

**Quality & Learners' Committee  
MINUTES  
TUESDAY 11 FEBRUARY 2025  
MS Teams**

**Members:** Christian Norman (Chair), Sarah Atkinson, Amanda Montague, Paddy Reilly, Helen Russell, Bella Russell (student member), Nadia Themis (staff member), David Warnes (Principal), Doug Zeeman (co-opted member);

**Attendees:** Debbie Garroway, Penny Petch, Ra Hamilton-Burns

MATTERS		Actions		
1.	<p><b>Apologies for Absence and welcomes to new Members to note</b></p> <p>Christian Norman welcomed everyone to the meeting and reflected that the board development day had been an excellent and constructive day. He thanked the senior team for their hard work in preparing and delivering it.</p> <p>There were no apologies and the Chair welcomed two new governors to their first meeting of the Quality and Learners’ Committee - Helen Russell and Nadia Themis.</p>			
2.	<p><b>Declarations of Interest and to notify any confidential Items</b></p> <ul style="list-style-type: none"><li>Debbie Garroway declared that she has become a trustee at <a href="#">Garon Park</a> in Southend on Sea.</li><li>David Warnes reminded members that he is now on the board of <a href="#">Unloc</a>.</li></ul>			
3.	<p><b>To approve the minutes of the meeting held on 4 November 2024</b></p> <p><b>AGREED; THE QUALITY AND LEARNERS’ COMMITTEE AGREED THAT THE MINUTES OF THE MEETING HELD ON 4 NOVEMBER 2024 WERE A TRUE AND ACCURATE RECORD</b></p>			
4.	<p><b>Matters Arising to note</b></p> <p>There were three matters arising and they have all been completed:</p> <ul style="list-style-type: none"><li>Ra Hamilton-Burns circulated both the heat map and the QIP plan 2024-5</li><li>The accountability framework for apprenticeships is on this agenda.</li></ul>			
TO DISCUSS AND APPROVE				
5.	<p><b>Self-Assessment and Improvement</b></p> <p>a. <b>Monitoring of QIP 2024-25</b></p> <p>Debbie Garroway reminded the Committee that the QIP for 2024-5 is structured around the six key priorities. The College is focusing on priorities one and two as they are significant:</p> <table border="1"><tr><td><b>Priorities – 2024-2025</b></td></tr><tr><td><b>Priority 1 Leaders need to ensure attendance and punctuality is consistently high across the College through regular monitoring, communication and effective actions</b></td></tr></table>	<b>Priorities – 2024-2025</b>	<b>Priority 1 Leaders need to ensure attendance and punctuality is consistently high across the College through regular monitoring, communication and effective actions</b>	
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**with their teams. (L&M, B&A)**

**Priority 1: 10 amber, 2 red-** This is a key area of focus. Heads of Department have worked together on sharing of ideas and best practice to share with their teams. There is greater collaboration across Student Support from the Learning Mentors to work with their case load of individuals. The financial support has been more widely published through Tik Tock video, promotional stands in the foyer, visits to classrooms etc. In January an external trainer delivered CPD to all academic managers and teachers to share the pedagogy in English and mathematics. Employers have supported the college to raise the importance of attending English and mathematics (Sharp strategic partner has made a video).

However, there is still not consistency in Progress Tutors approach to monitoring and actioning poor attendance. This is often seen as a process, for example logging a learner has poor attendance. The reward system for good attendance has not consistently been implemented.

Governors had spoken to learners about attendance in all areas when they had visited during the learning walks session and many students showed understanding of the importance of good attendance but had not appreciated that the target for all students is 100%. When governors had challenged this, students had commented that some learners were letting the group down with poor attendance. Christian Norman commented that there is much greater awareness than previously

***Paddy Reilly joined the meeting a 16.40***

**Priority 2 Apprenticeship outcomes need to be consistently good across all standards, providing apprentices with a good quality learning experience and a relevant pastoral programme that prepares them for their next steps. (L&M, QofE)**

**Priority 2: 12 amber 2 red** - This is a key area of focus and will remain so going forward as there is still a significant number of actions to improve on (See Support and Challenge update 5b).

The Committee asked what impact the announcement about the removal of the need to achieve English and maths to complete an apprenticeships would make on the College. The College will be led by the employer requirements but is monitoring the situation. David Warnes said that Sarah Hamilton has been tasked with looking at the impact. Most of the apprenticeships at the College are 16-17 and this new announcement is for adults, so the actual numbers are likely to equate to less than 100 students. However, if a learner on an apprenticeship had not had evidence of their prior achievement the College had asked them to take English and maths again. This will no longer be the case.

