

East Coast College Corporation

MINUTES of the meeting of the Quality and Standards Committee held at 9am on Tuesday 20 June 2023 Lowestoft Sixth Form College Board Room

Present:	Peter Lavender Chair (PL) Roland Kaye (RK) Tina Ellis (TE) Malcolm Goodwin (MG) Kirk Lower (KL) and part of the meeting Sue Willgoss (SW)	
In attendance:	Paul Padda (Deputy Principal, Curriculum, Quality and Learner Experience) (PP) Wendy Stanger (Director of Governance) (WS) and Paula Ottaway (Assistant Principal Student Services and SEND) for items 1 – 8	
S/23/06/1	Apologies and Membership	
Apologies were received from Stuart Rimmer (CEO/Principal) (SR)		
S/23/06/2	Declarations of Interest	
There were no declarations of interest.		
S/23/06/3	Presentation – HE and Access	
<p>The Curriculum Manager Adult Learning and four students from the College's HE and Access joined the meeting. The Curriculum Manager advised the committee on the Access and HE courses offered and what was currently in development.</p> <p>Governors asked the Curriculum Manager about the positive and the challenging aspects of the provision. The Curriculum Manager said the College had very strong progression from Access to HE, with students wanting to stay local. The smaller classes and timetabling allowed mature students to study around work and family life. Smaller classes also meant there was more interaction with tutors and good support for SEND students and those that had struggled in mainstream education. This all resulted in high grades. The main challenge was recruitment and retention, especially in the current financial climate. Retention was critical with smaller classes to retain viability and this is regularly reviewed.</p> <p>The Committee discussed with the students their learning journey and their views on the College. The students explained to the committee their educational journey, experiences and their aims for the future. All were positive about the College's provision.</p> <p>The students commented that the College needed to better market its HE offer. They had only found out about the courses because of their College tutors, and the local community was not aware of the College's HE offer. It was felt that this would be helped with the opening of the GY HE Centre. The students advised how they had progressed at the College with various courses undertaken including Access ones. Due to family commitments or SEND needs they wouldn't have progressed or been able to access HE without the staff support. Transition to HE had been easy as the College and the tutors were known to the students. The smaller groups meant that they were provided with one to one support. The Curriculum Manager advised that she herself had progressed from the College's HE offer to employment with the College.</p> <p>In response to a governor's question, the Curriculum Manager advised that about a third of students had SEND needs and advised the Committee on the application process for DSA and the reasonable adjustments that the College put in place.</p> <p>Governors asked the students about the quality of education and if there were any disadvantages to small classes. The students advised that the teaching was very good and</p>		

<p>there was amazing support. They also reported that teachers were very responsive, always available to help and for one to ones and to 'always sort you out; they help you understand and will adapt their approach to your needs...the careers guidance has also helped prepare us for the next steps including self-employment and employment'.</p> <p>Governors asked if the students had looked at HE when they were at school. The students commented that when they were at school they didn't think HE was a possibility as it was not discussed or expected of them. This needed to change as HE should be open to everyone. It was noted that Norfolk/Suffolk had a low HE participation rate.</p> <p>The students and the Curriculum Manager were thanked for talking to the Committee and they left the meeting.</p> <p>The Deputy Principal advised that progression to HE, even from the Sixth Form, was low. Teachers needed to have high aspirations for all their students and to stretch and challenge them to progress further. The College's HE offer was designed to allow people to work around it and this and the individual support provided needed to be used in the College's marketing.</p>		
S/23/06/4	To approve the minutes of the last meeting 28 3 23 and any other matters raised previously not otherwise included in the Agenda	
The minutes were approved as a true record		
S/23/06/5	Rolling Action Log	
The Action Log was reviewed and it was noted where actions were complete and that progression heatmaps would be reported to the autumn term meeting.		
S/23/06/6	Quality Update	
S/23/06/6.1	Quality Improvement Plan	
<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the Quality Update which included:</p> <ul style="list-style-type: none"> • Forecast achievement rates • Apprenticeship quality update • Work and impact of the quality team • Update on ETF Professional Standards and ECC Teaching standards • Self-assessment update • Awards and celebration events <p>The Deputy Principal advised that as requested by the Committee, the Self-Assessment paperwork had been reviewed and simplified. This review had been supported by a former HMI. The self-assessment will focus on Ofsted EIF criteria and Leadership and management will be self-assessed overall as a college and not at departmental level. The aim is to make it impact- and judgment-rich focusing on the EIF, and to provide position statements for departments in preparation for inspection. The consultant will help support the teams to produce their self-assessments. The RED system is be focused back into areas with the teaching triangles from the same department and campus, utilising peer observation and reflective practice, together with professional learning. This will be supported by the Advanced Teacher Practitioners (ATP) and it is hoped the process will be more accessible and less intimidating for staff. The College is to transition from the current 'ECC GOLD teaching, learning, and assessment standards' to adopting the Professional Standards provided by the Education and Training Foundation as these are used across the sector, and provide more clarity.</p> <p>Governors reviewed the Quality Improvement Plan and noted that there had been generally good progress and that this should be demonstrated in the Self-Assessment.</p>		

