

Meeting of the Quality and Standards Committee

Thursday 30th April 2026 at 4 pm

Seminar room 2

Minutes

Present: Andrew Lord (Chair), Mary Osmaston (Governor), Daniel Waterhouse (Governor), Sue Keenan (Governor), Kevin Boles, Jason Turton, Jane Barker.

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, Hilary Pezet (Director of Student Experience & Transformation),

Observing: Alison Robinson (External Board Reviewer)

4pm Presentation on, Inclusion through Technology Anna Harrison

172	Apologies for Absence: Gayle Salt, Beth Lowery Welcome to Jane B, staff governor who is new to the Committee, as staff representation was recommended by the EB reviewer. Welcome to Alison Robinson (EBR) as an observer.
173	Declaration of Interests None
174	Minutes from the Meeting 15th January 2026 The minutes were accepted as a true and accurate record and approved.
175	Matters Arising and action plan No additional matters discussed beyond items on the agenda.

KPIs Overall Performance Overview

At this point in the academic year, overall performance across the majority of headline KPIs is stable and broadly in line with sector benchmarks, with several areas of strength and a small number of clear strategic risks requiring ongoing scrutiny. The dataset continues to place appropriate emphasis on outcomes for disadvantaged and vulnerable learners, supporting the governing board's assurance role.

Retention

Overall learner retention is strong at around 96% and remains a key strength of the organisation. Most cohorts are above benchmark, including High Needs learners, who currently show very strong retention. However, EHCP retention has shown decline over recent years, indicating reduced resilience within this cohort.

While whole-college retention is secure, the trend for EHCP learners represents a strategic vulnerability. Governors should seek assurance that mitigation and enhanced transition/support planning is in place.

Learner Progress (Target Grades)

Progress against aspirational target grades is broadly in line with expectations for this point in-year. SEND learners show comparatively strong progress, suggesting that personalised support strategies are effective. Variability remains between curriculum areas, with academic/A-level provision less consistent than vocational routes. The assessment data with A Levels depends on the teachers assessments and governors asked to what extent technology tools were being used to consistently predict grades.

Progress data is reassuring overall, but governors challenged how leaders are ensuring consistency across curriculum areas and sustaining improvements through to final outcomes.

Achievement and Qualification Achievement Rates

- Vocational FE pass rates remain strong across most age groups.
- EHCP achievement and QAR outcomes are significantly weaker, and below college averages.
- Apprenticeship achievement rates show year-on-year improvement, though final achievement remains below that of classroom-based provision, with high-grade outcomes particularly variable.

Achievement outcomes for EHCP learners represent the single most material quality risk in the dataset. Accelerating improvement here is critical for Ofsted readiness and statutory accountability. Apprenticeship performance shows the right direction of travel but remains an area requiring continued board scrutiny.

English and Maths

English and Maths achievement for 16–18 learners is improving and close to target levels, indicating greater delivery stability. However, the proportion of high-grade outcomes remains low, limiting progression and vocational value. Maths achievement is a concern; the teachers have marked the mocks and have fed back to students and to vocational teachers on what to focus on. Impact of interventions were challenged and the VPERS stated that improvements were visible in recent progress scores in Maths.

