

Education Committee Minutes

<b>Meeting</b>	Education Committee	<b>Date</b>	14 <sup>th</sup> November 2024
<b>Location</b>	Executive Boardroom, Broadstairs College	<b>Time</b>	2.30pm
<b>Membership</b>	John Korzeniewski (JK, Chair), Graham Razey (Chief Executive Officer, CEO), Ella Brocklebank (EB), Sam Lawrence-Rose (SL-R), <i>Natalie Garner (NG)</i> , <i>Jaidan King (JK)</i> , Helen Hammond (HH), Tammy Mitchell (TM)		
<b>In Attendance</b>	Lucy McLeod (LM) (Deputy CEO) Victoria Copp-Crawley (VC-C) (Executive Principal) Nick Holbrook-Sutcliffe (NH-S) (Chief Education Officer) Sharon Hollingsworth (SH) (Group Director of Governance) Georgia Shelton (GS) (Minute Clerk) Charles Buchanan (CB) (Interim Broadstairs Local Board Chair) Donna Smith (DS) (Director of Education Improvement) Item 13 Miranda Chapman (MC) (Observer) Jack Collison (JC) (Observer)		

*(Italics denotes absence)*

	ITEM	COMMENTS	ACTION
1	<b>Welcome and apologies for absence</b>	<p>The Chair welcomed members to the meeting, and introductions were made.</p> <p>Sam Lawrence-Rose was welcomed to his first meeting as Dover Local Board Chair, Tammy Mitchell was welcomed in her new role as Sheppey Local Board Chair, Charles Buchanan was welcomed as temporary Broadstairs Local Board Chair, and Jack Collison and Miranda Chapman were welcomed as observers.</p> <p>The Chair noted thanks and appreciation to Jason Howard and Peter Troke for their time on the Education Committee.</p> <p>Apologies were received for Natalie Garner, with Jaidan King being absent without apology.</p>	

2	Declarations of Interest	There were no additional declarations to the meeting than those declared as standing.	
3	Minutes of the meeting held 13 June 2024 including any confidential minutes	The minutes of the Education Committee meeting held on the 13 <sup>th</sup> June 2024 were reviewed and approved as an accurate record and duly signed by the Chair.	
4	Matters Arising not covered by this agenda:	<p>The Chair informed members of his recently completed learning walks in which he visited Canterbury College and spoke to Level 3 T-Level and A-Level learners; these cohorts were both positive about their course, stating clearly why they chose to attend college and their selected course.</p> <p>In addition, the Chair visited Broadstairs 2-year level 2 students in Carpentry and Art &amp; Design; students felt they were making progress and could demonstrate where.</p> <p>It was noted on both visits that attendance was regularly enforced and discussed with students, and the Chair emphasised how beneficial these learning walks can be to governors, to provide context to meetings.</p> <p style="text-align: center;"><b>NOTED: Chairs Communication</b></p>	
5	Terms of Reference for the Education Committee	<p>The Group Director of Governance summarised the amendments made to the Terms of Reference and asked for comment on these.</p> <p>The Committee were comfortable with the presented changes.</p> <p style="text-align: center;"><b>APPROVED: The terms of reference for the Education Committee.</b></p>	
6	Sub-Contractor Selection Process	<p>The Chief Education Officer summarised the sub-contractor selection process and the following was noted:</p> <p>It was explained that the new process for the appointment of a subcontractor, summarised within the paper, had been approved by GLB and required final approval from the Education Committee.</p>	

		<p>Governors noted how straightforward the document is to understand, with the only suggestion being for the steps within Stage 1 to be amended so that the Group establish demand for the provision first. It was agreed that this change is necessary, however governors were reminded that the Group are not looking for providers to fit our needs, but instead it is expected that local providers will contact the Group, and it is for us to decide if they fit our values.</p> <p>The Chair emphasised that while the Education Committee were not initially minded to support sub-contracting, this paper provides assurance that there is a process prior to active decision making, and this provides a clear indicator to external partners as to what the Group's conditions are.</p> <p style="text-align: center;"><b>APPROVED: Sub-Contractor Selection Process</b></p>	
7	Curriculum and Recruitment Update	<p>The Chief Education Officer summarised the content of the curriculum and recruitment update 2024-25 and asked for comment.</p> <ul style="list-style-type: none"> <li>• Recruitment overall is positive, with 16-18 allocation coming in above predicted.</li> <li>• Sixth form recruitment has hit target numbers, with 393 students across both year groups.</li> <li>• T-level recruitment has surpassed its target and is still progressing in the range of T Levels starting.</li> <li>• Alternative provision has accepted 6 students since opening in October, with 3 referrals currently in progress. This process will be reviewed to ensure the Group are doing right by the students.</li> <li>• Adult Skills Fund recruitment is on target for 2024-25, providing assurance for funding earned by colleges. EKC Training will be monitored as recruitment continues throughout year. It was noted that Eastchurch have been shortlisted for the Beacon Award for Widening Participation.</li> <li>• Apprenticeships are broadly on track to meet targets.</li> <li>• HE enrolment has decreased by 20% compared to the previous year due to the decrease in stage 1 entries, withdrawals between stage 1 and 2, and fewer students progressing to the top-up stage. The HE strategy will continue to be reviewed with changing trends.</li> </ul> <p>Governors queried the vision for the Alternative Provision. It was suggested that this provision is currently being piloted, which is why the vision may not be clear. The aim of the provision is to catch</p>	

