

**STANDARDS COMMITTEE****Minutes of the Standards Committee meeting held on 6<sup>th</sup> December 2022 via Teams**

<b>MEMBERS PRESENT:</b>	Joey Greenwood Rob Lawson Rachel Storr Debra Gray	External Governor (Chair) Externa Governor External Governor Principal
<b>IN ATTENDANCE:</b>	Lynette Leith Ranjit Singh Gino Tommasi Catherine Sykes Lesley Venables	VP Curriculum (VPC) VP Quality (VPQ) VP Finance & Resources (VP F&R) Director of Governance Designate (observer) Interim Director of Governance
<b>Min. No.</b>		
<b>70</b>	<b>APOLOGIES FOR ABSENCE</b> Apologies for absence were received from Tom Dannatt (External Governor).	
<b>71</b>	<b>DECLARATIONS OF INTEREST RELEVANT TO THE AGENDA</b> There were no declarations made against any agenda items.	
<b>72</b>	<b>MINUTES OF PREVIOUS MEETING</b> <b>Resolved</b> – That the minutes of the meeting on 19 <sup>th</sup> October 2022 be approved as an accurate record and signed by the Chair.	
<b>73</b>	<b>MATTERS ARISING</b> The Interim Director of Governance presented a progress report on actions arising from the previous meeting. It was noted that most items had been completed or were featured on the agenda.	
<b>74</b>	<b>QUALITY OF EDUCATION</b> <b>Self-Assessment Report 2021/2022 and Quality Improvement Plan 2022/2023</b> The Principal presented the Self-Assessment Report for 2021/2022 and Quality Improvement Plan for 2022/2023. This had been based on the Ofsted outcomes from February 2022 and had concluded that the College should be graded as ‘Requires Improvement’ overall. Governors recognised the significant amount of work that had been undertaken by staff to reach this position.	
<b>75</b>	Apprenticeships had been re-graded as ‘requires improvement’ and this area was currently in the Support to Improve process. Study Programmes had been problematic since 2014 and high grade achievements had been weak over an extended period, which impacted on the leadership and management grading. Attendance and Maths & English achievements also required substantial improvement. There were insufficient levels of high quality teaching, although evidence of improvement had been apparent at the end of last academic year.	
<b>76</b>	Personal development, behaviour and attitudes needed to be raised, together with enabling more young people to participate in work experience programmes. Staff morale, workloads and quality arrangements were further areas for development. The College’s new but stable leadership team and Principal were noted as key strengths.	
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78	<p>Governors commented that the SAR provided an honest assessment of the College's current position, particularly in relation to leadership and management. It was suggested that some research into stakeholders' perceptions of the College should be undertaken and then revisited in 12 months to assess the impact of the measures proposed in the SAR.</p> <p>The Committee commended the leadership team, recognising that it was difficult to make positive progress when there was such a huge amount of work to be done by a relatively small number of staff. The Principal felt that by August 2023 it might be possible for the College to have an internal conversation about its position and noted that the process of education recovery took considerable time. The content of the SAR was already out of date in terms of the College's development and Ofsted would be looking for the impact of measures over a longer period.</p>
79	<p>A governor questioned the figure of 82% achievement for Study Programmes compared to 85% in colleges judged as 'Good' by Ofsted. The VPC reported that further work was being undertaken in 2022/2023 from this low base, such as the student sustainability project. Curriculum planning had commenced earlier for 2023/2024 and the results of this more thorough process should be evident.</p>
80	<p><b>Resolved -</b> That the Corporation be recommended to approve the SAR and QIP</p>
81	<p><b><u>Nursery Report</u></b></p> <p>The Committee received a report on the College's nursery provision, which included an overview of children, staffing, pupil premium, safeguarding (with a small number of cases identified) and the financial contribution. The VP F&amp;R reported that the deficit had been reduced by approximately £15k and projections indicated that it might be possible to make a small surplus by the end of the academic year.</p>
82	<p>Options to ensure that the nursery was financially viable and met all health and safety requirements were being reviewed and it was proposed that these would be presented to the Committee's June meeting. Alternative provision would be sought if the conclusion of this work was to recommend closure of the nursery. Governors were advised that staff pay levels were low for workers in this area and would be impacted by changes to the National Living Wage in April 2023 and, in order that the service remained viable, an increase in charges would be required.</p>
83	<p>A governor questioned whether the marginal loss position would be offset by students attending the College and drawing down funding. The Principal reported that there were few commercially-owned nurseries in the FE sector and such services tended to be on a term-time only basis. Other colleges provided students with bursaries to use at local nurseries instead. From a quality and standards perspective the current arrangements were considered to be of a good standard. The Committee asked whether the College was promoting the nursery sufficiently particularly over the summer period, as part of its commercialisation strategy. A specialist inspector in Early Years education had been asked to review the nursery provision and how well it aligned with the DfE framework.</p>
84	<p>The nursery's core clientele was staff and students, with about 80% of the latter receiving funding through the College's bursary system. In response to a question about charging levels the VPF&amp;R gave an assurance that these were the same for both groups, with any variation in</p>