Governors discussed the work of the ATPs and the support that they had provided, and challenged how their impact was assessed. The Deputy Principal advised that the ATP's work had contributed to the sustained progress and a substantial majority of staff benefited from engaging with them. They have also supported RED and the Teacher Induction Programme. The work of the ATPs has improved staff retention and staff performance, and positive feedback on their work was received in staff surveys. Governors commented that there was a need to show the impact of the ATPs on staff performance and resultant improvement for learners. Governors had seen the ATPs in action during walkthroughs and in the RED triangles and would commend their work but the impact required assessing fully to demonstrate the return on investment.

Governors discussed the achievement rates and the Deputy Principal advised that the achievement forecast was positive with achievement rates forecast to exceed national average for 16-18 below for adults and overall to come in just below national average. Retention including year 1 L6FC was now more positive. Overall apprenticeship achievement is likely to come in above the previous year and over 60%. This cohort, though, is small and a small number of changes to achievement dates can have a large impact.

Governors challenged if the apprenticeship team had the skill set needed to deliver and improve. The Deputy Principal advised that the apprenticeship team was currently in consultation to move delivery back to the curriculum areas in order to help continue the improvement in the quality and provide delivery focus. At self-assessment, apprenticeship quality will be broken down into specific subjects which identify where there is good provision and where provision still requires improvement. The Committee hoped that the SAR would demonstrate improvement and allow the Committee to reduce its focus on the provision.

Governors challenged why data was not provided on SEND learners and their achievements across the college, set against their non-SEND peers, and if there were any issues that needed addressing. The HE learners had talked about the positive support SEND learners received and this needed to be demonstrated for this and the other curriculum areas.

Governors agreed the following action:

- **The next Quality Update to include**
 - **quality, achievement and progression data on SEND learners across all curriculum areas and**
 - **a review of the impact of the ATPs.**

SW left the meeting

S/23/06/7 Termly Safeguarding and Prevent Update

The Assistant Principal Student Services and SEND presented the report and advised that overall referrals had fallen but had increased in Great Yarmouth: the reasons for this needed to be reviewed. There had been a continual increase in students presenting with suicidal ideation or making attempts. Concern has been raised with the Integrated Care Partnership who have provided additional support.

Governors commended the team on the report and the vital service the team was providing and queried what support the team itself received. The Assistant Principal advised that the team met weekly to discuss cases and any issues they were experiencing. There was one to one supervision, and external supervision if required, and when a team member was dealing with a difficult case they were regularly checked on. The College also had a Staff Wellbeing team member in the People Team who could provide additional support.

Governors discussed if the level of referrals was consistent with other Colleges. It would be useful to see benchmarked data such as the average referrals by number of staff and to compare referrals to a College in a similar socio-economic area. The Assistant Principal