Christian Norman highlighted that during the recent learning walks, governors heard about the positive improvements experienced by the electrical apprentices.

**Priority 3 All teachers and work-based tutors will be supported to deliver inspirational learning to improve educational outcomes for all learners and apprentices. (L&M, QoE)**

**Priority 3: 3 green 6 amber /green, 8 amber, 2** -This is the core business of the College, and it has measurable impact data to support the progress of this area. A robust framework is in place from January to support quality assurance and quality improvement. There is measurable impact of the work of the Stakeholder Engagement Advisors (SEA's) with 19 visits from external stakeholder to date to support co design and co delivery of the curriculum.

**Priority 4 The College community will be inclusive by design and recognise the need to adapt to support the learners/apprentice's development of technical skills and essential employability skills needed to succeed in life. (L&M, PD, B&A)**

**Priority 4: 5 green, 2 amber** – Equality, diversity and inclusion (EDI) at the college is

improving. The college is in early development of implement the EDI Charter but have been successful in hosting and Equity Exchange event to showcase our practice.

**Priority 5 Leaders and managers need to provide a consistent work-related experience to all learners on a Study Programme, to support the development of essential skills, knowledge, and behaviours. (L&M, PD)**

**Priority 5: 4 green, 3 amber, 1 amber/red-** Work related activity is progressing well for the majority of actions. A remedial solution has been necessary to address slight slippage for T level reviews to take place. Initial evidence suggests the additional recruitment of more SEA's is having a positive impact on this area of work.

**Priority 6 All Governors and leaders to promote ambition within the college community, enhancing networks and partnerships as we progress on our journey to outstanding. (L&M)**

**Priority 6: 2 green, 3 amber** – This has made suitable progress.  
In summary, the areas making limited or no progress will remain high priority for the senior leadership team. This will be priority 1 and priority 2, attendance and apprenticeships.

**b. Update on Support & Challenge Plans**

Each area has an action plan to supporting the journey of improvement. Debbie Garroway gave an update and explained that the College is cautiously predicting that the outturn for this academic year may be lower than last. It is an area of constant focus with significant senior management oversight and the College is aware of exactly how many students need to complete:

**1) Apprenticeships (Carpentry & Joinery (C&J) and Electrical)**

- Steady improvements being seen in C&J.
- Knowledge and understanding of the wider curriculum is being checked in reviews and learning walks.
- There are still inconsistencies in meeting the 9-week target for reviews due to some legacy issues and some problems with staffing.
- A further Work Based Tutor (WBT) has been employed with no confirmed start date.
- An additional 0.5 reviewer is currently being recruited too.
- There is improved compliance for learners in C&J and the WBT's are working as a team.
- There is now a more effective system for IQA and entering apprentices into Gateway in C&J.
- Additionally, there is a robust plan for the IQA for Electrical and there is evidence of progress.

**2) Engineering and Electrical (Rapid Success Plan)**

Improvement within this department has escalated since the appointment of Wendy Johnson as Head of Department (as well as BEST) and Alice Duarte as Deputy Head. Work continues to drive improvement. The deadline for improvement on quality was the 31 January 2025 and this has been mostly approved, EAL are pleased with progress.

- Weekly 'Rapid Success Plan' meetings with the management team are chaired by the Director of Teaching, Learning and Quality to monitor progress.
- Most of the targets have been achieved
- The HoD and DHoD has given the team stability, continuity and confidence.
- Teaching and learning outcomes are improving from 100% developing, to 56% secure.
- Overall learner attendance is 82% (second best in the College).
- Quality processes have been improved and are being undertaken more robustly to meet the required standards with the appointment of two experienced IQAs.
- The latest awarding body visit has shown positive impact in January 2025.
- There are fewer complaints from the learners and apprentices.

Whilst this is moving in a positive direction there is still much work to do to support the department.

### 3) English and Maths

There was evidence of good improvement in the November resit series for GCSE English and maths which was particularly pleasing against national benchmarks but this area continues to be a challenge.

