employers, the CEO had written to all employers and there was an employer engagement strategy in place. Strong representative coverage from employers was needed which was more difficult given that the majority were SMEs.</p>	

<p>Governors challenged how assurance was provided on apprenticeship progress. The Deputy Principal Curriculum and Strategic Partnerships advised that this was monitored through the Support to Improve Groups and progress for learners was demonstrated in the survey results.</p> <p>Governors noted that timely achievements had not improved significantly and challenged what action was in place to improve this. The Deputy Principal Curriculum and Strategic Partnerships advised that each apprentice has an action plan which was regularly monitored. There was a challenge to get all to complete due to legacy issues but better progress was being made.</p> <p>Governors challenged what support was provided to apprentices with additional needs. The Deputy Principal Curriculum and Strategic Partnerships advised that the initial assessment considered additional support requirements. The sign up has been reviewed to ensure that additional needs are picked up and progress reviews assess that these are being met and can also identify where there are additional support needs. To aid employers the College had a presentation for employers on support. Governors noted that students with EHCP and/or additional needs achieve better than their peers but that the proportionality of this would need to be reviewed as it may not be statistically valid due to the small number of apprentices.</p> <p>Governors asked, given all the work to improve, changes made and constant monitoring, how the morale of the team was. The Deputy Principal Curriculum and Strategic Partnerships advised that it is positive but it has been a tough time. All are now clear on expectations and can see that the changes made are having an effect.</p> <p>Governors challenged whether there had been enough improvement with apprentices to be assessed as Ofsted Good. The Deputy Principal, Curriculum, Quality and Learner Experience advised that some areas were now good whilst others were improving and the quantum and proportionality of this had improved from the last Ofsted. Newer learners were having regular and well planned teaching and assessment, assessor time and reviews. There are clear examples of where it is working well and of the intervention that is being taken to address shortfalls.</p>	
<b>S/23/01/7</b>	<b>Quality Update</b>
<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the Quality Update which covered:</p> <ul style="list-style-type: none"> <li>• Key performance indicators to date in relation to attendance and retention</li> <li>• Exam pass rates compared to previous years</li> <li>• Deep dives</li> <li>• Update on work and progress from the quality team</li> <li>• Update on Maths and English</li> <li>• Destinations update 2021/22</li> </ul> <p>Overall attendance was slightly above last year. Retention by age group and overall is higher than the same point last academic year. All the team had contributed to the report and it had been a real solid term.</p> <p>Governors noted that the college's added value scores for maths and English are very positive with scores towards the upper quartile for GCSE English and in the Upper quartile for GCSE maths and commented that this could be a key strength for the College. The Deputy Principal, Curriculum, Quality and Learner Experience advised that the area was working well with a real positive feel and would now assess as good this year. Governors agreed it would be useful area for a future Governor visit.</p> <p>Governors discussed the quality assurance work including the deep dives, RED and the actions that were being taken, and asked why L6FC retention remained a challenge. The CEO advised that retention had been affected by Covid and as a two year programme the drop out</p>	

