**Curriculum & Standards Committee**

**MINUTES**

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| Date | 29 November 2021 | Time | 13.00 – SAR review  14.00 – meeting |
| Venue | Kings Restaurant Eastbourne | | |
| Chair | Gill Short | | |
| **Membership:** Gill Short (Chair), David Smith, Catherine Manning, Steve Hedges, Lois Hilton, Nicola Taylor, Aly Coleman  **In attendance:** Rebecca Conroy (CEO), Mark Wardle (Deputy Principal), Dan Shelley (EDSPE), Sue Dare (specialist advisor) for item 5, Penny Mackay (Director of Curriculum and Safeguarding lead) for item 10; Sarah Connerty (interim governance advisor) | | | |
| **Apologies:** Nicola Taylor | | | |

**13:00-14:00 – Governor Self-Assessment Review sesssion**

The Chair welcomed colleagues to the session.

MW provided an update on the SAR process. The format has been altered slightly since previous years.

In the first weeks of July Heads of Curriculum (HoC) work with course teams to conduct a mini SAR so curriculum SARs pull from all areas. In the last week of August MW meets with HoC and Assistant Principals and there was a support and challenge process and they went through the SARs. Further work was done and submitted mid September. MW pulled it all together into the SAR and this went to Exec and agreement was reached on judgements.

Lucy McLeod from East Kent College came the first week of November as the external validator. There was a deep dive into three areas and the College undertook an additional deep dive into

Construction in Eastbourne.

LM wrote a mini report and felt there was an accurate self assessment of curriculum areas.

The position was reported as Good in all categories to Ofsted. Inspectors tested against this. Inspectors felt this is a College that knows its own strengths and weaknesses and that leadership and management really know their own College. Throughout the week inspectors were fair and reported back on areas they wanted to see. Every day MW typed up the notes from the feedback sessions. MW tabled the feedback from Friday’s final team meeting and grading. The final report won’t contain this level of detail so this document gives more justice to the feedback received. There isn’t anything in the feedback that isn’t picked up in the QIP and SAR but they are areas to pick up and address right now because they are impacting on the student experience.

The Chair noted that there are areas that haven’t been got right yet. MW agreed and noted that a new programme review cycle has been introduced and there is still work to do on staff setting their SMART targets. MW noted that the quality assurances processes introduced were seen as a strength. New assessment processes have only been running for a short time and this requires further work. Functional skills is picked up in SAR. English and maths is roughly in line with national average. The inspectors chose GCSE English as a deep dive and the College could be better in this. There is still a piece of work to do to ensure provision is consistent. There is a training day planned for Janaury to start this piece of work to get in teams to work together. The College needs to be better at tracking personal development. The offer is now broad and rich but the students didn’t necessarily know about it and there is no detail on impact.

Inspectors allowed MW to contribute to three areas in the report and MW noted that E&M and target setting were two key areas.

The Chair opened the discussion to questions. These included:

DS reported that one of the angles invisible in the SAR is the campus differentiation on course level. DS had put out a note to the Board on Friday with RC on the Ofsted results and had removed a sentence referring to Eastbourne and Lewes specifically. RC clarified that she felt it was important to recognise what getting the Good outcome meant for collegues in Eastbourne and Lewes who have waited 8+years.It was important to appreciate how meaningful this is and recognising the different journeys. RC noted that this is now the opportunity to have a level playing field in terms of the merger position. The original merger structure and culture had three sites competing against each other.

SD noted consistency of student experience and offer. Ofsted have picked up on student experience. It is about the communities and them feeling the College is offering what is right for their community.

SH asked if there was discussion about induction across the campuses. MW noted that it was only in the context of if students have sufficient understanding of tutorial issues such as safeguarding and Prevent, county lines and sexual harrasement. The only issue is about scheduling and getting across all the campuses. SH noted that the experiences start from the induction and that is the area to build from. MW agreed and this is on the agenda and it does highlight an element of what the College can do better, more by area than by site.

IM noted that one College, four places did feature in the governors meeting with inspectors and it was agreed that there was more work to do. Governors referred to the work and progress of the LCBs.

MW noted that he often gets comments about the sites being very different colleges but we are one College. IM explained that the LCB can look at exception data and feedback to C&S Committee.

LH noted that the students do notice the difference between the Colleges and talk about the differences. Choice is often related to travel time for students.

**ACTION:**

The Chair asked that the SAR includes reference to Newhaven.

IM noted that the Financial Health grade comment is still RI and needs revising.

MW agreed to circulate the tabled note on the inspection feedback to be appended to the minutes.

DS reported that the SAR is streets ahead of previous versions the Board has seen.

