

Minutes of the Learning & Quality Committee Meeting held at 2pm 13 March 2024

Present: Prue Amner (chair), Tim Jackson & Shirley Nellthorpe

Apologies: Noodles Bainbridge (student governor), Mark Cooper, Lyndsey Mason (staff governor) & Mike Stoneman

In attendance:

Daisy Agathine-Louse	Interim Director of Quality
Chris Caddemy	VP Information Services
Huw Chapman	Governor (observer)
Tess Cole	VP Foundation & Adult Learning
Matt Phelps	Deputy Principal/Deputy CEO
Emily Pountney	VP YP Academic & Linked Vocational Learning
Paola Schweitzer	Director of Governance
Jo Shankland	VP Student Experience
Sarah Warren	VP Vocational Learning

Minutes

118 Attendance and Participation

Noodles Bainbridge (student governor), Mark Cooper, Lyndsey Mason (staff governor) & Mike Stoneman sent their apologies.

119 Declarations of Interest

There were no declarations of interest.

120 Minutes

The minutes of the meeting on 29 November 2023 were **Agreed** as a correct record.

121 Matters Arising

Minutes 106 & 114: Curriculum Development & Plan: Governors had considered stakeholder engagement & the accountability statement at the January Strategy Day. The outcome of curriculum planning would be brought to governors in the summer term. Emerging headlines were maths and English (ME) students would study GCSEs (functional ME would only be offered to some students), there would be a level 2.5 to support prospective T level students and pathway changes in response to the defunding of qualifications. Governors **Noted** that other matters arising were complete.

122 Learning & Quality Dashboard (paper 562/24/L&Q)

The dashboard outlined final education and training, apprenticeships and attendance performance data for 2022/23 as well as 2023/24 data to date. Key headlines were:

- 82.8% achievement rate in 2022/23 (82.2% rate in 2021/22)
- 96% overall retention rate in 2023/24 (95.6% for 16–18-year-olds and 97.4% for aged 19+). This was an improvement on 2022/23.

- 57% of students at PMP3 were rated as Green and on target, 10% were Ambers and 22% Red
- 48% overall apprenticeship achievement in 2022/23 (9% below national average but above the 2021/22 rate of 42.7%). This placed the College at risk under the accountability measures.
- 597 apprentices were in learning, 310 were out of funding (OOF)
- 80.2% overall attendance in 2023/24 was (83.2% in 2022/23). ME was 69.4% (72% in 2022/23).

Governors discussed apprenticeships which remained a risk, recognising that whilst there was greater transparency of the issues, the solutions had yet to embed properly and would take time. 206 OOF apprentices would shortly be removed and this would impact on achievement. One governor noted the high End Point Assessment (EPA) failure rate. There was a brief discussion about the future growth trajectory of apprenticeships and actions required to ensure group sizes were commercially viable.

Retention had improved but there were challenges with attendance. This was a city-wide problem (Portsmouth had the lowest school attendance nationwide) and the College was involved in initiatives with partners to identify solutions as well as offering incentives to students. Transportation was recognised as an issue (there was no subsidy for post 16 students in the city) and this would be raised with Councillor Horton on her visit to the College. The tutorial programme had been challenging this year. Tutorial attendance was variable and an action plan was in place to bring about improvement. Having scrutinised the 2022/23 and 2023/24 data, governors **Noted** the learning & quality dashboard.

123 Quality of Education Strategy & Update (paper 563/24/L&Q)

This report provided a summary of quality improvement activities that were taking place including developments in Teaching, Learning & Assessment (TLA), updates on work-based learning and apprenticeship curriculum review and activities scheduled for the staff Professional Development Day in March.

Shirley noted employers' volition at the recent Employer Advisory Board (EAB) to work with the College and asked how they were influencing the College's frameworks and delivery. Matt responded that the impact was insufficient at present and tended to focus on new rather than existing provision. This would develop over time. Prue had attended two EABs and suggested governors could carry out mock interviews. In response to a question, Emily stated that various strands of the quality process were now coming together and meaningful progress was being made. Tess noted the importance of Quality Review Meetings (QRMs) in driving forward quality but noted further training was needed for Curriculum Managers (CMs). Governors **Noted** the quality of education strategy update.