		<p>students before they withdraw from college, however there is not a clear reasoning behind the withdrawals that have taken place this year, and so a piece of work will be taking place to investigate further. The importance of unpicking the disconnect between withdrawal and alternative provision was noted, and Group staff suggested that this may be due to an unawareness of the curriculum offer.</p> <p style="text-align: center;"><b>AGREED: A paper on the disconnect from the Alternative Provision to be presented at the Spring Education Committee.</b></p> <p>It was observed that while student numbers are positive, the level of growth requires resource. Governors were reassured that all provision has a full capacity of lecturers, and quality of education is always ensured. The Deputy CEO informed governors of the processes staff follow to request resource, and it was explained that all requests come through the CEO and Deputy CEO in a timely manner.</p> <p style="text-align: center;"><b>NOTED: Curriculum and Recruitment Update</b></p>	NH-S
8	Education CPIs for 2024-25	<p>The Executive Principal summarised the Education CPIs for 2024-25, and informed governors of how the CPIs are set through consultation with business units and Local College Boards.</p> <p>It was explained that many CPIs remain the same, with the following CPIs being amended:</p> <ul style="list-style-type: none"> <li>• A15 Staff Absence Rate has been amended to measure percentage of vacant teaching and assessing positions and the duration of vacancy.</li> <li>• A13 and 14 Performance Measures now report on the percentage of learners affected by Rapid Improvement provisions.</li> <li>• A new CPI, A14a, has been created to measure the pass rate of registered exams sat in an academic year.</li> </ul> <p>In addition to the above, the attendance target has been removed, and the quality of TLA will be collated every other month in line with the Performance and Quality Cycle at business unit level.</p> <p>Governors noted the removal of the attendance CPI and questioned whether this is still managed and monitored. It was explained that attendance continues to be a big focus for students, and staff</p>	

		<p>continue to monitor the reasoning behind absence and what behaviour this creates. Senior leaders have visited lessons to ensure lesson quality and start time is strong, as this factor greatly impacts attendance.</p> <p>The Committee discussed the soft skills required for working life, and queried how students will manage this. It was explained that this is targeted within the curriculum, but it was suggested that the changes being made in workplaces are likely to accommodate a changing population.</p> <p style="text-align: center;"><b>APPROVED: Education CPIs for 2024-25.</b></p>	
9	<p>2023-24 Self-Assessment Report/ QIP and QAR Outcomes for Further Education</p>	<p>The Executive Principal summarised the SAR, QIP and QAR and the following was noted:</p> <p><u>Education Outcomes with the QAR</u></p> <p>There has been an overall decline in achievement, however the removal of the new provisions (2-year level 2 and sixth form) shows a significant improvement from the previous year. In addition to this, English and maths GCSE pass rates were 10.4% above national averages.</p> <p>With the new 2-year level 2 curriculum in place, achievement of learners has improved significantly, and in addition to this, 60% of those with EHCPs achieved. This has provided great framework for how best to progress the new cohort.</p> <p>There was strong achievement within T-Levels, particularly in On-site Construction, Health, Design and Surveying, Management and Administration. There is work to be done to ensure consistency across all subjects, however.</p> <p>A-level results were disappointing; however, the vast majority of students were given their first university choice. To support the improvement of these results, the College have recruited a new academic Assistant Principal who has a strong background in Sixth Form curriculum, an Academic Innovator to support in the pedagogy development of teachers and Academic Learning and Skills Coaches to support with the study expectations of independent learning requirements. In addition to this, it has been added to the QIP with some key focuses around expectations, teacher development, standards and independent learning.</p>	