Learner Satisfaction

	Learner satisfaction remains consistently strong, typically scoring between 4.2 and 4.6 out of 5 across learner types. Adult and apprenticeship learners report particularly high satisfaction levels. High satisfaction provides strong triangulation with retention and supports confidence in learner experience, though it does not mitigate achievement risks in vulnerable cohorts. Participation and Enrolment Trends Enrolment data indicates: • Stable 16–18 participation • Declining adult and apprenticeship volumes • Increasing High Needs enrolments, placing additional demand on specialist support and resources Headline Assurance Statement In summary, the college demonstrates strong learner retention, good vocational achievement, improving apprenticeship outcomes, and high learner satisfaction. However, attendance, EHCP achievement, and English & Maths high grades remain prioritised risks. Governors can take assurance that leaders have identified these issues, but continued scrutiny and evidence of impact will be essential over the coming reporting cycles. The Committee approved the Curriculum KPIs
177	Quality Improvement Plan (QIP) The pre inspection action plan and post inspection are similar, and this was seen as positive as weaknesses were known pre-inspection. There were two issues highlighted at inspection that were previous unknown: these were related to HN achievement in E and M, and Apprenticeship reviews. High needs learners did not achieve as well in E and M, the quality team explained that this was part of the overall E and M concern, rather than particular to HN learners. Additional scrutiny of HN learners from the Inclusion team, was underway and progress had been evident. The team explained the commitment of the College to ambition for the HN learners and to encourage them to develop their E and M skills, rather than focus on headline data. The sequencing of English and Maths was discussed, with governors commenting that doing the English FS first could have benefit for the learners in the later maths exams as the questions in FS maths were often quite complex. The college had decided to run them concurrently to ensure regular practice of both subjects. Governors asked whether Functional Skills were the right qualifications for those learners, and the executive team were looking forward to seeing the new stepping stone qualifications that may prove to be more suitable. The members questioned whether lower achievement in E and M was due to a high number of agency staff used. This could be a factor in English but less so in Maths this year. There was a continuing reliance in both subjects on agency staff, in every year there were approximately 25% of classes facing disruption. The difficulty in retaining staff in these areas was acknowledged and the disparity of pay with secondary schools was recognised. Apprenticeship reviews were mentioned by the inspection team, as not consistently timely or of a high quality. This had been actioned immediately by the apprenticeship team, with closer monitoring.
178	Attendance

	The college attendance statistics were similar to those reported in January, the DPES had presented the data slightly differently to enable the comparison of departments' attendance and as requested by the committee previously, attendance by learner level. The higher the level, the higher the attendance and this was expected due to previous educational achievements and school attendance levels. Vulnerable groups do not have a significant difference in attendance, that was not the case last year and the improvement was acknowledged. Governors questioned what the college can do differently to make an improvement in attendance. The DPES mentioned the work of the Teaching and Learning Leads, (TaLLs) to improve the quality of the E and M lessons. Timetabling issues were a contributing factor as students are not with their vocational groups to study E and M, this was attributed to the size of the college and the only way to mitigate the issue was to intervene in the first 3 weeks to apply sanctions to those who missed lessons in order to prevent a pattern of absence. The members questioned whether the College should try something radical to address the issues. Such as drop-in sessions, an E and M hub, no early morning sessions, The Principal said that radical ideas had been discussed but anything of that nature was likely to be implemented in 27-28 rather than in the next academic year. Governors asked whether KC could partner with a successful college in order to learn from them on how achievement and attendance could be raised in E and M. The DPES pointed out that one did not necessarily lead to the other and the correlation between attendance and achievement was not linear. The colleges with high attendance tended to be those with rigid set timetables for all learners, such as sixth forms. The DPES accepted that the discrepancy between attendance on vocational programmes and the attendance at E and M, was too wide, but felt that improved social spaces for students at all the campuses would help improve attendance. There was a discussion about the approaches to teaching E and M, and whether teaching to the exam is more effective or a more holistic approach to the subjects. The DPES shared a poster called, 'In the loop' that had been distributed to parents to engage them to support the attendance of our learners, these were to be sent out termly. The governors received this positively and confirmed a continued commitment to monitor attendance at each meeting.
179	Deep Dive HE The DPES explained that the paper submitted covered all HE provision that was registered with the Office for Students (OfS), therefore covering qualifications at level 4 and 5, such as HNC, HND in addition to provision delivered on behalf of a HE partners. The scale was noted as small and that there were specific subjects that had been successful, however, the complexities of staffing higher level provision was noted as challenging within KC. FE staff often had to teach across many levels and awarding organisations that led to workload and quality challenges. Satisfaction was consistently lower, as reported in survey data, on HE programmes. The costs associated with higher level provision, both, financial and in terms of workload were high. Financial contribution analysis was satisfactory, but not when staff time, workload and quality expectations were taken into account. Contribution is ok- but work demands and time demands – different picture The members discussed whether the College continued to grow HE and the exec team explained that discussions were taking place to ensure that any that did run were of sufficiently high quality and did not put undue pressure on teaching staff.
180	Student satisfaction Term 2 Survey Results The results were presented by the Head of Quality (HoQ) as strong. Most had met the KPIs. Slight decline since Term 1 in all categories and in response rates. Members challenged the team on the consequences for teachers who did not ask their students to complete the survey and were assured that they had been set targets in appraisals, and it was monitored as part of the performance review process. Part Time students and Apprentices were satisfied overall.