124 Quality Improvement Plan (QIP) – 12 Month Plan Update (paper 564/24/L&Q)

The report provided a term 1 update on the College's 2023/24 QIP and supporting action plan and evaluated the effectiveness/impact of actions to date.

One governor noted that of the QIP's 58 fields of progress, 10 were green (good progress/on track), two red (limited progress/no impact from actions) and the remainder were pink (some progress/impact not yet seen) and asked that the next report use arrows against the pink actions to indicate progress. Matt noted that upskilling CMs was underway as they played a vital role in impacting the speed of

improvement. Shirley, in her role as safeguarding lead governor, had recently met with Jo and noted that behaviour and attitude issues were often unnecessarily referred to the safeguarding team rather than being dealt with by teachers under the poor behaviour policy. Governors discussed the observation of tutorials, the fact that staffing pressures were negatively affecting tutorials and that tutorial timetabling would change in 2024/25. Katy summarised that quality of education progress was good but behaviours & attitudes and personal development, which were linked to the wider student support piece, required further work.

Having scrutinised the updates and progress made against the QIP to drive quality improvements, governors were assured that the College was taking effective steps to address the QIP 2023/24 actions and drive quality improvements.

125 Learner Voice Update (paper 565/24/L&Q)

This report provided the outcomes of the 2023 autumn term student survey and the Sixth Form Campus (SFC) survey, it also included a summary of '*You said, we did.*'

Participation in the 2023 autumn term survey had increased by 39% and satisfaction ratings had improved compared to 2022. There had been a significant increase in the percentage of students agreeing with the questions in the SFC survey compared to 2023 although participation had decreased. There was a discussion about how student feedback was collected, with governors noting that changes would be made to create a single framework and to maximise response rates. One governor suggested that student governors promote participation in surveys. In response to a question, Jo confirmed that staff turnover had negatively impacted the student experience. Governors welcomed the improved satisfaction and participation rates and noted responses to the areas for development identified.

126 Student Wellbeing & Safeguarding Report (paper 566/24/L&Q)

This report provided safeguarding data including disclosures by type and campus compared to the previous year, compliance with training, the SCR review, updates on Smoothwall referrals, the introduction of the new safeguarding referral and monitoring system, staff concerns and key 2023/24 priorities. Eight staff had been referred to the Local Authority Designated Officer (LADO) and were currently under investigation.

Governors noted the information in the report and discussed a number of points including whether students knew the College's lockdown procedures (there was a Run, Hide & Tell protocol and work was underway to test this further), the low number of Prevent cases (reflective of the city context) and the open plan nature of College campuses. Shirley stated that she and Jo discussed site access at every meeting so she was pleased that a capital bid had been submitted. In response to a question, Katy confirmed that the College did not undertake random drug and alcohol testing but the Code of Conduct and policies set out expected behaviour and processes to manage poor behaviour. Governors **Noted** the safeguarding and wellbeing report.

127 Equality, Equity, Diversity & Inclusion (EED&I) Report (paper 567/24/L&Q)

The seven EED&I targets were drawn from the EED&I policy themes. Targets were monitored and reviewed every term and then brought to L&Q. The EED&I Committee, responsible for developing a common approach to the delivery of EED&I, met for the first time on 10 January 2024 (Prue was an observer). Governors discussed FREDIE (Fairness, Respect, Equality, Diversity, Inclusion & Engagement) accreditation, and

the importance of accommodating individual learning styles. Governors **Noted** the progress made on EED&I and in particular the Committee overseeing its delivery.

128 Digital Strategy (paper 568/24/L&Q)

The strategy set out the digital culture, values and vision required to equip staff and students to thrive and innovate whilst upholding the principles of digital inclusion. It supported the strategic plan and was underpinned by an implementation plan.

SMT would shortly explore the strategy to ensure that there was a clear and shared understanding for teaching and learning. Governors noted that significant investment had been made across the College including the network and PCs. A decision had yet to be made on the platform to be used and this would be determined by the needs of students. Governors welcomed the thorough strategy and noted its importance.

The meeting ended at 4.20pm