The Committee agreed they were content with the SAR and would recommend it for approval under the main section of the Committee meeting.

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|  | Item | Action |
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|  | **Welcome and apologies**  The Chair welcomed colleagues to the meeting and congratulated the leadership team on the Ofsted outcome. RC thanked the Board and her collegues noted that teams across the College are thrilled and it is a great platform to re balance and build the College’s reputation.  Nicola Taylor did not attend the meeting. |  |
|  | **Declarations of Interest**  There were no declarations received. |  |
|  | **The minutes of the previous meeting held on 16 June 2021 were agreed as a true and accurate record.** |  |
|  | Matters Arising  A number of items have been closed. Those in progress are:  **Action 1** – Student Charter – to come to the March meeting once the student governors are in role to take forward with MW.  **Action 2** – Quality dashboard – is in progress and an update is included at item 7  **Action 3** – C&S KPIs are on the agenda at item 7, item 2. The Board approved the KPIs at its last meeting subject to any updates from the C&S Committee.  **Action 3** – MW to talk to CM about ETF coaching and development – MW noted that five staff across the Board from the TLC team are on the mentoring programme.  **Action 4** – complaints recording at Hastings. IM noted that this item wasn’t taken because MW was engaged with Ofsted. It has been pushed to the next meeting on the 3 March 2022. MW noted that he has picked up tracking of complaints and it is due to the historic nature of how complaints are recorded.  **Action 5** – Complements, Concerns and Complaints updates to the Committee are included at item 7  **Action 6** – deep dive on data around recording of incidents including bullying – as above the item will come to the meeting on the 3 March 2022  **Action 7** - The CEO to ensure Prevent training is widely delivered (and taken up) across the College. She also agreed to peruse LA traded services in relation to Prevent – RC reported there is the odd referral. The College is in line but it is about the constant awareness and being clear on the risks. Front line teams do have consistent training on significant risks. The Prevent action plan is on the agenda.  **Action from the Capital Development Board:**  Station plaza relocation schedule **-** Tim advised that there is still more work to do on location of some curriculum, Exec are picking this up, but we are broadly there. Do these details need to be fed to Curriculum and Standards to get their view? **Action:** CDB to refer to C&S to seek their views. RC noted that it is about moving provision to make space for the Green Tech centre. MW and RC have discussed and have thoughts on Pathways and Access in particular. There is more granular work needed on the potential to move from Ore to Plaza. The Chair asked if the Committee needed to do anything on this. RC confirmed it was a watching brief and further details will come to the March meeting.  The Chair noted that she went to see the SEND department and they had a request for another room.  IM noted that CDB is looking at location in a much broader sense. At a high level the proposal could come to C&S Committee in March. | MW  SLT  MW  MW  RC/  MW |
|  | **Update from Sue Dare, specialist advisor**  SD thanked the Committee for the opportunity to discuss the project which is around the curriculum offer for 2023-24 onwards linked to the master plan for Eastbourne and Lewes. It is important the plan is informed by the curriculum rather than the other way round. There is a good platform to go forward from Ofsted. A consistency of offer for all communities to access provision and look at what local communities want is feeding in. SD has sat on the LCBs, spoken to head teachers at strategic launches and met with other key people.  MW had identified an offer for next year widening the A level provision and it is important to factor in the sustainability of any offer. Thinking about delivery models is key, the learning that has come out of Covid, the curriculum leadership and expertise and utlilise that to make better financial use of the staff. It is important to go out again and test that with the local communities and SD noted how important it will be to get the support of the local schools. In Hastings that work has been largely done. It is looking at 16-18 due to the under recruitment this year. The College marking itself as outstanding, different from other providers and what is its UBP, what is it offering that others aren’t that attracts students. A report will be ready for the March Board on what the offer will look like linked to the masterplan from TH and CDB.  DS noted that the reputation that SD has will be very useful for getting to know what schools want, particularly the head teacher perspective. That might be quite hard hitting and the College will need to take that on and deal with it. The Chair noted that the head teacher from the local Lewes school is retiring. It was suggested that it would be useful to host something for chairs of governing bodies from schools.  SD noted that there needs to be a proposition from the College to share with schools and the community.  There are big sector changes out there. There is a USP with T levels alongside an Ofsted grade 2. A lot of the schools do BTECs and will be interested in where T levels sit. Part of this is about turning perceptions and reputations. This is quite a big challenge in Eastbourne and Lewes.  RC noted that there was an Eastbourne head teachers lunch on Friday and they were very invested in the College’s Ofsted result. Once shared, they will spread the word and will feel bought into it. The strategic plan launches will start conversations, it is compounded by the new strategy with the offer to say that was then, this is now. They are very interested in curriculum reform and spent a lot of time speaking to T level students.  The Chair noted that a head teacher came down from East Grinstead specifically because of T levels.  SD noted that it is the leadership role the College can and should play. SD strongly recommended a move towards taking the word vocational out of the picture and move towards technical and digital. It is around language and positioning.  