

Minutes of the meeting (electronic) of the Curriculum and Quality Committee (CQC) held at 1730 hrs on 31 March 2022.

<b>Present</b>	Jenny Brassington	Dr Mary Kiernan	Rachel Nicholls (DCEO)	Steve Saffhill
	Ashley Perewa	Janet Meenaghan (CEO)	Jonathan Teesdale	Pam Vaughan
	Paul Wingfield (Chair)			
<b>In Attendance</b>	Julie Addison (AP StExp&Support))	Leila Bentley (AP StExp&Support)	Ralph Devereux (IGD)	Alison Fox (EDBD)
	Angela O Reilly (VPCQ)	Cheryl Thompson (APQ)(PC)	Sarah Young (VPSSE)	
<b>Apologies</b>	Angie Morris	Anthony Warner	JA, LB & SY (further meeting - early departure)	

### 30/21 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. The early departures were noted.

### 31/21 STANDING ITEMS

- a. The Minutes of the meeting held on 27 January 2022 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
<b>Action 1</b>	16/21a. Last minutes (21.10.21) confirmed for signature.	<b>Completed</b>
<b>Action 2</b>	16/21c. Local skills paper to next meeting,	
<b>Action 3</b>	16/21c. Individual locations to be identified.	
<b>Action 4</b>	17/21. Suggestions to be considered.	
<b>Action 5</b>	23/22. Details of Student participation to next meeting,	

re Actions 2 & 5 - the required detail was included in papers presented to the meeting

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

**The information was noted and received.**

**Actions had been noted. (Register 39/21 below)**

### 32/21 STUDENT VOICE & ENGAGEMENT

The comprehensive report, detailing progress with student voice, engagement, and developments, comprised a narrative supported by 4 specialist appendices. Information was sourced from such forums as the student council and focus groups, which provided valuable data to inform strategy and enhance the student experience; students were updated by termly "You said, we did" releases (Appendices 1 (PC) & 2 (SC)). Each campus provided engagement activities publicised through the monthly "What's on?" information led by student demands, together with celebration of national and local events (Appendix 3). For example, the MP (Paul Bristow) had recently attended the Peterborough Mental Health summit, which had involved students in presenting to the gathering. Each of the Appendices was individually considered and discussed. There was particular focus on some responses to the "Deep Dive" into Pastoral & Safeguarding" sections of the Personal Development Survey (Appendix 4) where there had been a small proportion indicated that personal support and staff responses were not sufficiently robust; that detail had probably arisen through unfamiliarity with the language, but the data would be further analysed. **(Action 2)** There was also some discussion over use of

percentages as a proportionate indicator and it was agreed that inclusion of numbers would be useful as would specific description of effects on outcomes. This was a good report, which was well received. Members were thanked for the helpful feedback and reassured that all issues were followed through to resolution and the student councils and unions meeting outcomes were all triangulated and applied across the Group.

**The information was noted and received.**

**Actions had been noted. (Register 39/21 below)**

### **33/21 CAREERS AND PROGRESSION**

The Careers and Progression arrangements had now integrated and provided a cross Group service; the programme offers advice, experience and contact with employers, which encouraged learners to aspire, make good choices and understand their pathway to a successful career. Students' future aspirations were vital and responsibility for advice and guidance rested with all staff supported by the specialist focused team. Careers Advisors visited classrooms to explain and discuss procedures. These arrangements were included in the Ofsted Education Inspection Framework (EIF) and the recent monitoring visit (Sept 21) had determined "good progress". The updated careers strategy (Appendix 1) had incorporated the full "Careers Programme" which had been designed around and were compliant with, the Gatsby benchmarks. An essential element was the internal progression process (Appendix 2) which enabled all students to obtain guidance on their individual next steps and facilitated tracking of their individual progress through the internal progression forms, all fully explained step by step in the Appendix. The third Appendix was a progression summary readily illustrating individual progress to their desired outcome; data in blue type could be "drilled down" to allow determination of the complete progress. Finally Group and College had collated the individual intended destination results. The system was working, evidenced by the 3.5k of students that had completed forms and the 94% that had identified their preferred destination. Information on local employers was clearly a vital element in the integrated journey and Members were reassured that there was an active programme of live visits and presentations to strengthen college-based support. A full analysis would be completed after the progressions were complete. An aide-memoire for Corporation Members on employer related matters was currently being collated. The report was agreed as another outstanding paper and all involved were thanked for their work.

