

**Minutes of the Learning and Quality Committee meeting held on 3rd March 2020 4:30pm
 CRC, Cambridge campus**

MINUTES OF THE MEETING

Present

Barry Fyfield (Chair)
 Heather Du Quesnay
 Mark Robertson
 Mike Cole
 Daniele Gibney
 Terry Butcher
 Timothy Arthur
 Theresa van Ruth
 Muskaan Abdul Qadir (Student Governor)
 Cameron Wallace-Sayers (Student Governor)

In attendance

Kate Da Costa, Corrin Hoyes

Clerk

Emily Baldwin

General		
1.1	Declarations of Interest Apologies for absence	There were no apologies for absence. D Gibney was warmly welcomed to the meeting as a new Governor. There were no declarations of interest.
1.2	Minutes of the meeting held on 12 th November 2019 and matters arising	The minutes of the meeting of 11 th June 2019 were agreed. The action to report on the possibility of counselling clinics at the College was carried over.
Strategic Items		
2.1	Confidential - CRC Quality	C Hoyes introduced the Quality Improvement Plan 2019/20 and Post Inspection Plan.

<p>Improvement Plan 2019-20 and Post-Inspection Action Plan</p>	<p>Governors were reminded that the Ofsted discussion was confidential until the report was made available in the public domain.</p> <p>Governors noted the issues raised in the recording of attendance of vulnerable children. Absences were not always reported until the end of the day. This issue had been raised in the feedback rather than in the draft report itself.</p> <p>Governors noted the issues in the Ofsted feedback regarding progression routes for adult learners and ESOL. The College had not expected the feedback on part-time adult learners which needed to be addressed.</p> <p>Overall, the College had a number of good systems in place, but could not always evidence good practice. The College needed to improve its documentation of processes. Use of Pro-monitor needed to be monitored. The Quality team needed to look at student services as part of its remit.</p> <p>The College was looking at having additional administrative staffing to chase students for attendance. The Student Governor commented that resourcing was important. T van Ruth commented that in her experience communicating with parents made a difference.</p> <p>Governors noted that M Robertson would be responding to the draft report with some suggested factual changes. The College was not expecting to challenge the grade.</p> <p>The post inspection plan would be updated to focus on the 7 areas identified as areas for improvement in the Ofsted report.</p> <p>Governors commented that the Improvement Plan was very detailed, and Governors needed to understand the priorities that would make the most difference in preparation for the September monitoring visit.</p> <p>Governors reiterated their support for proposals to increase the remuneration of English and Maths teachers where appropriate.</p> <p>It was noted that there were four main issues that Governors needed to focus on:</p> <ul style="list-style-type: none">• English and Maths• Part-time adults• Apprenticeships• Systems <p>These issues would be covered by a Task and Finish Group which would also look at preparation for the Monitoring visit in the autumn term. The Clerk agreed to establish the Group.</p>
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<p>2.2</p>	<p>Termly Curriculum and Quality Performance Update</p>	<p>C Hoyes introduced the termly curriculum and quality performance report. The report included updates on key performance indicators for classroom-based delivery.</p> <p>Student attendance had improved in all provision types compared to last year. It was particularly high for part-time learners who were traditionally very motivated to attend classes.</p> <p>M Cole stressed the need to ensure the College monitored trends in attendance. It was important to understand what was making the most impact on improving attendance. K Da Costa responded that she thought this was more administrative support to chase attendance, making lessons more interesting and closer working between the administrative and vocational teams.</p> <p>D Gibney said the College needed to understand where there was good practice in supporting and motivating students in the College and have mechanisms to spread this good practice to other areas.</p> <p>Governors asked for more actions to be targeted at students. The Student Governor agreed that peer pressure could be a powerful tool. He also said that incentives for good attendance needed to be better publicised.</p> <p>Governors noted the lower attendance rates for English and Maths. The College also needed to stress the importance of English and Maths to securing employment. This needed to be part of the induction process.</p> <p>Governors received the report.</p>
<p>2.3</p>	<p>Destinations Report</p>	<p>C Hoyes introduced the destinations report for 2018/19.</p> <p>94% of 16-18 year olds completing their course at college had a positive destination. The figure was broadly the same for the two campuses.</p> <p>The number of leavers with an unknown destination was 17.6%. This had increased by around 5% since last year; this was due to calls not being answered and phone numbers being out of date at the point of survey. Governors asked about text or email surveys but noted that response rates to these were low.</p> <p>Students had been asked about the impact of their course on further destinations. The majority of respondents agreed (78%) that their courses were relevant to their future career path. However, 42% of students only felt the course was relevant to what they were currently doing. B Fyfield commented that transferable skills were more difficult to track.</p> <p>It was noted that more detailed data was analysed as part of curriculum planning by the relevant manager.</p>

		<p>Governors asked if the level of salary was collected. It was noted that this was not asked for from 16-18 year olds, although national salary information was available for individual sectors.</p> <p><i>Theresa van Ruth left the meeting.</i></p> <p>Governors welcomed the new information on relevance of courses, and advised that SMT continued to look at this area in future surveys.</p>
2.4	Learning Support Pilot	<p>K Da Costa introduced the Learning Support Pilot.</p> <p>The report set out the context, format and findings of the pilot to move learning support from centrally controlled to departmentally controlled. Pilot areas Creative Industries and Sports and Uniformed Services.</p> <p>The pilot had found a number of strengths, including improved curriculum and learning support communications, improved consistency of support for students with EHCPs and good parental feedback.</p> <p>A number of areas for development had also been identified. On balance, it was recommended that the pilot be rolled out to all areas.</p> <p>Governors asked whether it would help address some of the Ofsted issues. K Da Costa said it could help with clearer lines of accountability, and could help with improving flexibility within the curriculum team.</p> <p>Governors voiced their support for the roll-out of the pilot.</p>
Matters for information		
3.1	Student and College Success Stories	The Committee noted and welcomed the Student and College Success Stories.
3.2	Any other business - safeguarding	M Cole, the lead governor for safeguarding, reported that a Safeguarding board had now been established and he would be attending in the future. There were no other issues to draw to the attention of the Committee.
3.3	Self-assessment of Governors' Performance	Governors agreed that it had been a useful meeting, particularly in view of the difficult circumstances around Ofsted. It was important that the Task and Finish Group addressed how governors needed to improve and monitor.

There was no other business and the meeting ended at 7:30 pm.

Signed

Chair