	price due to the age of the children. It was noted that some posts were currently vacant and it had been difficult to recruit the appropriate level of staff.
85	It was agreed that discussion should take place between the chairs of the Finance & Resources, Corporation and this Committee to determine which would provide the most suitable forum for consideration of the proposals on the nursery.
86	<b>English &amp; Maths Strategy</b> The VPC presented the draft English & Maths Strategy, which aligned to other strategies developed by the College and had been discussed in detail at the recent Curriculum Planning event.
87	A substantial amount of work had been undertaken in this area over the past 2 to 3 years. The revised document included elements of previous iterations of the Strategy, however, some parts had been removed as these did not address the level of deprivation faced by many learners and the impact this had on attainment levels. The previous Strategy had been based on work at Chichester College, the demographic and socio-economic background of which was very different to Hull.
88	Ten core priorities had been identified in the Strategy, each of which set out a clear way of working and provided guidance to staff. The Strategy had been drafted to allow the maximum amount of flexibility, using terms such as 'ambition to', which would enable it to be amended in light of changes to the cohort profile and student needs. A governor asked whether progress against each of these priorities could be measured to provide a level of assurance to the Corporation. The VPC responded that some priorities had associated targets (such as attendance at E&M lessons) but the College was not meeting them currently. However, this did not mean that working towards the targets had no impact. The Board needed to monitor performance levels, particularly if these were static or reducing.
89	It was intended that English & Maths would be embedded into every process and level of the curriculum using this Strategy. In response to a question about its relevance to learners and the context in which they studied, the VPC reported that management had been concerned that levels of achievement in E&M were actually regressing compared to previous years. Governors suggested that the Strategy should be more ambitious about the timing of ensuring that M&E was embedded into every lesson and a definite date should be set by which achievement rates should be rising. The VPC agreed that this should be in place within 2 years of the introduction of the Strategy and that the identified timescales would be more explicit.
90	The VPC was asked whether the E&M team had the capacity and capability to evaluate performance within vocational areas and had the appropriate qualifications for this (Functional Skills Level 2). The Committee was advised that teaching and learning across the whole College needed to improve and that the E&M staff were probably more highly skilled in improving their own specialist area, rather than vocational subjects.
91	A governor queried what evidence was available of the E&M staff's level of competence. The VPC reported that a target attendance level of 80% had been set and the area was in the Support to Improve programme. The latest deep dive had graded the area as 'Inadequate' and, although the quality of teaching varied, some improvement had been noted since the deep dive review. A revised staffing structure had been introduced with 2 co-ordinators responsible to an experienced Assistant Principal.

92	In the deep dive report on Construction the heavy reliance on practical skills (as opposed to theory) had been identified and governors questioned whether this was linked to students' ability on E&M or their attendance levels. The Principal reported that significant change in culture was required across the College and within English & Maths provision. It should be recognised that not all elements of the E&M strategy may be successful. Staff were doing everything they could to improve performance levels however, attendance was only one measure of this and even the best colleges had achievement levels of around 30%. Addressing every issue in this area would be a long-term focus for the organisation.
93	Governors were advised that there were a small number of high performing teachers within English & Maths. The Learning Coaches system had been introduced in 2021/2022, but it had not been as impactful as anticipated and had been adjusted for 2022/2023. A dedicated hour for teaching development also formed part of the weekly staff timetable.
94	It was agreed that a further report on English & Maths and the embedding of the new Strategy should be provided in March 2023.
95	<b>Resolved</b> – That the Corporation <b>be RECOMMENDED</b> to approve the draft English & Maths Strategy
<b>CORE &amp; CHARACTER EDUCATION – RESEARCH FINDINGS</b>	
96	The VPC presented the findings of a piece of research on Core and Character Education. This had concluded that there was still a considerable amount of work to be completed on student skills, attitudes and behaviours, but the College was now starting to embed these elements from an extremely low base. A further update would be provided to the Committee's next meeting.
97	<b>ANY OTHER BUSINESS</b> As the Committee only had limited time to conduct its business, it had been agreed that the remaining items on the agenda (presented for information only) would be considered at the next meeting on 7 <sup>th</sup> February.  Additionally, a meeting of the new Higher Education Oversight Committee would take place on the same afternoon.
	<b>DATE OF NEXT MEETING</b> 7 <sup>th</sup> February 2023, 4.00 p.m.

Approved by the Standards Committee at the meeting held on 7<sup>th</sup> February 2023.