		<p>Governors queried whether the sixth form provision have the staff necessary to succeed. It was explained that it is a struggle to employ staff with the needed knowledge with the given salary scales. There are a mix of teachers in sixth form in terms of experience, and work is taking place with partner colleges on expanding skillsets, and some teachers are becoming examiners to support their understanding further of the subject expectations.</p> <p>Staff are now being clearer with their expectations. Learning skills coaches have been put in place to focus on the required academic skills, for example how best to study. Interventions have also been put in place to help teachers with this change. It was suggested that timetables to be reassessed and considered in future so that the students have lessons taking place on each day; this will make them more likely to use free time for studying.</p> <p><u>SAR</u>  The 2023-24 SAR was summarised, and it was explained that all areas are graded as outstanding.</p> <p>The grading excludes the newest provision types, with a new section addressing the provisions and how these serve the skills needs of students in East Kent.</p> <p>It was suggested that it would be useful to constitute how long a provision is considered new. Ofsted would not remove these provisions from the judgements unless considered exempt; governors agreed that a provision should be considered new for the first cycle of the qualification.</p> <p style="text-align: center;"><b>APPROVED: 2023-24 Self-Assessment Report/ QIP and QAR Outcomes for Further Education.</b></p>	
10	2024-25 Quality Improvement Plan for Further Education	<p>The QIP was summarised by the Executive Principal and discussed amongst the committee, with the following areas being of note:</p> <p>The 2023-24 SAR outlined 2 main areas of improvement: too few learners on 2-year academic exam subjects achieved in their exams, and too few learners achieve a full level 2 from a level 1 starting point.</p>	

		<p>The QIP aims to improve the suggested areas of focus, outlining responsibilities, timelines, and progress measures.</p> <p style="text-align: center;"><b>APPROVED: 2024-25 Quality Improvement Plan for Further Education</b></p>	
11	<p><b>2024-25 Progress against the Quality Improvement Plan (QIP) for the Nurseries</b></p>	<p>The Deputy CEO summarised the Nursery QIP, and noted the following:</p> <ul style="list-style-type: none"> <li>• All three nurseries are in the Ofsted window; each nursery has been self-evaluated and judged as good, with continual improvements taking place since the previous inspection.</li> <li>• There are no significant safeguarding issues reported, and training is up to date.</li> <li>• A financial update was given, and it was noted that all nurseries have performed well, and in line with the original budget.</li> <li>• The QIP was summarised; this continues to monitor strengthening provision, quality of education, and development.</li> </ul> <p>Governors noted how beneficial the link between the Nurseries, Schools and Colleges has been, and how positive it is for expertise to be shared.</p> <p>TM left the meeting at 15.52pm.</p> <p style="text-align: center;"><b>APPROVED: 2024-25 Quality Improvement Plan (QIP) for the Nurseries.</b></p> <p style="text-align: center;"><b>NOTED: 2024-25 Progress against the Quality Improvement Plan (QIP) for the Nurseries.</b></p>	
12	<p><b>Annual report on student exclusions</b></p>	<p>The Executive Principal summarised the annual report on student exclusion and highlighted the following:</p> <p>The number of stage three disciplinaries has increased from 2022/23; this is likely due to the increase of student from the previous year, as well as the inclusion of apprentices and supported internships.</p> <p>There are a higher number of stage 3 compared to 2022/23 in Ashford and Broadstairs, with Canterbury and Folkestone seeing a slight decline.</p>	

		<p>The number of individual incidents in the Junior Colleges has increased; these mainly factor around behaviour at both Broadstairs and Folkestone in specific incidents, or incidents involving the suspicion of drugs. All incidents have been managed through the Junior College Policies implementation and effective communication between authorities and parents.</p> <p>Governors queried whether there should be concern around the number of drug related incidents. Members were reassured that all incidents are taken seriously, and exclusions has come as a result of this. Students are provided with support through curriculum and tutorials, and students that require support are linked with external support agencies. The number of drug related incidents are low considering the number of students.</p> <p>The Dover College Chair questioned why Dover have less incidents than the other colleges. It was explained that this is likely due to college size, as well as the positive culture and environment at Dover. Leadership Teams are doing what they can to ensure this culture is consistent across all colleges.</p> <p style="text-align: center;"><b>AGREED: The annual report on student exclusion to include a ratio and context comparison for each college compared to the previous year.</b></p> <p style="text-align: center;"><b>NOTED: Annual report on student exclusions.</b></p>	VC-C
13	Annual student progression and destinations report (at Group level)	<p>DS joined the meeting for this item.</p> <p>The Director of Education Improvement summarised the learner progression and destination report for 2023/24, and the following was noted:</p> <p><u>Progression</u></p> <p>Students continuing the same programme has decreased by 4%, however this has resulted in progression to other programmes and a reduction in students making non-positive progression. There has also been an increase in students not returning to college. Both differentials, however, is expected of the first 2-year level 2 cohort.</p> <p>The number of students studying at Entry Level declined which correlates with an increase in the number of students progressing onto level 1 functional skills. The decline in students moving from a</p>	