	Responses from Full Time learners were more varied, with students in E and M and Engineering, indicating lower levels of satisfaction. Members requested numbers of enrolments in order to understand the percentages in the report. HE students had lower levels of satisfaction consistently, and this had been part of the discussion around HE provision and whether quality could be ensured in all areas. The strengths overall were reported as: supportive tutors, positive relationships and the high value placed on practical and applied learning Governors asked how the quality team test the reliability of the survey and they described the learning walks across all provision and focus group follow ups with any dissatisfied groups.
181	DIPs and CIPs Update HoQ updated the Committee, there were currently, 3 DIPs and 6 CIPs. Curriculum Performance Reviews (CPRs) had started again this week, with the result that both Link 2 courses and the Business Department likely to come out of intervention due to improvements. The Joinery department was making progress from red to amber. Motor Vehicle remained red, but retention and progress were looking positive The Governors checked whether the Inclusion leads were working with MV and Joinery due to the higher levels of learners with high needs in those departments. There was a discussion that teacher performance was not necessarily the reason for poor course performance, but where it was, the teacher would be supported to improve. Members questioned whether Engineering should go into a departmental improvement plan, based on survey results, DPES said that they were waiting for a new HoF to start in June and would then move forward with an improvement plan.
182	Policies and Reporting Attendance policy had been updated and committee recommended approval to board. Staff governor asked whether the P register mark could be broadened to include unavoidable work commitments, the team responded that this should be marked as Authorised absence. Small adjustments were recommended and accepted through Chair's actions. These were as follows: • Page 4: where it states 'Learners will be encouraged' could we make it stronger e.g. 'Learners must' or 'Learners are expected' • In the policy do we need a 'Learners Responsibilities' section: ○ Attend planned learning ○ Report absence correctly and timely ○ Engaging with support and monitoring ○ Meeting attendance targets • Do we want a Parent/Carer Engagement section: expectation for parental engagement for U18s • Employer engagement: Clear responsibilities for the employer releasing apprentices, attendance expectations • Section about Governance, monitoring, reporting: How attendance is reviewed by curriculum managers, SLT, Governors • Do we want a short policy statement: how attendance supports achievement rates, Ofsted judgements, learner destination, and how the policy supports curriculum quality, employer confidence and learner employability
183	Key points for discussion at board 20th May 2026 These were confirmed as: HE discussion Attendance Strategy Ofsted report

184	AOB DPES explained the realignment of management structures to support the 3-campus model. Gayle Salt was the Director of Curriculum for MRC and Hilary Pezet DoC of Northern Campus' The headlines for changes under this structure were, that the executive team had inserted another HoF- for Health and Childhood Studies as they are due to go to the northern campus' in September. Also, cross college functions such as E and M and FS for apprentices would have a HoF, who would report to DPES. The new structure was designed to increase capacity at HoF level and should alleviate some workload pressures on teaching staff. Governors requested a visual illustration at board to illustrate the structure. Governors thanked the team for the opportunity to take part in learning walks last week, praising the systematic approach and confirmed that the Learning walk report was to be reported at next meeting. The AOC EDI pledge was introduced by the Chair after an AOC network meeting. SLT confirmed it would be further discussed next week. Governors invited to: Prizegiving 18th of June Educational Conference 30th June – Chamber of Commerce
185	Next meeting 18th June 2026