**The information was noted and received.**

### **34/21 TEACHING LEARNING AND ASSESSMENT/QUALITY IMPROVEMENT**

The Report considered TLA in respect of the results of the mid-year survey, the Quality Improvement Initiative (QII) Deep Dives, Scrutiny and Learning Walks. The mid-year survey had sought student feedback to 5 focused questions: c 2.7k of students had responded; the results were fully tabulated at Appendix 1. The outcome was heartening with 90% finding lessons interesting, challenging and promptly marked and regular 1:1 exchanges were the norm. During discussion it was explained that the c15% of students that had not received feedback within 15 days was misleading, and the accurate number was much lower. The results could be filtered allowing the Quality Team to readily identify where performance could be improved, that process was fully explained. An initial investigation, through focus groups and learning walks would inform remedial action and progress would be reviewed in due course. Recently "in class low level disruption" had been increasing and had prompted closer scrutiny, this may result from the "Covid effect" and advice had been sought from NeneGate school. Additionally graduates from UCP (University College Peterborough) and Library Staff had been offering 1:1 sessions, as necessary. The report then considered the impact of QI strategy, the risk-based process included desktop appraisals of data in parallel with assessments. Cross Group data had been tabulated by campus and were discussed. 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. Stretch and Challenge was normal practice and live student exchanges were searching and provided an opportunity to explore whether additional help was needed. The process was not focused solely on areas for improvement but also identified sound practice and T&L. The BTEC (Business and Technology Education Council) examinations had been held in January and the results had been remarkably positive particularly when considering the challenges faced over the last 2 years.

**The information was noted and received.**

## **JA, LB & SY left the meeting**

### **35/21 KEY PERFORMANCE INDICATORS (KPI)**

Suggested Key Performance Indicators (KPI) for the Group and both Colleges were considered and discussed; the demographic differences between the 2 areas served by each campus were understood and guided policies. The information drawn together into 3 specialist appendices

- a. Safeguarding and Mental Health. There had been an increase in incidence of “County Lines,” the delivery of drugs between areas, often across police and local authority boundaries often by children or vulnerable people who has been pressed into it; local authorities had strengthened their response to the issue. There was some concern expressed that students with SEND (Special Educational Need and Disabilities) were experiencing particular challenges associated with return to college life, in particular related to transport issues. This would be specifically followed up and reported to the next meeting. **(Action 3)**
- b. data analysis; and
- c. curriculum performance monitoring.

The information enabled Members to monitor, check and challenge performance and accordingly, an analysis of the data including key headlines had been identified and listed in the report, each was then considered. In particular:

- d. English and Maths (EAM) attendance had been particularly strong, reflecting the considerable focus on the issue over the last 3 years and the close co-ordination between EAM and wider curriculum planning and timetabling;
- e. in-year progress was heartening, with the March “snapshot” 3.7% ahead of target at 63.7%; but
- f. work experience was below target, adversely affected by employers’ inability to provide appropriate student support, and vaccination requirements.

**The information was noted and received.**

**Actions had been noted. (Register 39/21 below)**

### **36/21 SUB-CONTRACTING & SUBSIDIARIES**

- a. General Progress. The report updated on progress of subsidiary and sub-contract partners towards achieving their contract numbers, the individual current positions were at Appendix 1. The numbers showed generally satisfactory progress although Anglia Professional Training (APT) and Peterborough Skills had both had slow starts and were under review. Retention and achievement were good; the exception was Active Fusion, and their contract would not be renewed for 2022/23; provision for existing students would be provided from PC. Members were reassured that safeguarding continued to be closely monitored at each site.
- b. APT Ofsted Inspection. The draft and unconfirmed Ofsted Inspection Report was attached; the disappointing overall outcome had been (Grade 3) “Requires Improvement” and the process and the report had been closely discussed at the APT Board meeting held the previous day. It was accepted that the Inspection framework did not allow the excellent results and outstanding employer feedback to influence the tenor of report and fundamentals including “classroom” limitations had prompted the outcome. The absorption of APT completely into the Group academic environment would provide the catalyst for standardisation of these processes
- c. Future Plans. APT had appointed a replacement Director of Business and the plan to integrate the provision into IEG as a PC Department whilst retaining their distinctive brand and premises was progressing; legal advice was currently being obtained and Members would be kept informed on progress. 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 function as lead provider for their small sub-contact provision for as long as it remained worthwhile

**The information was noted and received.**

**37/21 URGENT BUSINESS**

There had been no urgent business requested,

**38/21 NEXT MEETING**

The next meeting details would be at 1730 on 16 June 2022.

**39/21 ACTION REGISTER**

See referenced minute for full action.		Resp	By
<b>Action 1</b>	31/21. Last minutes confirmed for signature.	<b>IGD</b>	<b>wie</b>
<b>Action 2</b>	32/21. Staff response data to be further scrutinised.	<b>AP(SES)</b>	
<b>Action 3</b>	35/21. Transport for SEND pupils to be scrutinised.	<b>VPCQ</b>	

*Ralph Devereux (126) for Paul Wingfield (Chair)*

# Mins 31.03.22RDPWJMRN

Final Audit Report

2022-06-20

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