		<p>level 1 to a Level 2 qualification also aligns with the lower number of students achieving a functional skill at level 1 in 23/24 where progression to a Level 2 qualification would have been expected as a positive progression route.</p> <p><u>Destinations</u>          Positive destinations have reduced year on year, particularly within the 24+ age category. Non-positive destinations have also increased, with most of the reasoning being unemployed and seeking work, or due to being a parent or carer. The number of 16–18-year-olds taking a gap year has marginally increased.</p> <p>Positive destinations for EHCP, High Needs and students with Learning Difficulties has increased compared to 22/23, with EHCP students exceeding those non EHCP students by 2%, FSM by 2% and LDD closed the gap to 0%.</p> <p>Governors queried why a gap year would not be considered positive. It was explained that the Group do not create the definitions, however it is difficult to define a gap year as each student is likely to use this time differently.</p> <p>DS was thanked for her report and then left the meeting.</p> <p style="text-align: center;"><b>NOTED: Annual student progression and destinations report (at Group level)</b></p>	
14	Feedback/Minutes of the Local Boards	<p>The Local College Board Chairs summarised their previous meetings and the following was noted:</p> <p><u>Ashford</u>          The Committee Chair summarised the minutes in the Sheppey Local Board Chair’s absence.</p> <p>The improvement in educational attainment was emphasised, with governors noting the main achievement being in Maths; staff focus, and support was a key factor in this improvement.</p> <p>Concern around the number of withdrawals due to employment was noted.</p> <p>It was noted that the Ashford College building has been shortlisted for the Chamber of Commerce Awards for New Build Construction project of year.</p>	

		<p><u>Broadstairs</u>          The Broadstairs Local Board Chair suggested that the key areas of discussion were on returning to basics e.g. attendance, lessons on time, and lesson planning.</p> <p>Healthy competition around attendance has been created between curriculum departments by sharing attendance; this will ensure that lecturers ensure their students attend.</p> <p><u>Canterbury</u>          The Chair of the Canterbury Local Board explained the result of the staff survey, and suggested that these are not of great concern, with all areas for improvement being progressed.</p> <p>Timetabling was noted, and the Chair suggested that it would be beneficial to have students attending college on Fridays, rather than all students being off timetable. It was suggested that study sessions, or activities could be put in place to improve attendance and expectations.</p> <p><u>Dover</u>          The Chair of the Dover Local Board explained to members that they are new to their role, but that their most recent local board was beneficial in learning about the College and providing context; a tour took place at the beginning of the meeting to aid this.</p> <p>The staff survey results were a key discussion at the meeting, with most outcomes being positive, however there is always more that can be done.</p> <p>The Dover MP visited the College recently, and there is a feeling that a positive relationship is being developed.</p> <p><u>EKC Training</u>          The Chair of the EKC Training Local Board noted how positive the implementation of the board has been, with an excellent array of members.</p> <p>The first year of meeting has been useful for knowledge development, and helping board members to understand the provision, with lots of activities taking place to upskill the board.</p>	
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		<p>The staff survey was discussed, and it was explained that the outcomes have improved significantly compared to last year, likely due to change in leadership, management style and approach.</p> <p>Governors celebrated that Eastchurch have been shortlisted for the Beacon Award for Widening Participation.</p> <p>The Chair of EKC Training Board noted that his membership on the Board will end in the Spring and suggested that this be discussed at the Search &amp; Governance Committee.</p> <p style="text-align: center;"><b>AGREED: The Search &amp; Governance Committee to discuss the Chairmanship of the EKC Training Local Board.</b></p> <p>MC left the meeting at 16.28pm.</p> <p><u>Folkestone</u>  The Folkestone Local Board Chair noted how positive it has been having the new principal, Neala Whybrow, attend meetings.</p> <p>The board discussed the departure of a governor, and how best to balance the skillsets within the board, including how beneficial it would be to have an additional student on the board from the adult cohort.</p> <p>Concern was expressed around the closing of the Folkestone Sports Centre, and the lack of external clubs within the community.</p> <p><u>Sheppey</u>  The Chair summarised the minutes in the Sheppey Local Board Chair's absence. There were no matters to be referred to the Education Committee.</p> <p style="text-align: center;"><b>NOTED: Feedback/Minutes of the Local Boards</b></p>	SH
15	Any Other Business	There was no other business to be discussed.	
16	Matters Considered Confidential	There were no matters considered confidential.	

17	Date and Time of Next Meeting	Thursday, 27th February 2024 at 2.30pm, Folkestone College	
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There being no further business, the meeting closed at 16.34.



Signed:

Print: John Korzeniewski

Date: 27<sup>th</sup> February 2025