

Meeting of the Quality and Standards Committee

Tuesday 24th June 2025 at 4 pm

Seminar room 4

Minutes

Present: Andrew Lord (Chair), Neil Boggin (Governor), Kevin Boles (Governor), John Mansergh (Governor) Mary Osmaston (Co-opted Governor),

In attendance: Richard Evans (Deputy Principal for Education and Standards) DPES, Tamara Breeze (Director of Governance and Compliance) DGC, Kelli Horner (Head of Quality) HoQ.

125 **Apologies for Absence:** Kelvin Nash (Principal), Jane McCormick (Governor)

126 **Declaration of Interests**

None

127 **Minutes from the Meeting 1st May 2025**

The minutes were accepted as a true and accurate record.

Actions- lack of business support reviews escalated to ARC.

128 **QIP Summary year-end position**

Key Achievements:

1. QIP 1 – Assessment and Feedback:

All actions were reported to be on track to achieve the improvement priority focused on assessment and feedback. A unified approach had been developed across the College, ensuring consistent and tailored feedback that aligns with subject areas, awarding bodies, and assessment types. Governors noted that learners must understand that feedback comes in a variety of ways and it would be useful to highlight when the teacher is providing feedback. They were keen to know if the quality of feedback was consistently applied, the Quality team assured them that was the case, demonstrated by the student satisfaction results.

2. QIP 5 – Apprenticeship Achievement and High Grades:

Significant increases in achievement and high grades were reported. Predicted outturn for 2024/25 was 66-69% for achievement rates and 45-50% for high grades. The College was now confident in surpassing the sector average of 62.2% (2023/24), where the College previously achieved 61.9%. Governors commended the increase and the College's ability to compare favourably to other institutions with better Ofsted grades. Links with employers were being successfully leveraged under the new Head of BETs (Business, Employer and Training Services), and there were discussions on replicating this engagement model across other curriculum areas.

3. QIP 6 – Progress of Learners with EHCPs:

It was reported that learners with Education, Health, and Care Plans (EHCPs) were making strong progress toward their target grades. No discernible progress gap was evident between EHCP learners and their peers. Governors welcomed the addition of this progress measure to the College's dashboard, providing greater visibility of learner outcomes.

Current Issues Requiring Attention:

1. QIP 4 – Business Support and Well-Being Strategies:

The rollout of business support reviews and well-being strategies was identified as a key area for improvement. Governors noted that quality improvement objectives would be implemented for these areas, and the well-being policy would undergo further review for 2025/26. Actions to address workload efficiency, including the use of digital tools, would be prioritised for both curriculum and support teams.

2. QIP 7 – Breadth of Experience Across Courses:

While celebratory events were ongoing, further improvements were required to provide a more contextualised offer for learners.

3. QIP 10 – A-Level High Grades Plan:

A new plan to achieve higher grades for KC Sixth (A-levels) was being developed for implementation with current Year 1 learners. Target grades are set with a mathematical calculation and are aspirational. Tutors can input personal target grades for those without GCSE grades, for example; electively home educated students, recently migrated, adult infilling.

Key Focus Areas for the Next Period:

1. QIP 7 – Breadth of Experience for 2025/26:

Governors highlighted the importance of ensuring all courses had a planned schedule of enrichment activities and stakeholder engagement.

2. QIP 9 – Apprenticeships (Funding and Guidance Changes):

Upcoming changes to funding and guidance were expected to impact apprenticeship delivery. Continuous Professional Development (CPD) and adjustments to quality processes would be required to meet new standards.

3. QIP (All Areas Except QIP 4):

Governors noted the critical need for CPD events to prepare staff for a potential Ofsted inspection.

Governors commended the progress made on key QIP priorities, particularly in assessment, apprenticeship outcomes, and EHCP learner progress. However, they emphasized the need to address current challenges, including staff well-being, workload efficiency, and preparations for curriculum and regulatory changes in the coming year.

Governors agreed that the College was making significant strides in quality improvement but must remain focused on sustaining and embedding these improvements across all areas. Well-being strategies and workload efficiency actions to be reviewed and implemented. Governors asked about AI reducing teacher workload, VPES described pilots that were ongoing and how digital enhancements were part of the solution. Milestones to be added to the QIP. CPD events to be planned to prepare for an Ofsted inspection and funding changes.

Continuing DIPs/CIPs and relevant actions

The following apprenticeships continued to achieve the KPIs; Hospitality Supervisor, Plumbing and Domestic Heating, Lead Adult Care Worker, Operations / Departmental Manager. Concerns had recently been identified in Philosophy A Level and the CIP would be monitored in the new academic year focussing on learner satisfaction, delivery style and pedagogical approaches to support the attainment of high grades.

Animal Care has encouraging data and is likely to move from a Departmental Improvement Plan during the summer. Vocational Studies will stay within a DIP as the team were benefitting from

the monthly support meetings and asked to continue. The following departments continued in DIPs; Business Management & Administration, Joinery and Motor Vehicle.

In MV staffing instability continued and with high numbers of applicants for 25-26 was an ongoing concern. A new HoF for joinery had started to make changes and improvements but impact could not yet be fully evaluated.

