

## QUALITY OVERSIGHT COMMITTEE: 12<sup>th</sup> MAY 2022

### MINUTES

<b>PRESENT</b>	Anthony Smith (Chair), Amelia Sussman, Des Corlis (Staff Member), Simon Horne, Angela Herbert, Asfa Sohail, Jennesha Chin (Student Member)
<b>IN ATTENDANCE</b>	Roy O'Shaughnessy (CEO), Kurt Hintz (Executive Principal), David Dangana (Director of Quality and Compliance), Jackie Chapman (CCCT Managing Director), Graham Drummond (Director of Governance), Graham Cooper (Clerk)
<b>APOLOGIES</b>	Mark Isherwood, Gemma Simmons-Blench, Nicole Morgan, Sinem Bozkurt (Student Member), Gary Hunter (Deputy Executive Principal)
<b>DECLARATIONS OF INTEREST</b>	None

- 1. MINUTES OF THE MEETING HELD ON 15<sup>TH</sup> MARCH 2022** **Action**  
The minutes were agreed as a correct record.

### 2. MATTERS ARISING

The committee noted:

With respect to item 3.3 relating to students with Educational, Health & Care Plans (EHCPs), the Vice Principal CONEL has provided the following breakdown:

- There are 692 learners who either have an EHCP or are High Needs
- Of these, 326 are in both categories
- 117 are classed as High Needs, without an EHCP
- 249 have an EHCP but aren't classed as a High Needs learner

All other matters arising are covered in the agenda for this meeting.

### 3. CURRICULUM PLANNING UPDATE

The Executive Principal explained that a review of the current Curriculum Strategy 2020-25, a copy of which had been circulated, is undertaken annually. At this mid-point, a more substantial review is being undertaken, prompted partly by various significant policy changes as the sector emerges from the Covid 19 pandemic.

The Executive Principal gave a presentation, explaining that this covered progress made against the Curriculum Strategy 2020-25 to date, and planned next steps. This had been presented to the Group Board in February and Board members had provided some initial feedback. It is now being presented to the committee, which has oversight responsibility for the strategy.

The Executive Principal talked the committee through the presentation, explaining the context and providing key insights in relation to each of the aspects covered:

- CCCG Learner Profile breakdown (by age and qualification types/levels) and comparative data with the general FE and Specialist college sector across London and nationwide.
- Curriculum Delivery Locations and the relative volume of learners by types of provision and Sector Subject Area at each site.
- An analysis of the Group's market share (16-19 and 19+) across North London boroughs.
- The twelve key drivers of the CCCG Curriculum Strategy 2020-25 that had been identified and a summary of the progress against targets relating to each of these.
- A view of what the Education sector might look like 10 years from now, including the impact of changes in the funding and qualifications landscape (e.g. a growing divergence between Mayoral priorities for London and the national agenda led by the ESFA) and addressing the skills and people deficits born out of Brexit and Covid.
- Opportunities for the Group arising from the FE White Paper 2021 'Skills for Jobs: Lifelong Learning for Opportunity and Growth'.
- The more recent Levelling Up White paper that sets out 12 key missions, including one dedicated to FE.

- Regional Policy –the GLA’s revised position on adult skills to align with the post-pandemic “London Recovery Programme” and 9 recovery missions, and the London Recovery Board Priority Sectors within the ‘Helping Londoners into Good Work’ mission. As previously reported, CCGG has been successful in winning four Mayor of London Academies programme bids, leading to the launch of four Academy Hubs (Green Industries, Hospitality, Digital and Creative Industries). The GLA has also recently published its Skills Roadmap for London, which includes the role of adult education providers as Anchor Institutions and good employers in their communities, underpinned by strong collaborations and partnerships.
- A Policy Landscape timeline from early 2021 to 2030, reflecting the anticipated timing of the impact of the various changes in policy.
- Implementation Plan and timeline relating to the introduction of T-Levels and the switching off of funding relating to many existing qualifications.
- An overview of the current labour market position. Unprecedented in recent years is that vacancy rates almost match unemployment levels, resulting in a high skills deficit, wage inflation and over promotion into roles for which some individuals do not have the required skill levels or experience. A sector analysis shows this to be a common issue across many sectors.