#### **Outcomes November 2024**

<b>November 2024</b>	<b>#Entries</b>	<b>#Passed 4+</b>	<b>% Achieved</b>	<b>National Rate</b>
English	34	20	58.8%	34.9%
Maths	35	18	51.4%	24.1%

#### **Outcomes November 2023**

<b>November 2023</b>	<b>#Entries</b>	<b>#Passed 4+</b>	<b>% Achieved</b>
English	30	7	23%
Maths	22	8	36%

Attendance to English and Maths sessions continue to remain too low (maths 70%, English 69%). Where relevant, the team is being performance managed and held accountable for their pedagogy and attendance data. To support improvements the team is developing links with other colleges to share best practice. Additionally, an external consultant delivered some inspirational training for the team in January 2025. One 'developing' member of staff is participating in external CPD to focus on their teaching practice. There are still too many inconsistencies in the teaching of English and maths which are currently being addressed.

### 4) Inspire – Gateway Provision

Discussion have taken place with the Assistant Principal Curriculum (APC) around the admissions process and changes have been proposed to ensure right student right course. The APC is discussing updates with the Executive Director of Innovation and Partnerships and curriculum planning is almost complete. The approach to transition is also being reviewed with proposed visits to the Princes' Road Campus and careers 1:1s booked for all Gateway learners in February 2025. The department is still impacted by staff sickness, a staffing vacancy and performance issues. A 'Deep Dive' took place 30 and 31 January to ensure a forensic analysis takes place to support further improvements Weston College has also visited the College to undertake a peer review and were impressed by the behaviour of learners and have taken away some Chelmsford College best practice to emulate.

Governors asked what actions vocational teams in terms of escorting learners are to English and maths after their lessons. This is currently inconsistent; some are escorting learners, but the students are then not staying in the class. Some students comment that the teaching is not useful for them. The Committee enquired what consequences are for the student – there are CFCs 'a bespoke behaviour management system, which results in a phone call home. The College has more new teachers than last year who require CPD on how to use this system and to talk to parents. Consistency is key. The College is bringing in external experts but the guidance in conjunction with being a new teacher is overwhelming. The senior team is modelling best practice.

The Committee commented that whilst they recognised that the targets are for improvement throughout the levels, they challenged senior managers to outline the measures being put in place. Penny Petch and Bev Mahoney meet staff regularly to discuss both high and low performance, Timetables need to be of a good standard and teaching and learning needs to be of sufficiently high standard that students wish to attend.

One governor asked if learners might have the impression that 80% attendance is good enough if they have already achieved English and maths. DG said this is not the case as English and maths were never on the timetable, but some are attending paid work. Governors questioned

	<p>if the English and maths had been made vocationally relevant so that learners would identify with the content.</p> <p>The Committee challenged the feedback from learners that the teachers had given the impression that 80% and 90% were acceptable.</p> <p>Governors asked what support structure is in place for new tutors. Every new teacher gets a TLA and skills coach as a mentor for a minimum of six weeks (which can continue) they get a subject specialist mentor from within their team and shadow for the first week. Twice a year the College starts the sixteen-week L3 award in education or training. In the second year they start their L5 apprenticeship learning and skills teacher. They are continuously supported. New tutors are observed and are given areas for improvement. The line managers will meet with new staff to work with them on particular themes. There are also external CPD opportunities through ETF and there are different topics on Wednesday afternoons. There is both formal support to suggest strategies to improve attendance coupled with informal provision.</p> <p>David Warnes said he has not got more recent stats since the last meeting on FEDEC attendance but would judge that the College remains in the same position as before.</p>	
6	<p><b>Update on safeguarding (term 1 2024-25) – to scrutinise and note</b></p> <p>Debbie Garroway is acting as the designated safeguarding lead (DSL) and she reminded governors that this is the most important role of all staff and students in the College. She offered an update:</p> <p><b>Mandatory Training:</b> The next session for mandatory training for new staff is 26 February and is delivered by the Head of Learner Safeguarding and Well-being. Bespoke training has been given to departments not reporting as many concerns to ensure they are fully trained.</p> <p><b>Overall date:</b> The data report contains information categorised by various child safeguarding concern categories from 9/10/24 to 14/01/24, indicating the number of current live cases (see appendix 6a).</p> <p><b>Abuse:</b> Abuse cases are low, with just 2 ongoing live cases. However, the low number could indicate underreporting or unawareness.</p> <p><b>Behaviour:</b> Behavioural concerns have increased over time, indicating an area requiring attention, especially for live cases, which are currently at 14.</p> <ul style="list-style-type: none"> <li>• <b>Bullying:</b> Bullying cases remain low with 1 current live case, but their presence suggests a need for continued monitoring and intervention in the college.</li> <li>• <b>Family and Home Environment:</b> This category has the highest live and total cases among the safeguarding issues. There are currently 41 recorded cases with 21 current live cases. The family and home environment are a critical factor in children's welfare. National data from the Association of Colleges identifies this as influencing 82% of mental health difficulties.</li> <li>• <b>Mental Health Concerns:</b> Subcategories such as "Low Mood," "Self-Harm, Anxiety, Depression, and Suicidal Ideation collectively contribute to significant cases. To date there has been 58 cases with 36 current live cases. Mental health issues, particularly self-harm, suicidal ideation, and anxiety are substantial concerns requiring immediate interventions. The College has a robust team of specialists who are working with external services to support these learners. Mental health is an increasing challenge for the college. The DPC&amp;Q is leading a strategy group to enhance this area of work and is also part of the national network.</li> <li>• <b>Media and E-Safety:</b> Cases related to online safety remain moderate, but as technology usage increases, this area requires constant vigilance. A recent upgrade to our Securus software will assist with this detection.</li> <li>• <b>Personal Safety:</b> Personal safety cases have increased, suggesting risks such as physical harm or unsafe environments for children. The college has 11 live cases,</li> </ul>	

