

Minutes of the meeting (electronic) of the Curriculum and Quality Committee (CQC) held at 1730 hrs on 27 January 2022.

Present	Jenny Brassington	Dr Mary Kiernan	Angie Morris	Rachel Nicholls (DCEO)
	Steve Saffhill	Janet Meenaghan (CEO)		Jonathan Teesdale
	Pam Vaughan	Anthony Warner	Paul Wingfield (Chair)	
In Attendance	Julie Addison (DC (ACS))	Ralph Devereux (IGD)	Angela O Reilly (VPCQ)	Matt Shough (APQ)(SC)
	Cheryl Thompson (APQ)(PC)	Sarah Young (VPSSE)		

15/21 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS

No notice had been received of any Member becoming ineligible to hold office, the meeting was quorate and there had been no interests declared.

16/21 STANDING ITEMS

- a. Anthony Warner was added to the attendance record and the Minutes of the meeting held on 21 October 2021 were confirmed for electronic signature. **(Action 1)**
- b. Matters Arising. There were no matters arising.
- c. Outstanding Actions. All actions from the last meetings were considered and discussed.

See referenced minute for full action.		Status
Action 1	02/21. Last minutes (20.05.21) confirmed for signature.	Complete
Action 2	06/21. 4 Governors required for SAR process.	
Action 3	07/21. Enrolment update to January meeting.	
Action 4	08/21. User accounts for all Governors tba.	
Action 5	09/21. KPI for Group approved.	
Action 6	11/21. TOR agreed for continuance.	
Action 7	12/21. Local skills provision tbc at next meeting.	

re Action 7. The Group worked closely with local community organisations to maintain relevance of provision and a detailed paper would be brought to the next meeting for discussion. **(Action 2)** An organisational diagram of the Group Interim Structure (dated June 21) was explained and discussed, seniority and responsibilities were clearly detailed by coloured type and incumbents' names, all Assistant Principals (AP) had strategic lead responsibilities; progress with filling vacant posts (shown as TBC) was explained and noted. Sector-wide challenges with filling construction posts was particularly considered and English and Maths (EAM) posts were in the final appointment stages. Realignment of some link governor responsibilities would be individually discussed with those concerned. The diagram was welcomed and during considerations it was agreed to indicate where each post was based. **(Action 3)**

- d. Urgent Business. There were no requests for urgent business.

The information was noted and received.

Actions had been noted. (Register 28/21 below)

17/21 QUALITY & TEACHING, LEARNING & ASSESSMENT (TLA) STRATEGY

The Group Quality Guide and the TLA Strategy had been extensively reviewed with wide staff input, the documents were then closely considered and discussed.

- a. Quality Guide. The Group was committed to enhancing both quality and students' learning experience through continuous improvement, initially informed by strategic objectives,

reflecting the Mission Statement, and based on the operating environment and practices. Achievement of these objectives was monitored through performance against set “Standards”; regular analysis then informed corrective action; continuous improvement would be achieved through raising of the Standards and recurrent challenge at all levels.

- b. 21st Century TLA. The Strategy aimed to create and embed high-quality TLA opportunities individually aspirational and supportive for each student. This required open, honest, and professional dialogue, to support all colleagues in individual reflection of personal practice, focus Continual Professional Development (CPD) and encourage a dynamic and inspirational learning culture for each student.

The documents, both of which were attached to the report, were welcomed as providing a balanced approach. During general discussions it was confirmed that observation outcomes would influence individual annual appraisals, that completion of 2 weekly “Deep Dives” was a realistic target and some linkages and timings for completion for the targets would be helpful; these suggestions would be reviewed. **(Action 4)** MK had some useful information which she would pass to the VPCQ out of the meeting. The Peterborough and Stamford Colleges’ (PC & SC) Assistant Principals (APQ) were acknowledged for the clear and informative documents which were unanimously endorsed.

The information was noted and received.