The Executive Principal sought feedback from the committee and suggestions on any further considerations relating to the delivery of the second half of the Curriculum Strategy, including new drivers that may not have yet been considered. The committee raised a number of issues and provided feedback including:

- The committee noted the Executive Principal’s view that the Curriculum Strategy 2020-25 essentially remains a valid strategy, having been based on sound principles and having led the Group to success in pathways and funding opportunities, largely in the areas predicted.
- The committee asked about the strategy to regain market share of 16-18 learners from school sixth forms. The Executive Principal explained that following the period of being unable to get into schools during the pandemic to talk to year 9 and year 10 students, and changes to examinations leading to schools retaining more of these learners, an intense programme of visits is being implemented to recover and grow the Group’s student numbers and market share. He explained the challenges to achieving growth in market share, including space limitations impacting upon delivery. He highlighted, by way of example, one initiative being explored, for a satellite sixth form centre to take students from the Elizabeth Garrett Anderson School, potentially with a theme such as Health and Life Sciences, linking with the NHS and the Life Sciences sector in London.
- The committee asked about further information relating to entry points, i.e. the percentage of new learners with English and maths at GCSE Grades 4 and above, and how this links to the curriculum intent and the Levels of provision that the Group offers. The Executive Principal agreed to share this information with the committee, including variation across the Group’s sites.
- The committee also asked about the link between the matters raised and progress in relation to the areas for improvement identified by Ofsted, and noted that this will be covered in the Quality Update later in the meeting.
- In relation to the skills gaps that employers are eager to fill, and how the Group can demonstrate to employers the extent to which it can help to meet this challenge, the Executive Principal highlighted the Group’s success to date and its readiness to take an innovative approach, as demonstrated by the recent setting up of the welding academies.
- With regard to sixth form provision, it is evident that schools are not well equipped to deliver vocational qualifications, although it is often difficult to engage with schools in dialogue on this issue. The Executive Principal noted the potential opportunity for the Group to become a sponsor of multi academy trusts.
- The committee expressed a wish to know more at some stage regarding the Executive team’s view on the potential impact of Artificial Intelligence on education in the coming years was also raised. The importance of having an IT strategy focused on making the best use of technology to reduce the burden of administrative work on teachers was also highlighted.

The Executive Principal advised that the updated strategy will be provided to the June committee meeting.

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#### 4. QUALITY UPDATE

The Quality Update report was received and considered. The following aspects were noted and discussed:

- Attendance and Retention: Weekly attendance rates remain generally lower than last year, with a recent typical decline around the time of the Easter break. Strategies to improve attendance continue to be implemented, with a particular focus on English and maths (including adjustments to timetabling for the next academic year) and on ensuring attendance at forthcoming GCSE examinations. The recent drop in attendance, compared to the prior year, is a feature across the sector. However, the Group's attendance levels are noticeably lower at WKC and the committee asked that attention is given both to whether there is an issue with the quality of teaching and the way in which teaching is delivered.
- Spring 2022 Learner Survey: A number of questions in the survey have seen improved responses. However, the response to the question as to how safe learners feel whilst in college (which is normally above 95%), shows a slight dip to 93%, and it was noted that the timing of the survey coincided with a number of recent incidences of knife crime. Also of particular concern are the responses to the question 'feedback on my course has helped me to improve', which shows a further decline to 82%. The committee stressed the importance of the quality and timeliness of feedback and asked to be kept informed of strategies and progress to address this. It was also suggested that consideration should be given to better use of technology, with feedback recorded rather than provided in writing. A further straw poll, the final one in the current year, is to take place in the next few weeks. The results will be reviewed at curriculum level and will be reported to the next committee meeting.
- The committee asked that the next meeting is provided with a review of attendance data split between Year 1 and Year 2 students (in relation to two-year courses), and similarly in relation to the feedback on the 'my course' question.
- NSS HE Learner survey: There has been a 64% response rate. The outcomes will be released on 6<sup>th</sup> July and shared with the Committee, most likely at the first meeting of the next academic year.
- Teaching, Learning and Assessment: 747 (90% of the 832 teachers) classroom visits took place in the second term, and it is expected that the remainder of teachers will have had their final classroom visit by the half-term break. The most frequent strengths identified include good learner involvement and response, good checks on learning in the sessions, good learners' feedback and good teacher style, communication skills and rapport with learners, including questioning. The most frequent areas for improvement are attendance, punctuality and management of learning.
- Improving Performance of Teachers: 26 teachers are being supported and supervised by their managers and by the Teaching Improvement Managers. 22 of these are being supported using the informal stages of the Improving Performance Policy and 4 are being supported using the formal stages of the policy, with HR involvement through the capability policy where appropriate. Accurate analysis of the teaching staff under performance management is made difficult by a significant proportion not declaring protected characteristics, but the data that is available suggests that in most categories, the proportions are representative of the composition of the body of teaching staff as a whole.
- 'One Thing Project': This is progressing well across the Group. It is planned to share the experiences and case studies in the forthcoming final CPD day of the current academic year.
- Ofsted Monitoring Visit: This took place on the 30<sup>th</sup> and 31<sup>st</sup> March, looking at three specific themes, the outcomes of which were:
  - a) *What progress have leaders and managers made in improving communication with employers to ensure that employers and apprentices' managers know about the progress their apprentices make?* – Significant Progress
  - b) *How much progress have leaders and managers made in minimising disruptions to young learners' teaching, particularly at the start of their programmes?* – Significant Progress
  - c) *How much progress have leaders and managers made in ensuring that teachers of A-level learners assess learners' gaps in knowledge and understanding effectively and use this information well to inform their curriculum?* – Reasonable Progress.