CM noted the scope between radical and realistic thinking. SD noted that she will promote the radical and MW will pull it back. It needs to get away from how we have always done things otherwise there is the danger of tinkering. Intent and linking to employers were key words from Ofsted. The College need to recognise there is a real shortage of teachers and it will have to work closely with industry. The sector has been encouraged to be radical and Covid has moved this on more quickly. At the end there needs to be a student experience to prepare young people for a life post college. either in employment or HE, which will change dramatically over the next few years. Pathways need to be capable to go into both spaces.  IM asked about Hastings and if this is not included. SD noted that the offer in Easbourne and Lewes seems to be most difficult to sustain in those two areas and that there is more work to do in terms of reputation~~.~~ IM felt it is important not to leave Hastings behind, and we are one college. MW noted that all leaders are included in this work. Hastings is clearer on its pathway through the curriculum. The idea of a T level is fine, but how do you transition to a T level. MW gave assurance that Hastings is included in this work.  IM talked about a LCB Board member who is a member of an enginnering firm struggling to access workers who he had recommended to MW to run a workshop around recruitment of good employees and links for teachers from industry.  SD noted curriculum leadership, in areas such as Construction . It was noted that Hastings have a shortage of staff to teach in these areas.  The Chair reported that there are some local employers delivering green agendas and we need to work with them to help staff and students.  There needs to be lower level courses to get that progression. Hastings is ahead of the game there. And this is an area of need particularly in Eastbourne.  RC noted that mapping is across the Board. it is a whole College policy. It is about how is our offer is good enough for people in their town and this a particular issue for Eastbourne.  SD noted that it is difficult to rebuild a tertiary College when you have let it go.  The Chair asked about the head teachers report that had been produced some time ago. DSh reported that it was about how the offer is understood, the uniqueness of it and how it meets the needs of students. DS noted that just as you think you have got it right in Hastings the head teachers moved on. It is an ongoing and continuous affair. It is easier in Hastings because there are only three schools and two are under UoB.  SD noted the vacating of UoB from Eastbourne and the opportunities that affords the College group.  DSh noted that reaching the parents is critical, it is how you do that in a world that is very crowded without being too overbearing.  AC reported that there are policy changes and skills needs in relating to shifting communities nationally and internationally. There are a lot of disparate groups and colleagues are intwined. Will there be that blue sky space all together and how will you join this up?  SD noted that it will be through MW’s Assitant Principals Group and this will come back and be shared through C&S Committee. The Chair noted that she was keen that all three LCBs have the opportunity to look at it.  SD noted that there has been some good research on how to deliver curriculum differently. AC felt that was reassuring as there are a lot of disparate views.  SD noted that it is about being the right thing for the College, It is about positioning and working out how things might be different. It will not meet everyone needs in the first instance.  The Chair thanked SD for the report. | SD |
|  | **Inter-committee referral form from Local College Boards**  There were no items to report. The LCB minutes will come to the Board on the 15 December 2021. |  |
|  | **Curriculum and Quality Report**  MW noted that this paper was written prior to the Ofsted visit.  Everything has been under the scrutiny of Ofsted over the last week.  Educational recovery – the principles of missed or lost learning. Young people are coming from school where they missed potentially six months of school. The Education Recovery plan, included in the papers, focuses on those young people progressing to College and how they have been supported and the activities put in place. The Education Recovery Plan was published on the website. It is about the students managing to catch up and accurate assessing of learners to feed into the curriculum. In terms of this September it is new students where E&M is the biggest concern and a massive challenge. The use of the Accelerator Tutors and the recovery fund is key and the College can use that money to support in vocational programmes where needed.  KPIs are included in the report. Attendance is checked every day and weekly reports and all sorts of activity is in place. Ofsted were happy with 16-18 attendance despite it being patchy but recognise that it is improving.  Attendance for adults requires work, they are particularly suffering post Covid.  In terms of the grading of Ofsted to be Good for all four provision types was particularly pleasing because it covers all cohorts. Historically there can be inconsistency and this wasn’t the case. It helps all staff to feel part of it and be part of the acheivement.  There is no reason not to aspire to Outstanding. The College does need to get on those things and continue to have high expectations of ourselves and our students and the SLT will continue to be ambitious.  All safeguarding areas were found to be effective and learners considered to be safe in all provision types. [Lois left 14.40]. There were ten focus groups across all provision groups so this was a very intense area of inspection. The view was it needed to be properly tested because of a diverse of site and provision. Inspectors called parents of high needs students. There were 876 people contacted by surveys and there was an awful lot of feedback. This was mixed feedback but of the 876 100% said they would recommend the College to a friend.  