Actions had been noted. (Register 28/21 below)

18/21 TEACHING LEARNING AND ASSESSMENT

The report considered the impact of Quality Improvement Strategies through the effect of Quality Improvement Initiatives (QII) and Deep Dives. The process, more searching than the former Curriculum Area Reviews(CAR), was risk-based and included desktop appraisals of data in parallel with assessments through Deep Dives, Work Scrutiny and Focus Groups. Four QII had been completed across the Group, 3 at PC and one at SC and 2 were in progress; outcomes were explained in specialist and detailed appendices attached to the report and were noted. The Deep Dive process followed Ofsted practice and included lesson observation of T&L practice and conversations with students over a wide range of topics. Scrutiny of students’ work included assessment of progress and each Leader aimed to complete 2 each week. Active CPD ensured that all Leaders had the necessary skills and were provided reciprocal benefit to those involved. Live student exchanges were searching and provided an opportunity for them to explain where additional help was needed. The process was not focused solely on areas for improvement but also identified sound practice and good T&L and informed a Quality Improvement Plan (QIP). During general considerations the sector wide challenges with recruitment of staff were discussed, particularly in construction associated disciplines. Quality Resource Solutions (QRS) was actively engaged with some imaginative initiatives and were offering a range of contract options.

The information was noted and received.

19/21 QUALITY IMPROVEMENT PLAN (QIP) 2021/22

The QIP was updated in December, February, April, and June; the latest detail was then considered and discussed informed by a Progress Tracker and the complete RAG rated document. Performance was closely monitored through each level of the College, cascading progressively through all concerned. The tracker showed positive progression with 16 Amber graded actions. The main document was scrutinised with recent changes highlighted in blue font and immediate future intentions were explained and noted. In response to a challenge whether the Amber gradings represented an honest assessment or whether some should be Red, strong assurance was given that the assessments were robust and the gradings would be demoted if performance merited it.

The information was noted and received.

20/21 DFE 16/18 PERFORMANCE DATA

The DFE had published the latest performance data, which was limited through Covid related issues; no information had been published for 2020 and the latest 2021 detail was limited to destination information (Appendix 1) since lockdown and Teacher Assessed Grading (TAG) precluded any wider information. The information, would in normal circumstances, inform Ofsted, accordingly they had informed that the inspection focus would be on Deep Dives and

student experience. The data was discussed, and it was noted that the Group was performing in line with the sector.

The information was noted and received.

21/21 EQUALITY DIVERSITY & INCLUSION (EDI) REPORT

The Self-Assessment Report (SAR) and QIP had highlighted achievement gaps in some areas in particular Learning Difficulty/Disability (LDD), mental health and Educational Health Care Plans (EHCP); these had been analysed and full detail was at Appendix 1 to inform focus on narrowing the gaps. The successful LGBTQ+ group had been further strengthened by further membership and was proactively working with the Student Mentors on personal development and wider issues. Students' Unions for both Colleges were well supported, EDI was included in all officer role descriptions and the SU actively supported the Student Engagement Team. Student Mentors led activities to promote EDI and raising awareness was embedded in Schemes of Learning. Progress with the wide range of associated events for the year was explained and discussed and was welcomed. Future plans were discussed including the recent establishment of a strategic working group, for which Terms of Reference (ToRs) were currently under development. This was a sound and reassuring report.

The information was noted and received.

22/21 STAFF DEVELOPMENT

There had been Staff Development Days, in October and January, attendance details and analysis by session were at the Appendices; the activities for each session were detailed in the report, and were explained, and discussed. The informal days provided a forum for improving professional development and to an understanding of challenges faced by colleagues. The wide range of activities was explained and discussed, there had been focus on preparation for Ofsted at both Colleges, training on Sexual Harassment and bespoke CPD. Some competitive activities with prizes had been included. Improvement of ILT understanding had been a particular focus and "Google Digital Badges" had been introduced with progression through the bronze, silver, and gold qualifications; there were now 65 gold award holders across the Group. Future plans for development were explained and welcomed.