The governors asked whether underperformance of a course was directly linked to the performance of a member of staff. This was discussed and concluded that there may be links but this could not be assumed. Other performance measures for teachers were used to judge overall performance. Governors asked if a HoF could speak to the committee to comment on the CIP/DIP processes.

Action invite Ian Ashton and James Dickinson, to attend in October 2025.

Summer training plans (and draft CPD Plan for 25-26)

- 129 HoQ described the summer CPD programme and relevance to the Ofsted framework and to QIP actions. These included, a full day on the development of quality of Apprenticeships, A cross-college introduction to the development platform 'How2', an Inclusion update, making the best use of AI, and sessions focussing on sequencing and planning of enrichment opportunities. Governors were pleased to see the breadth of activities available for teachers.

130 Impact of Inclusion Services restructure and provision (taken first)

Neal Banner attended to brief the Committee on the Inclusion services position. Inclusion Leads have been employed and a further SENCO appointed. Early signs are encouraging, the communication between teachers, SENCOs and Inclusion Leads has improved in order to support learners. Training had been arranged for all staff on processes and procedures during the current development weeks. Vocational studies programmes retention had improved, demonstrating the impact of changes implemented after inspection. The EHCP retention rates are lower on L2 and L3 programmes, therefore action was needed to address that.

Tracking learners progress towards their Preparation for Adulthood targets has improved.

Governor recognised the progress and expected that impact would be seen expected at the end of Term 1. Governors asked how the learner experience had changed, and the group heard that the satisfaction levels for EHCP learners were inline with other learners.

The inclusion team were working with each curriculum area to ensure consistency and stated that consistency was not the same approach in each area. Strong iteration of the message that inclusion was everyone's responsibility.

Inclusion is broader than just EHCP learners. Those with a self-declared need, minority gender, LLDD, those from areas of deprivation, are all subject to support from Inclusion services.

Governors expressed concern about whether learners who have a disadvantage that do not have a metric.

The Committee asked about unmet needs and a discussion followed about how social capital and parental engagement could be replicated at College.

131 Plans for external assessment of preparation for Ofsted Inspection

RE had engaged with Phil Cook from the FEC team. Richard Evans reported on engagement with Phil Cook (FEC team) and Lisa Wilson, who would review the College's apprenticeship provision in the next academic year. He had also arranged to meet Pauline Haygan, to discuss improvements to the A Level provision. TB had met with Phil Cook to arrange training for governors in preparation of the Ofsted visit. The Committee commended the improved level of engagement with the FEC team.

132 Student satisfaction results Term 3

The Committee reviewed the learner feedback report, carried out in May/June 2025, which highlighted key trends and areas for improvement. Governors noted the following points: High response rates were maintained for full-time and part-time learners. Response rates for apprenticeships and Higher Education (HE) had improved significantly but still required further work to meet Key Performance Indicators (KPIs). Maths and English responses continued to show a decline in satisfaction. Overall, apprenticeship and full-time provisions demonstrated an upward trend in satisfaction. Part-time and HE provisions showed a downward trend in satisfaction since Term 2. Sustained high levels of satisfaction were noted in Access, Agriculture, Art & Design, Care, Construction, Health, Hair & Beauty, Music, Performing Arts, Professional Services, Retail & Hospitality, and Sport & Leisure. Areas requiring improvement included Animal Care, Business, Engineering, Maths & English, Science, and Higher Education provision. Governors acknowledged the positive trends in some areas while highlighting the need for targeted actions to address declining satisfaction in specific subjects and learner groups.

Governors were informed of the following actions being implemented to address the identified areas for improvement:

Careers focus "I am being helped to know what I want to do next and how to get there"

- Career-focused learning materials were being introduced during *Ready Steady Go!* weeks, embedding career exploration within subject contexts and ensuring regular review.
- CPD sessions were being conducted to help teachers scaffold goal-setting, enabling learners to articulate their aspirations and create progression plans throughout their learning journey.
- The review process was being used to develop learners' reflective practices, encouraging them to assess their progress against career goals.

Maths and English

- A formalised coaching model was being developed to share and apply positive teaching strategies across departments, focusing on individual attention and varied approaches.
- Teaching strategies were being enhanced to better utilise available technology (e.g., Century) while maintaining individualised support for learners.
- Classroom environments were being reviewed to establish familiar and vocational specific spaces, encouraging better attendance and engagement.

Learner Voice and Engagement for Apprenticeship and HE Programmes

- The scheduling of the Term 3 (T3) survey for 2025/26 was being adapted to align with T Level placement dates.
- Apprenticeship and HE programmes were incorporating Quality Improvement Plan (QIP) actions to increase learner voice and survey responses.

All actions were confirmed to have been incorporated into the respective QIPs, ensuring alignment with broader quality improvement priorities.

133 **Agree schedule of business for QSC for 25-26**

The Committee agreed the schedule of business for the next year, acknowledging that it was a working document that would be amended following an Ofsted inspection.

134 **Any other business**

Committee members asked when the College could expect an inspection. Likely to be under the new EIF, after the end of October 2025 and before May 2026. Unions have objected to a release of a new EIF with inspections too quickly after that point, without sufficient time to prepare.

135 **Date of next meeting; 2nd October 2025**