The Chair asked if the complaints were as expected. RS confirmed they were and aligned to the student survey. IM noted that complaints are fine as long as there is evidence at how it is being dealt with. MW noted that communications are not great and this leads to engagement.  Student voice activity – there is a significant amount of work going on and there are things to work on further.  Student governor – this has been taken forward by Kate Edwards and there has been a positive response. It was agreed it would ge good to retain those students who have applied to hear the student voice. DS noted it would be positive to have an adult student governor on the Board.  Induction survey – SH noted that there is work to do to identify six weeks into the course what has been done and what more needs to be done. MW agreed that there are some things that can’t be fixed straight away but there are other elements to do more work on to improve this process. MW confirmed that all curriculum areas have their own data for induction.  The Chair noted that the question around county lines was low and MW confirmed that this question has been rephrased.  Attendance – there is a whole breadth of activity in place and the College are getting there.  Quality – Ofsted noted that there were pleased with the QA processes, the course review cycle and the new observation cycle. Observations have been pushed back to after Christmas as Ofsted brings such a level of anxiety for staff. The observation process is used to identify training and areas for improvement.  Compliments, Concerns and Complaints – these come to MW who allocates someone to investigate. It is about curriculum areas taking responsibility for their own complaints and that over time will make a difference.  Work experience – there is a lot going on. Students told inspectors they are excited about going out and working with employers. It is so important as part of their journey.  DS noted that enrolment is a big issue for 16-18, and every other college in Sussex is good or outstanding. Enrolment needs to be driven up or accept that the College will go through shrinkage and cut cloth accordingly which is a massive strategic decision.  The Chair noted that all Colleges are either A level or land based. MW noted that Ofsted picked up that we are an inclusive College that provides for all. That is where the Good makes a big difference. RC noted that it is about retaining studeents who are travelling to get to us. DS noted that having strategic discssions with Bexhill is key.  The Chair felt that working with the sixth forms in the future could be quite important.  RC reported that there has been quite a dip in enrolments and it is has been problematic over a number of cycles. There are a number of environmental reasons for this. This term the College delivered six of its most successful open evening it has ever had. That has given a really strong staff message that there is a lot to do in terms of conversion. The College is fighting to stay in the game and to grow and it will need a plan for this year to make savings and that is depressing after the Ofsted.  DSh noted that from year 4 onwards the demographics flatten for an 11 year cycle after a growth. Wealden’s 16-18 cohort is significantly increasing. |  |
|  | **College Self-Assessment Report**  The Chair noted that the SAR has been discussed at length in the previous session.  The Committee felt the SAR was strong and accurate and were content to bring for recommendation to the Board on the 15 December.  **RESOLVED: The Committee recommended to approve the College Self-Assessment report for 2020-21** |  |
|  | **Quality Improvement Plan**  MW reported that the areas for development identified in the SAR have been carried to the QIP alongside identified actions to take. Ofsted felt the QIP was sensible with reasonable areas to fix within it. There is nothing in there that something is not being done about. It forms a basis of conversation at the College operations group. MW will cross reference to ensure nothing is missing in the QIP from the Ofsted feedback.  **ACTION: MW to send the Ofsted feedback to SC to append to the minutes.**  The QIP is a standing item for update at each Committee.  CM ntoed that some of the boxes aren’t colour coded. MW explained that this is a timing issue.  RESOLVED: The Committee recommended to approve the Quality Improvement Plan.  [PM arrives 15.00] | MW |
|  | **Safeguarding and Prevent**  **Prevent Duty Risk Assessment and Action Plan 2021-22**  PMc joined the Committee to report on the update for term one.  There are lots of similarities from last year. Issues from coming out of lockdown include anxiety, mental health, severe mental health and family issues and there have proved to be lots of challenges for students.  A pertinent theme is sexual harrasement and there is a wealth of work with teams to provide them with sufficient information to support learners. RC led on this with an all staff briefing. Training with SWIFT has taken place, working with students for SEND as victims and understanding and communication issues around healthy relationships. Consent Collective provide a clear understanding of key issues. It is important to find out what experiences current students had and are experiencing and the team went out with a survey in the first couple of weeks of term and students were asked to be involved in a focus group. Some of the findings were really interesting. One area is language and how teachers are not as up to date as they can be due to the fast moving situations and students can work with staff on that. This will address comments being made and staff not being sure if they are offensive. Another related area is parents not understanding the issues as a generational issue. Some workshops are going to be set up in January for parents. The team has shared with students the process around sexual harrasement and violence. Students report back that as the victim it is quite frustrating when they have the confidence to report and they then don’t know what happens next. They are looking at this and giving suggestions.  There is data on terms of term 1 and 2. In the last couple of weeks this has increased in some areas. Recording needs to be done in much more detail. Under confidential comments it has been broken down into more categories to establish where education for students and staff is needed.  