Chair	Marilyn Hawkins
Corporation Members	Paul Crossey (Co-opted), Steve Hedges, Gerry McDonald, Brijesh Patel, Sue Williams QPM, Rob Hull (Observer),
Officers	Principal Tower Hamlets & Hackney: Alison Arnaud Principal Redbridge & Epping: Narzny Khan Principal Havering: Janet Smith Group Director Quality and Data: Phil Briscoe Head of Governance – Havering: Cathy Horne
Apologies	Labib Aminullah, Claire Baker
Director of Governance	Elsa Wright

Item No	Item of business
PRELIMINARY PROCEDURAL MATTERS	
1.	**Chair's Welcome & Opening Remarks** The Chair welcomed everyone to the meeting and introductions were made.
2.	**Apologies for Absence** Labib Aminullah and Claire Baker had sent apologies for the meeting.
3.	**Declaration of Interests** There were no declarations of interest
4.	**Minutes of the Meeting Held on 18th October 2022** The minutes were **agreed** as drafted.
5.	**Matters Arising and Action Points from the Meeting** There were no matters arising.
ITEMS FOR CHALLENGE, MONITORING & REVIEW (the items were taken in a different order to the agenda)	
6.	**Annual Performance and Self-Assessment Review** The Principal Havering explained that the Self-Assessment Report (SAR), would be finalised prior to approval by the Corporation at its December meeting before being published at the end of January and submitted to Ofsted. The report followed the new Education Inspection Framework and covered all campuses within the NCC Group. The CQ&S Committee were asked to consider the draft report and make comments or alterations prior to recommending the SAR to the Corporation. Members noted that the College continued to self-assess as 'good' in line with the November 2021 Ofsted inspection judgement, however achievement for Apprenticeship Standards, Construction & Engineering, and Health Care & Early Years, had declined and Apprenticeships was now judged as 'Requires Improvement'. All of these areas were targeted for action in the Quality Improvement Plan 2022-23. Key Strengths included: a strong and effective leadership which had driven a culture of high expectations and a student centric approach which had returned most achievement to pre-pandemic levels; a coherent and broad curriculum offer, tailored to meet local needs, had enabled each campus to retain its unique local features and meet the skills needs of learners, employers and the communities they serve; good use of teaching and learning strategies had inspired and motivated learners to develop new skills, knowledge

and behaviours and had led to good achievement for young people in a post-pandemic context; highly effective development of skills, knowledge and behaviours beyond what is required in academic or vocational studies had ensured students were well prepared for progression into further study or work; agile and well-developed support teams and mental health provision had successfully managed the significantly increased numbers of students with mental illness and anxiety across the group to ensure those affected had every opportunity to succeed.

Section 4 of the SAR demonstrated the actions taken and impact made for each of the identified areas for improvement. The Quality Improvement Plan (QIP) showed the plan for improvement in the current academic year and would be monitored at each meeting of the Committee once the KPIs were approved. The Committee noted that Rainham was not a campus in the same way as the others but was instead a Curriculum Area and suggested that it should be referred to in a different way in the SAR as it had similar characteristics to Attlee and Ilford, neither of which were listed as separate campuses.

It was noted that, due to the Teacher Assessed Grades during the pandemic, some students were on courses they might not have been able to get onto before which could continue to have an impact for some time. The Chair asked for further clarification to be included in the SAR, explaining the balance of where the pandemic had impacted and what was separate to this.

Responding to questioning, the Principal Havering confirmed that the Teaching and Learning Lab was a virtual entity but that face-to-face events were planned. She suggested that the Committee invite Ruth Kendrick to provide an update at a future meeting.

The Chair asked for the wording of the 4th bullet point in QIP5 to be amended to make it clear that there had been three rounds of learning walks. Members asked for clarification on various points, but no further amendments were suggested. The Chair thanked the four Principals for their work and expressed her pleasure at the College Achievement Rate despite the difficulties of another pandemic impacted year. The Committee noted that there had been no 'post-inspection slump' and that the management team was self-critical, preferring to have clean data and to identify and fix issues rather than hiding them.

ACTIONS:
- **Consideration to be given to how Rainham is referred to in the SAR.**
- **Clarification on the balance between pandemic issues and other identified reasons for poor performance to be included in the SAR.**
- **Ruth Kendrick to provide an update on the Teaching and Learning Lab to a future meeting.**
- **Rewording of QIP5, fourth bullet point regarding learning walks to be amended for clarity.**
- **An additional explanation of employer links to be included in the SAR.**

Key Performance Indicators

The Group Director Quality and Data explained that the KPIs were approved by the Committee and enabled monitoring of quality of provision and student outcomes. The report provided a final overview of the KPIs for 2021/22 and proposed new KPIs for 22/23.