<p>in year one would affect the overall retention rate. The College was likely to be behind the national rates and the MIDES data showed that retention of this cohort had been affected overall but that the College's retention had been disproportionately affected. Unusually there had been withdrawals late in the programme and the reasons for this needed to be reviewed. Governors agreed that it would be useful to see the RED system in action so that they could better understand the process.</p> <p>Governors discussed the destination data and noted that there had been improvement with few negative outcomes. The Deputy Principal, Curriculum, Quality and Learner Experience advised that destinations were being affected by the financial situation. The CEO commented that FE tends to do well out of recession but this was a recession with full employment and vacancies. Young people therefore had the choice of employment and other opportunities such as the kickstart programme. The College needed to consider where they influenced the destination and this was the next level of analysis to be carried out.</p> <p><b>Governors agreed the following action:</b></p> <ul style="list-style-type: none"> <li>• <b>Governors to be invited to attend a RED review</b></li> <li>• <b>Governors to visit maths and English</b></li> <li>• <b>Progression heat maps to be included in the next quality update</b></li> </ul>		<p>PP PP PP</p>
<b>S/23/01/7.1</b>	<b>Governor Visit Reports</b>	
The Governor visits were noted.		
<b>S/23/01/8</b>	<b>Term One Self-Assessment</b>	
<b>S/23/01/8.1</b>	<b>Quality Improvement Plan (QIP)</b>	
<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the term one self assessment and QIP. The format had been changed to focus on the EIF. Where it was too early in the year for an assessment to be made this had been noted and it included evidence and examples to substantiate the assessment made.</p> <p>Governors commented that the format worked and provided a coherent and evidenced assessment that showed the College's strength and weaknesses and that this format should be built on for the next term's review. It was positive to see that progress had been made since the annual review.</p> <p>The Director of Governance advised that at recent Ofsted inspections governors had been expected to provide examples on their responses. Governors commented that it was important that Governors visited the College so that they could triangulate the reports and have examples to discuss with Ofsted.</p> <p><b>Governors agreed the term one self assessment and recommended it to the Corporation.</b></p>		
<b>S/23/01/9</b>	<b>Safeguarding and Prevent Update</b>	
<b>S/23/01/9.1</b>	<b>Annual Report</b>	
<p>The Assistant Principal Student Services and SEND presented the annual report and advised that the highest referral categories 2021/2022 were mental health, friendship / relationship issues / harassment (Non-bullying) and emotional Wellbeing. The emotional wellbeing was a new category for when support was needed for a short period of time.</p> <p>Governors discussed the reasons for referrals and noted that there were repeat referrals and that some of the relationship issues were historic ones that were carried over from school.</p> <p>Governors challenged how the College was addressing the 'Andrew Tate' effect. The Assistant Principal Student Services and SEND advised that there had been a number of male students that had expressed support for his values and views. This had been addressed through an</p>		

	<p>open discussion which looked into why he was supported. As the majority of the safeguarding team were female external partners were also being used. The CEO commented that the College needed to reflect on the staff base in student services to ensure that it was accessible for all. There was a need to understand the root cause of the support for these unpleasant views and why young men were disaffected. Teaching the skills that help people to learn to question views is at the heart of the institution, its values and starts at induction.</p> <p>Governors discussed the strengths of the service and the impact that these had made. There was a need to ensure that we could demonstrate the difference and impact that the support or campaigns had made.</p> <p>Governors challenged if there was an issue with weapons being carried on campus. The Assistant Principal Student Services and SEND advised that that this had not been an issue and that the majority of referrals in this area were related to incidents off campus.</p> <p>Governors noted a Careers Adviser and Wellbeing Adviser dedicated to apprenticeships had been recruited and challenged if targets had been set for this role. The Deputy Principal Curriculum and Strategic Partnerships advised that a priority action plan had been put in place for the role.</p> <p>Governors discussed the data by categories of vulnerable students, how the College supported and the difference this support made to the students. It was useful to see the impact of this support in the case studies and agreed that this should be included as part of future updates.</p>	
<b>S/23/01/9.2</b>	<b>Term one Report</b>	
	<p>The Assistant Principal Student Services and SEND presented the term one report.</p> <p>The Deputy Principal, Curriculum, Quality and Learner Experience advised that the College was working with the County on the best approach for unaccompanied asylum seekers and the related safeguarding issues as the learners could be under 16. All prospective learners are being risk assessed and the College is looking at best practise on support and guidance.</p> <p>The CEO commented that it would be useful for the Committee to review the College's personal, social, health and economic (PSHE) education as this was building students life skills and their resilience.</p> <p><b>Governors agreed the following action:</b></p> <ul style="list-style-type: none"> <li>• <b>Report on the College's personal, social, health and economic (PSHE) education.</b></li> </ul>	<b>PP</b>
<b>S/23/01/9.3</b>	<b>Safeguarding Governor Link Reports</b>	
	<p>The Safeguarding Governor Link reports were noted. The governor link advised that the support given to students and colleagues by the team was impressive and during a visit she had observed a relationship session where the 'Andrew Tate' issue was discussed.</p>	
<b>S/23/01/10</b>	<b>Careers Update</b>	
	<p>The Assistant Principal Student Services and SEND presented the report which outlined the college's position, including strengths, weaknesses, progress against previously identified actions and case studies to evidence this.</p> <p>Governors commented that the case studies were useful as it enabled them to understand the support the College offered and the impact that this had.</p> <p>Governors challenged if the schools were engaging with the College. The Assistant Principal Student Services and SEND advised that the majority were working well with the College but there were still some where it was more difficult to get them to engage and work was ongoing to address this.</p>	