DS noted that it would be helpful if the safeguarding reporting cycle could coincide with the Committee and Board cycle and PMc agreed to take this forward.  The Chair noted that the safeguarding action plan was initiated by the Local Authority and came to the Committee last May and the College is yet to hear their feedback and they need to know if it has been signed off. The Chair noted it is a question of whether there needs to be an external look at what the College does and whether we can look at peer to peer and chose a College that is good or better than us to learn from them. PMc noted that she has been in touch with the LA who propose the College carry on with action plan as it is fine.  IM asked if there could be a joint action plan for safeguarding and Prevent as the two overlap. MW noted that Ofsted tends to ask for a specific Prevent plan and it was agreed that this could be drawn out of the joint plan when required. MW agreed to talk to relevant leads to establish a position.  DS noted that the review dates in the Prevent action plan don’t tie into the Board cycle.  PMc noted that the main area of work following the situation in Liverpool is around incidents in College and reassurance on the actions to take. This will be used as part of workshops with parents to reaffirm with students at home.  IM noted section 3 on all teaching staff attending face to face training and asked is there anything broaders for cleaners and security and other staff not captured by this. RC noted that all staff have online and face to face training.  PMc explained it is about getting as much information out to as many people as possible. A lot of cleaning team are multi national. There is bespoke training to particular groups of staff. With lockdown the regular updates were out of practice. At least once a term there is training for new starters to capture those who may miss it due to sickness.  IM reported that in a previous role the SU had been trained because there was more referrals from students with concerns about other students than from other staff. It was agreed this would be a useful process to look into with the Student Council and  IM noted that someone who is consistent would be important. RC explained that there are many course reps and it would be a great experience for them.  It was agreed that referrals and issues from Local College Boards was on the agenda and issues had been raised.  The Committee noted the issues around unaccompanied asylum seekers. There is a meeting this week with Brighton and Hove Council and Mark Allen from International. The priority is keeping those young people safe and on track.  The Chair thanked PMc for a very thorough report.  (PMc departs 15.15) | PMc  MW  MW |
|  | **Equality, Diversity and Inclusion**  RC presented to the Committee (see presentation for full details). Key points discussed were:  Achievement – there are a number of gaps but cohorts are small in terms of attainment. The Chair asked for details on numbers and RC noted that these are detailed in the SAR. They are relatively small and spread across the College. Teams are making sure the quality processes are kicking in and it is good to see the gaps are minimal.  Attendance – the College is doing a lot of work on this. National rates at schools are much lower and the rise in Covid will impact on that further. The College have seen a slight rise and there are challenges around that. SLT are really aware that attendance can be a feature of groups with disadvantage. The MIS team cut the data regularly to monitor this. There have been a number of issues in the attendance of Looked After Children in Eastbourne in particular. There is also a real focus on L1 and L2 learners particularly in Eastbourne and Hastings and there is more work to do on that going forward.  Early leavers - the numbers in total are around 300 but some young people hit multiple categories. This gives signals rather than a systematic use of data. There are high numbers of leavers and there is a need to get indluction and transition right. Disadvantgaged postcode and SEN are the key areas. The College were compromised in what could be done last year. RC confirmed this is all 16-18 data.  In terms of data it is getting teams used to looking at the data more frequently and by the next meeting there will be more data and ways of moving things forward.  IM noted it was really good to see the trend data and the numbers may well be small. Is it worth then dropping into the data to see if there are any other triggers particularly for early leavers. It is a balance with a small number of how far to drill into the data but unless you understand why there are early leavers it is hard to do address the issues. It could be disadvantaged postcodes but this is not necessarily the case for all students. RC noted that the College is working with the Local Authority teams to understand where there are barriers, and how can we address them sooner and work with schools and address it earlier. There is certainly some signals around SEND and supporting that transition differently.  The Chair asked about the 105 L3 learners and did we engage and follow up. RC noted that there is detailed feedback to really understand where they have moved onto. A lot are seeking work and RC will make sure there is more summarised for the board in December. The College worked hard to try and re engage with students but there were some non responses.  There has been work done this term to promote EDI needs. A piece on BAME voices with HE students was done which was a powerful piece of work with powerful messages back around what else is needed to support particular groups. There were recommendations about prayer space and this is now resolved. A BAME student voice at governor level would be useful and a lot of work was done to represent BAME students on the Board. It is a real priority to do more to ensure the student bodies are diverse and we are reflective in staff and governors of our community.  Recruitment of BAME peer coaches is really important around aspiration to acheivement. Fudning is being sought to continue that work.  