Referring to the KPIs for 2021/22, the Committee were informed that the majority were RAG rated green or amber and fell within identified tolerance levels. However, four areas had been RAG rated red:

	• Achievement for 16-18, had slightly declined against the previous year and is 5pp below the KPI target. It was noted that ongoing post pandemic issues had impacted this age group and this was the first year of externally set exams. • Achievement for Functional Skills for adults had improved from 2020-21, although Functional Skills Maths achievement had not reached target. Members noted that changes to the qualification had resulted in a lower achievement rate nationally and that the college had performed well compared to other providers. Members questioned whether there were other qualifications which could be taken instead but were informed that GCSE was understood by employers and the college needed to deliver the course effectively, enabling as many students as possible to pass. • Attendance continued to be a challenge across the group. It was noted that the impact of the pandemic on the well-being and mental health of students had impacted on attendance, and it was a difficult area to improve. Some students had taken on jobs due to financial necessity • Apprenticeship Achievement Rates at 52.5%, had fallen below the target of 66.7%. Members were informed that the balance of 'Standards' to 'Frameworks' offered had shifted to 75% of provision. The national achievement rate for Standards was 51.7% and had been reflected in the proposed KPIs for 2022-23 which had been lowered to 60%. The proposed targets for 2022/23 included some carried forward from the previous year, with readjustments as necessary. The Committee noted that the proposed targets were aspirational but also realistic. **The Committee APPROVED the KPIs for 2022/23.**
7.	**Quality Improvement Plan** The Group Director Quality and Data reminded Members that the Quality Improvement Plan (QIP) 2022/23 was a summary of the areas for improvement identified in the Self-Assessment Report (SAR) for 2021/22. Once approved by the Committee, the actions required to achieve these targets were developed and added to the QIP along with a timeline for completion. The Committee would then receive a progress monitoring report at each meeting. There were 6 key target areas: • Improve achievement rates in named curriculum areas • Improve achievement rates in named cohorts • Improve attendance across the Group and close the gap between attendance at English, maths and vocational provision • Improve consistency in achievement between all campuses • Improve the impact of quality assurance systems and interventions to support underperforming areas • Further improve teaching, learning and assessment to ensure that there is greater consistency across the group The Chair welcomed the Plan, commenting that the targets were ambitious. **The Committee APPROVED the Quality Improvement Plan for 2022/23.**
8.	**Student Voice** The Group Director Quality and Data informed the Committee that the report summarised the results of two learner voice surveys from 2021/22. Referring to the

Student Perception of College (SPOC) survey, he commented that the response rate of 30% was disappointing but still gave valuable data. It was noted that the significantly lower response than the earlier survey, which had a response rate of 50%, may in part be due to the survey taking place at exam time. The Student Union were proactive in encouraging students to complete the LOOP survey but were not involved in the same way with SPOC.

Members were informed that the SPOC survey was quantitative and consisted of a broad range of questions and topics. Students were able to make further comments on any question. The LOOP survey was more qualitative and encouraged learners to give feedback which was not only constructive but also solutions focussed. Outcomes from both surveys showed that the key strengths were the quality of teaching and learning and that learners felt safe in college.

Areas to improve included use of the VLE and increasing opportunities for employer engagement.

Members questioned why work experience was rated low when the SAR told a positive story. They were informed that, despite significant work in this area, employers were still reluctant to come into college and the effects of the pandemic were still causing problems with finding work placements in particular areas.

A meeting between students and security staff had been planned to address some of the issues raised. Members were advised that students generally felt safe inside college but that travel to and from the campuses, particularly at Hackney, was an issue for some. The Chair requested trend analysis at future meetings.

ACTION POINT:
- **Future reports to include trend analysis to enable better comparison between campuses and by question.**

	CONFIDENTIAL ITEMS – SEE PART 2 MINUTES
13.	**AOB** The Committee received and noted the minutes of the HE Committee held on 10th October 2022. The Chair requested a short summary in future, to be read alongside the minutes enabling the Committee to fully understand the issues raised. There were no further items of any other business.
14.	**Date of Next Meeting** 14th March 2023 at 5.30 pm

The meeting closed at 7.09 pm

Agreed as an accurate record of the meeting

Signed………………………………..………………..

Date: …………………………………………………