	<p>Student Services and SEND advised that benchmarking was difficult as there was no standard on how referrals were recorded, safeguarding reported or the level of issues managed by the curriculum area rather than referred centrally. The team was a small one with 3 safeguarding and 3 wellbeing officers but had a breadth of knowledge about the support available, and supported the students also through organising events such as the mental health awareness week. The team attended regular training and had recently taking part in Trauma Informed Practice. This will be rolled out across the College as it will help with our person centred learning and help staff with the complex background of some of our learners. Similar work in the local constabulary had been seen to make a real difference.</p> <p>Governors challenged why there were multiple referrals for an individual learner. The Assistant Principal advised that when a referral is made on the system it highlights that a previous referral has been made and that this can be added to or a new referral made. There can be multiple reasons for referrals and from multiple people. These are always looked at individually to assess the seriousness of the issues, and the ongoing support and risk assessments are all logged. A great strength of the team is their knowledge of our students.</p> <p>Governors asked if the College provided counselling. The Assistant Principal advised that the College had access to a counselling service and also worked with University Students who visited the College to provide counselling.</p> <p>Governors discussed the high level of referrals from Foundation provision and agreed this needed to be reviewed to see if some of the referrals, such as those related to friendship, could be managed within the team.</p> <p>Governors queried if the College received sufficient information from the schools at transition. The Assistant Principal advised that the schools shared their files and these were scanned into the College's system to ensure that the College had all of the background information on the new students.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Comparative safeguarding and wellbeing data to be sourced to compare referrals and resources to a College in a similar socio-economic area. 	<p>PO</p>
<p>S/23/06/8</p>	<p>Careers Update</p>	
	<p>The Assistant Principal Student Services and SEND presented the update and advised the Committee of staff changes and the RAG rated action plan. Stakeholder feedback has increased and this has resulted in additional actions being added to the plan. Apprenticeship careers information and advice was being developed to help ensure that apprentices felt part of the College and this had started with a welfare check on all apprentices. This needed to be handled sensitively and transparently so as not to cause tension with employers and was focused on longer term career progression.</p> <p>Governors commented that it was good to hear that improvements were being made with the support provided to apprentices as this had been an issue raised by apprentices who spoke at the last committee.</p> <p>Governors challenged if the careers service was too centralised and if the curriculum teams were also involved. The Deputy Principal advised that there was an expectation that tutors provided support too. It was a matrix approach with independent advice and guidance centrally, and the curriculum teams provided the pre work and support with work experience. There was a need to improve the quality of this in some areas. The Assistant Principal advised that Gatsby required impartial independent advice.</p>	

<p>Governors discussed the power of case studies to demonstrate the difference the careers support could make to the individual learner and how the College could benefit from a formal alumni to show what could be achieved as this would help raise aspirations. The Director of Governance advised that the College's marketing team had previously run a case study campaign which set out what learners had achieved following their time at the College.</p> <p>Assistant Principal Student Services and SEND left the meeting.</p>		
S/23/06/9	Risk Register	
<p>1. Has the risk register been reviewed Yes, with one change. The risk '<i>Apprentices do not complete their apprenticeship qualification in a timely manner</i>' had reduced</p> <p>2. Is the Committee content that the risks are relevant and are being updated Yes, reviewed June 2023.</p> <p>3. Is the Committee content that the risks are being mitigated? Yes, with mitigation covered in the reports considered.</p> <p>4. Where a red risk, is the Committee assured that appropriate action is being taken The risk '<i>Apprentices do not complete their apprenticeship qualification in a timely manner</i>' was still red for variance from risk appetite but the actions taken had reduced the risk.</p> <p>5. Where does the Committee have significant concerns. The Committee did not raise any significant concerns but did note that the College was likely to be subject to Ofsted in 2023/24.</p>		
S/23/06/10	Review of Terms of Reference	
<p>The Director of Governance presented the reviewed terms of reference and updated the Committee on the proposed changes, introductory section and delegation.</p> <p>The Committee agreed that the following additional changes should be made to the purpose section:</p> <ul style="list-style-type: none"> • point 2 to be expanded to include areas such as SEND, inclusion, and careers. • strategic level to be removed as all governance should be at a strategic level. • point 8 remove curriculum <p>Governors challenged what the resolution mechanism was if two committees disagreed. The Director of Governance advised that the matter would be referred to the Board for decision.</p> <p>The Committee resolved to recommend to Corporation the:</p> <ul style="list-style-type: none"> • terms of reference and delegation. 		
S/23/06/11	Agenda planning	
Self-Assessment to be focus of next Committee		
S/23/06/12	Review of Meeting	
<p>1. Confidential Items: achievement results are confidential until confirmed/published</p> <p>2. Risk Management: any issues discussed which may require an additional Assessment None</p> <p>3. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: Agreed to hear about the comparative achievements of SEND learners across the curriculum areas.</p>		

4. Health & Safety: any issues discussed which may require an additional Impact Assessment: Safeguarding and wellbeing referral levels and comparison with similar college(s)
5. Sustainability: any issues discussed which may require an additional Impact Assessment None
6. Media: any issues discussed to inform local media None, but there was a need to ensure that the College was promoted fully to the Community so that they were aware of the HE offer.
7. How did the meeting go A good meeting

Governors agreed the following action:

- **To recommend to the Board that the review of meeting section includes an additional question – ‘Were Learners prominent in discussions?’**

Thanks, were recorded to Peter Lavender for all his hard work and commitment as Chair as he was stepping down from the Committee Chair role and to Roland Kaye for his support to the Committee as he was stepping down as an Associate Governor.

Chair