Black History Month was discussed and whether it is appropriate as this should be embedded through all work and that is something to reflect on.  LGBTQIA is another priority and the inspectors looked at this. The College needs to ensure this is consistent across campuses.  Under religious events there has been a focus on Diwali.  RC noted that this was a summary of the equity, divery and inclusion agenda.  IM suggested being carfeul about strategies on BAME and lumping together as groups. The problem is the numbers are so small when broken down. IM suggested a conversation with a group of students to see if individuals are comfortable with the category. RC noted that black leadership groups are running workshops and it is about language and that needs to be reflected at the College. It was agreed this is the same with LGBTQIA.  DS noted that the aim is to have a Board that reflects the diversity of its communities. IM proposed that the College might need to push back on the research for now and focus on this College and what its communities want as it is not always the obvious.  AC noted that with the LGTQ is there data. RC could build into that. RC noted that young people aren’t asked to share so that data is not tracked but the College needs to look at what is being collected.  DS reported that there are discussions at the moment between providers and the ESFA who don’t require it for ILR returns so College don’t collect the data.  RC questioned whether collecting data on enrolment would be particularly accurate.  AC suggested this could be done with leavers and to explain that this would be helpful for the College to build their understanding.  IM noted that the narrative and the communication is important because it can be intrusive particularly at the time of signing up. It is about building trust and the right time in the cycle to collect data.  The Chair noted that there is little data on staff. RC confirmed that the College is going out to staff in January to do a relaunch and to explain about support, help and advice.  AC reported that it is about the equity and equality point from the 2010 Equality Act and is equality the aim of giving people what they need which is making it more equitable.  IM noted that equality is the umbrella term and when that is resolved it is everything underneath it.  The Committee agreed with a change to Equity, Diversity and Inclusion and would raise this at the Board. | RC/MW  RC |
|  | **Update on the performance of cross-curriculum areas**  -International  - Subcontracting  - Apprenticeships  - HE (including HE Quality Report)  DSh reported that the HE team were particularly excited about their NSS satisfaction survey results.  All areas with the exception of resources are above the national average.  The College did make significant increases because of some of dedicated capital investments in particualry poor areas.  In HE in general acheivement is positive and the report details some student succesess.  The College passed its audit on consumers which is very important.  Less pleasing is enrolment which is 70 down, the College has made savings in response and is looking at the offer to ensure it is still fit for purpose. The downturn is not unusal in the HE space because of the TAG results.  The Chair asked if the decline in enrolments is in any particular areas. DSh noted that it is in specific courses such as HNC Business and some of the art based programmes whereas Person Centred Counselling went through the roof. This only applies to the UoB and Pearson’s courses.  SD noted that the arts have taken a huge hit with Covid and potential for work. It is about the balance between creative performance and technical courses that support the arts where there are shortages and it is reassuring for students that there are still careers within the creative space.  DSh noted that the College is focused mostly on visual arts, but he took the point away.  DSh noted that like the 16-18 enrolment the numbers were slightly less everywhere which is the worst case scenario as it reduces the viability across the board.  There is a meeting with the exec team and the UoB at the end of this week. Tomorrow there is a meeting with key stakeholders from Eastbourne to give the opportunity for them to talk to the recent UoB decisions from the perspective of the economic development of the community.  International has started well above last years numbers and there are already 40 January starts which is significantly higher than planned.  Apprenticeships - overall the College improved last year, timely went down and the number of apprenticeships as overstayers is significant higher. As of last month 23% of learners were achieving. The biggest concern from government is that providers are taking the money and not putting in the work and this couldn’t be further from the truth with the College’s apprenticeships.  DS reported that the number of out of funded learners is a lot and charged the executive with taking this forward.  The Chair asked if the College were awarded a Beacon and DS noted they weren’t but did get their first commendation as ESCG.  The Committee asked if they would have oversight of the apprenticeship levy discussions and it was agreed that this would go to People and Culture Committee and an interim update would be provided in the new year. | RC/  MW  RC/  MW |
|  | **Any Other Business**  There were no items raised. The Chair thanked colleagues for attending the meeting.  The Chair thanked DSh for all his work with the Committee. DSh noted that he was moving to East Kent College to lead on transformation. |  |
|  | **Dates of next meetings:**  14 March 2022 14.00-16.00  20 June 2022 14.00-16.00 |  |
|  | **Live Committee Self-Assessment**   * Did the agenda and papers arrive seven days in advance? Yes but AC didn’t receive them due to an issue with Boardpacks which is being rectified * Were the agenda and papers written with clarity? Yes * Were the issues considered at the meeting appropriate? Yes * Did you have all the information you needed to fully participate in the discussion and decision? Yes * Was sufficient time available for thorough debate? Yes * Were you satisfied that the decisions were arrived at in a proper manner? Yes * Were you able to express your views? Yes * Was the meeting chaired effectively? Yes |  |