	<p>The CEO commented that the Matrix assessor had been very positive with the College's continuous improvement and that the College had addressed the issues he'd previously raised.</p> <p>Governors discussed the use of alumni and it was noted that some curriculum areas did this well with past students providing master classes and talks about their progression. The Marketing team had also run a campaign of case studies on past students which included how the College had supported their career.</p>	
<b>S/23/01/11</b>	<b>Learner Voice Update</b>	
	<p>The Assistant Principal Student Services and SEND presented the update which included the induction survey and actions taken following this. There was lower participation than normal which was disappointing and was being addressed.</p> <p>Governors noted that the majority of the survey responses had been positive and action had been taken by the College to address issues raised.</p> <p>Governors discussed the Apprenticeship Survey and noted that this had been aligned to the College induction survey and had resulted in a higher participation rate than normal. The Assistant Principal Student Services and SEND advised that the survey will continue to be live for all new starts in year to monitor consistency of the induction and the impact that it had.</p> <p>The Director of Governance updated on the student governors and advised that the development session for all student leaders had been booked for February. The Committee agreed that this should start with an introduction by a senior leader.</p> <p><b>Governors agreed the following action:</b></p> <ul style="list-style-type: none"> <li>• <b>Student surveys to be aligned, where possible, with the Ofsted survey.</b></li> </ul>	<b>PP</b>
	<b>Policies for Approval</b>	
<b>S/23/01/12.1</b>	<b>QD015 Prevent Strategy</b>	
	<p><b>Governors resolved to:</b></p> <ul style="list-style-type: none"> <li>• <b>recommend the QD015 Prevent Strategy to Corporation for adoption</b></li> </ul>	
<b>S/23/01/12.2</b>	<b>QD105 Equality, Diversity and Inclusion Policy and QD020 Single Equality Scheme - no material change</b>	
	<p>The Assistant Principal Student Services and SEND advised that the policies were to be subject to a full review which would encompass all areas of the College. The current version, that was presented for approval, had been reviewed to ensure that there was an up to date policy in place whilst this full review took place.</p> <p><b>Governors resolved to recommend the</b></p> <ul style="list-style-type: none"> <li>• <b>QD105 Equality, Diversity and Inclusion Policy and</b></li> <li>• <b>QD020 Single Equality Scheme to Corporation for adoption</b></li> </ul>	
<b>S/23/01/13</b>	<b>Risk Register</b>	
	<ol style="list-style-type: none"> <li>1. Has the risk register been reviewed The register had been reviewed.</li> <li>2. Is the Committee content that the risks are relevant and are being updated The Committee agreed that the risks are relevant</li> <li>3. Is the Committee content that the risks are being mitigated? The Committee agreed that the risks were being mitigated and this was demonstrated in the Quality Update and in the term 1 SAR.</li> </ol>	

<p>4. Where a red risk, is the Committee assured that appropriate action is being taken Apprenticeships continue to be a red risk and this had been reviewed at the meeting and some progress demonstrated.</p> <p>5. Where does the Committee have significant concerns. Apprenticeships and potential Ofsted inspection were a significant risk.</p>		
<b>S/23/01/14</b>	<b>Agenda planning</b>	
<ul style="list-style-type: none"> <li>• Apprentices to meet with the Committee</li> <li>• Meetings to be held in person</li> <li>• EDI to be demonstrated throughout reports</li> </ul>		
<b>S/23/01/15</b>	<ul style="list-style-type: none"> <li>• <b>Review of Meeting</b></li> </ul>	
<ol style="list-style-type: none"> <li>1. Confidential Items: none</li> <li>2. Risk Management: any issues discussed which may require an additional Assessment: to be assessed at next review: none</li> <li>3. Equality &amp; Diversity: any issues discussed which may require an additional Impact Assessment: Need to consider throughout the reports</li> <li>4. Health &amp; Safety: any issues discussed which may require an additional Impact Assessment: None</li> <li>5. Sustainability: needs to be assessed at self-assessment and in curriculum planning</li> <li>6. Media: any issues discussed to inform local media: None.</li> <li>7. How did the meeting go – good detailed discussion which worked better on site.</li> </ol>		