The draft report on the visit has been received and feedback on this has been provided. The results remained embargoed at the time of this meeting, but the final report is expected to be published in a couple of weeks' time. The Executive team is pleased with the overall outcome, and view this as an encouraging sign of a potential Satisfactory outcome to the

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next full inspection, expected to take place in the first term of the 2022/23 academic year. The committee congratulated the executive team on the outcome of the visit.

The Chair noted that the next meeting of the committee will provide an opportunity to review the final report and to hear of steps being taken to accelerate improvement in relevant areas, including particularly in sixth form provision.

2021/22 Self-Assessment Report validation: This has been scheduled for 25<sup>th</sup> November and members of the committee were asked to note the date for their diaries.

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#### **4. APRENTICESHIP UPDATE**

The CCCT Managing Director presented the Apprenticeship Update and the committee noted:

- As at the end of March, there were 460 continuing apprentices yet to complete. There were also significant delays in relation to assessment in the workplace. In situations where employers are short staffed, access to apprentices has also become more difficult.
- Retention at the end of March was 69%, and the April figures just received show that this has reduced to 67%. 342 Apprentices have withdrawn, although the majority of these withdrawals took place during the pandemic. An analysis of those that are still active and who have yet to go through their End Point Assessments was provided and noted. The number of variables make it difficult to give a predicted achievement rate at this stage.
- The national overall achievement rate for last year for all apprenticeships was 57.7%, but the majority of the Group's apprenticeships are assessed using Standards, rather than Frameworks. Achievement on these was 51.8% nationally. The Group's outcomes are expected to be higher than this, but it is not yet possible to say how much higher, nor how many will carry forward into next year.
- A survey of employer satisfaction has been undertaken and the outcomes are in line with the previous year. In the areas in which Ofsted undertook a deep dive review during their recent monitoring visit (by making phone calls to a random selection of employers), overall feedback was positive, leading to the judgment of Significant Progress.
- There is a focus on growing the Group's apprenticeship provision for next year, at a higher level, e.g. Level 3 Pharmacy, in response to NHS requests following the success of Level 2.
- With regard to employer engagement strategy, a series of dinners is taking place with major employers to discuss how the Group can help to meet their current skills gaps, more widely than just in relation to apprenticeships. A one-day NHS conference is also planned for early June.

#### **5. CURRICULUM PLANNING: PROGRESS UPDATE**

A report on progress to January 2022 in relation to the Curriculum Strategy 2020-25, covering each of the strategic drivers, was received and noted.

#### **6. MAYOR'S ACADEMY UPDATE**

The committee received a report on the Group's success in winning four bids in the Mayors Academies Programme.

#### **7. CCCG RESPONSE TO DFE'S CONSULTATION ON POST-16 QUALIFICATIONS AT LEVEL 2 AND BELOW**

A copy of the Group's response was received and noted.

#### **8. NEXT MEETING**

*Tuesday 28<sup>th</sup> June 2022 5:30pm*