**Meeting closed: 15.55**

**Appendix 1**

**Ofsted Friday 26/11/21: Grading Meeting**

**Overall effectiveness: Good**

**Education Programmes for Young People: Good**

Strengths

* Leaders and managers have designed an effective and ambitious curriculum that meets the needs of learners
* Carefully planned and logically sequenced curriculum.
* Teachers have high expectations of their learners and use their extensive knowledge to help students learn. They plan carefully and deliver skilfully.
* Teachers assess learning frequently and give good developmental feedback to help improvement.
* Most learners receive good work experience or related activities.
* Learners received good IAG to make choices about next steps.
* Most continue to develop their English and Maths in their vocational area.
* The great majority make sustained progress, develop, and achieve their goals.

Weaknesses

* Too many learners do not make sufficient progress in gaining qualifications in English and Maths
* Teachers do not sufficiently record targets in detail to support improvement.
* In a few areas, SPAG is not corrected.
* Curriculum pathways do not always reflect demand on all campuses.
* Communication across campuses has been too limited in sharing good practice. Recognise the impact of COVID,

**Adults: Good**

Strengths:

* Managers have carefully chosen courses which develop well skills and knowledge for next steps. As a results learners are able to access courses which put them on a positive learning journey.
* Sequence curriculum effectively. Teachers use skills and knowledge well.
* Detailed subject knowledge is used well to deepen understanding.
* Learners quickly develop, achieve qualifications, and apply in wider world,
* Effective use of funding for the disadvantaged.
* Meet local needs well.
* Develop language skills, improve mental health, and participate successfully in community, employment, and further education.
* Work effectively with partners to enrich learners’ confidence and skills, developing social and employability skills.
* Staff model behaviours and motivate learners.
* Learners feel safe.

Weaknesses:

* In community learning adults attend well, but attendance is not high in all programmes.
* In ESOL, teachers do not check that learners know their targets to improve, and this can limit progress.
* Teachers do not check understanding well enough.

**Apprenticeships: Good**

Strengths

* Leaders and managers ensure that apprenticeship provision complies with requirements.
* Curriculum is effectively sequenced to meet the needs of industry.
* Skilled tutors and assessors use knowledge well to support learning.
* Apprentices can demonstrate and explain the skills they learn over time.
* Communication is collaborative and effective. Issues are quickly dealt with.
* Apprentices are safe.

Weakness

* Many employers are not aware of the specific progress apprentices are making. This means employers cannot support apprentices to further improve.

**High Needs: Good**

Strengths:

* Leaders and managers use funding well. They invested in high quality resources. They work collaboratively to ensure curriculum meets the needs of a wide range of learners.
* The curriculum is well planned and focused on progression. The curriculum is progressive and allows many learners to progress.
* Teachers and support staff have extensive qualifications in working with high needs learners. Learners are placed at appropriate levels and as a consequence learners develop.
* High needs learners achieve their targets well and progress.
* A few learners on high level courses achieve better than their peers due to the support they receive such as through the use of assistive technology.
* The college coordinate therapy and medical needs well to overcome barriers to learning.
* Learners feel safe.

Weaknesses:

* Non accredited learning recording is weak and does not fully demonstrate progress over time, so learners and carers are not always aware of progress made
* Staff teaching on mainstream programmes rely on support staff as they have not received the training they need.
* Long term planning is underdeveloped, and learners are unaware of opportunities in the future so other agencies are not involved as they should be.