The information was noted and received.

23/21 KEY PERFORMANCE INDICATORS (KPI)

Suggested Key Performance Indicators (KPI) for the Group and both Colleges were considered and discussed. The information, key metrics provided information for Members to monitor, check and challenge performance and the particular focus for this report was attendance, retention, and progress. A full analysis of the data was detailed in the report and informed discussions. The data showed some areas of concern, the crucial area of mental health continued to be of particular concern, and all were working on imaginative ways to maintain student focus and continuing their active participation. It was agreed to bring a detailed progress report to the next meeting. **(Action 5)** During general discussion, the solid retention data was welcomed, and the way forward was noted.

The information was noted and received.

Actions had been noted. (Register 28/21 below)

24/21 STUDENT VOICE

The regular Student Council (SC) meetings were invaluable for providing insight into student experience and informing continuous improvement. Recent activities included an induction survey at PC and feedback at SC on induction processes; the results were at Appendices 1 & 2 respectively and the received information had prompted appropriate action and support. A mid-term survey would build on that information and inform improvements that will be completed by the end of term. The November SC meetings had been well attended and the issues raised and discussed had led to the "You said – we did" posters at Appendices 3 & 4, which had been posted throughout both Colleges. It was noted that 15% of SC students had indicated that they were unaware of how to raise a safeguarding issue and that had prompted immediate remedial action, which had resolved the issue. The on-line sharing facility was valuable and particularly useful for the LGBTQ input.

The information was noted and received.

25/21 PURLOS DESTINATIONS

“Purlos” is a recently introduced IT platform designed to help educational institutions manage and analyse enrolment and departure process. The Group was collaborating with the Cambridgeshire and Peterborough Combined Authority (CPCA) and 4 local colleges to support and improve student destination data. The 2-month process, to run until 14 March, would gather destination feedback from the 2020/21 academic year; detail of the information based on 4 key questions was at Appendix 1 and would inform management on curriculum intent and allow collation of Group destination data. During general considerations, the possibility of establishing a meaningful alumni emerged as a possibility, there could be considerable associated benefits.

The information was noted and received.

26/21 SUB-CONTRACTING & SUBSIDIARIES

- a. General Progress. The report updated on progress of subsidiary and sub-contract partners towards achieving their contract numbers, the current position was at Appendix 1. The numbers showed generally good progress although Anglia Professional Training (APT) was showing low enrolment because of staffing related issues at the start of term, which may prompt revision of the current contract; Peterborough Skills Ltd were also below expectations. Retention and achievement were good; the exception was Active Fusion, and their contract would not be renewed for 2022/23. Members were reassured that safeguarding was closely monitored at each site.
- b. Future Plans. APT had appointed a replacement Director of Business and was likely to be integrated into IEG as a PC Department whilst retaining their distinctive brand and premises; legal advice was currently being obtained and Members would be kept informed on progress. If APT was brought in house there would be no requirement for a separate Ofsted inspection. Peterborough Skills was currently part-owned by PC, and it had been mutually agreed in principle to dissolve the partnership and legal advice was also being sought on this. IEG would continue to act as lead provider for their small sub-contact provision for as long as it remained worthwhile

The information was noted and received.

27/21 URGENT BUSINESS

There had been no urgent business requested,

28/21 NEXT MEETING

The next meeting details would be at 1730 on 31 March 2022.

29/21 ACTION REGISTER

See referenced minute for full action.		Resp	By
Action 1	16/21a. Last minutes (21.10.21) confirmed for signature.	IDG	wie
Action 2	16/21c. Local skills paper to next meeting.	VPSSE	31.03.22
Action 3	16/21c. Individual location to be identified.		wie
Action 4	17/21. Suggestions to be considered.	VPCQ	31.03.22
Action 5	23/21. Details of Student participation to next meeting.		

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Final Audit Report

2022-04-11

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