**Quality of Education: Good**

Intent

Strengths:

* Leaders and staff have a carefully considered intent for the subjects they offer including high needs
* Staff sue information about local skills gaps effectively to inform curriculum planning and prepare learners for next steps
* Teachers plan teaching in a logical order so learners progress from the basic to complex

Implementation

Strengths:

* Staff are suitably qualified and experienced and use this to support learners effectively.
* In most courses staff frequently revisit topics to consolidate learning.
* In most areas, teachers provide learners with developmental feedback to help them improve.
* In most areas teachers assess learners starting points appropriately and use this information to ensure learners are on the right programmes and support their need.
* Most teachers present information clearly that allows learners to understand key concepts. They use a range of assessment strategies appropriately.

Weaknesses:

* In a few areas, particularly in apprenticeships, teachers do not ensure learners remember the feedback they receive and so they can be unsure on how to improve.
* In some subjects, clear enough feedback is not given on written work.

Impact

* Learners and apprentices greatly enjoy their learning and develop new skills.
* Most make good progress and those in employment can apply skills and knowledge at work.
* Teachers challenge most learners successfully to produce good work and most learners produce work that is consistent with their level of learning.
* As a result of training, learners and apprentices become confident in their ability. They learn more, remember more and become proficient learners.

**Behaviour and attitudes: Good**

Strengths:

* Teachers create calm and orderly environments. In most cases students enjoy purpose and pace.
* In vast majority, staff set high standards and students are aspirational as a result.
* Teachers have high expectations, encourage students, and give feedback that helps students improve and motivates them.
* Leaders and managers place a strong emphasis on attendance, identify improvements and attendance is generally good.
* There is a culture of respect. It is inclusive, positive, and focused on learning.
* Teachers ensure learners develop the skills for their next steps and they can explain how they can be applied to the workplace.
* Learners feel safe and benefit from the support they receive.
* Incidents of bullying are low and dealt with effectively.

Weaknesses:

* Attendance is not always strong.
* Professional conduct and workplace behaviours are not always displayed.

**Personal Development: Good**

Strengths:

* Learners and apprentices benefit from studying in a calm and inclusive environment which helps learners to be themselves.
* Learners demonstrate respect and accept and value difference.
* Learners feel very well supported by staff which contributes to feelings of wellbeing, confidence, and resilience.
* Learners develop understanding of FBV, becoming more tolerant, respectful and enjoy learning and working with their peers. Less consistent for Rule of law and a small minority of apprentices are unaware.
* A comprehensive programme has been developed across the group. This helps learners to learn about key themes such as consent and county lines. Enrichment, tutorials, and my student life.
* Majority of apprentices benefit from opportunities to develop sector skills through wider curriculum. Through this range of extended subject specific learning, learners develop confidence.
* A range of activity was implemented over the pandemic to replicate work experience opportunities. Students are excited about this for the future.
* Majority refer to helpful unbiased IAG that supports to help them progress onto next steps. Majority progress to a positive range of destinations.
* Students feel very well supported from tutors and the wider staff team to feel mentally well and stay safe, so they develop healthy relationships.
* Leaders plan and raise awareness of local risks and the majority can recall local risks.

Weaknesses:

* Leaders do not track whether programmes are meeting student needs. Too few learners can recall attending enrichment or using my student life.
* A small minority do not have specific targets for their work experience and need to develop their confidence in preparation.
* Not all learners can relate activity to their lives or recall detail of how to keep themselves safe, particularly at Lewes.

**Leadership and Management: Good**

Safeguarding is effective

Strengths:

* Leaders have a sensible strategy and rationale for curriculum offer.
* Developed and changed curriculum to meet local needs.
* High aspirations for all and ensure staff support learners to achieve.
* Strong links with partners to meet needs of Sussex.
* Leaders are sensibly reducing the majority of subcontracting resulting in local delivery.
* Leaders are closely monitoring subcontractors and the progress of learners that have not achieved within their planned end date.
* Leaders have recently reviewed and improved quality assurance processes.
* Leaders and managers understand the strengths and weakness and focus on weaknesses that have the greatest impact.
* Staff feel well supported, value the strong leadership and safe environment.
* Staff welcome communication and most are proud to work at the college.
* Employers welcome how responsive leaders are.
* Governance has been refreshed and revitalised and challenge appropriately. Leaders benefit from the expertise of governance.
* Sensible and clear safeguarding policies, trained staff, and relationships with external agencies.
* Learners feel safe and know who to report concerns to.
* Very few learners report issues with sexual harassment and bullying.
* IT systems are effectively filtered.
* Training takes place at the start of employment and is regularly updated.
* Recruitment practice is safe.

Weaknesses:

* Leaders recognise that they need to make greater progress in improving the consistency of experience.
* Governors recognise they still have skills gaps to fill.
* A very small number of learners and apprentices feel they don’t have sufficient opportunities to learn about issues such as sexism.