and preventative work continues to ensure our learners know how to keep themselves safe.

- **Neglect:** this is likely to be underreported or categorised in another category such as Family and home Environment.
- **Substance Misuse:** There are currently 6 live cases in this category, although this is moderate it is vital that early help supports these learners. Proactive sessions on the dangers of substance misuse are planned and delivered throughout the academic year.
- **Stop and Search:** This is where someone suspects a learner may be carrying an illegal substance or a dangerous weapon. To date there have been 27 carried out, with 14 currently being monitored. A rise in stop-and-search cases may reflect the proactiveness of staff on campus. This could also be a result of broader societal issues or localised concerns.

**Transfer of Records:** 819 in total with 169 live cases at this current time.

#### **Actions:**

1. **Focus on Family and Home Environment:**
  - Prioritise interventions and support services aimed at addressing family dynamics and home-based challenges with the young people.
2. **Mental Health Support:**
  - Strengthen the strategy for early help to support mental health in the College.
3. **Improve Categorisation:**
  - Reduce the number of "Uncategorised" or "Blank" cases by ensuring clear classification of all reported concerns.
4. **Address Gaps in Reporting:**
  - Investigate why certain categories, such as "Neglect" or "Radicalisation," have no reported cases to ensure there is no underreporting.
  - Investigate the low number of reports in EE.
5. **Monitor Trends Over Time:**
  - Track the growth of live cases in key categories (e.g., Behaviour, Personal Safety) to focus the resource.
6. **Digital Safety Programs:**
  - Continue to implement programs addressing media and e-safety, given the rise in technology use among young people.

**Conclusion:** The data highlights key areas of concern, particularly around mental health, family/home environment, and personal safety. While administrative cases dominate the total numbers, safeguarding-related cases still indicate significant needs. Strategic resource allocation and early intervention efforts are critical to addressing these issues effectively.

A governor asked if there is national data against which the College can measure itself in terms of safeguarding reports. Debbie Garroway explained the categories of risk are the same, but data is difficult to compare as institutions are different. She sits on the AoC mental health group, and they are in the process of gathering information. The College will use this to inform its own support and monitoring. Covid has impacted significantly on family circumstances. There is not a good line of communication for transfer of records between schools and colleges. Whilst acting as DSL, DG has reached out to the Safeguarding lead at Essex to try and get more understanding of the transition gap and how to address it. The College receives an excess of 800 records some of which are not relevant. It remains a growing and complex agenda. The College has two new counsellors who are doing a sterling job and the College is working with the NHS mental health support team but resources are limited and the College is not receiving the same support as schools. Christian Norman reminded colleagues that the College undertakes comparisons internally year-on-year and takes action as evidenced by the engineering area discussions to have focussed discussions. He said that this approach seems to be in line with others in the sector.

	<p>The Chair added that feedback from learning walks at the Development Day learners had all been aware of safeguarding and prevent processes and reporting. Positive action to not allow use of Whatsapp in College fora has been taken to prevent bullying on that media.</p>																
7.	<p><b>Student performance to scrutinize, discuss and note:</b> Debbie G presented this paper with the following summary:</p> <table> <tr> <td>Attendance:</td><td>Target: 90%</td><td><b>Actual: 78.4%</b></td></tr> <tr> <td>Retention:</td><td>Target: 90%</td><td><b>Actual: 97.3%</b></td></tr> <tr> <td>16-18 Achievement :</td><td>Target: 83.6%</td><td><b>Actual: 89.8%</b></td></tr> <tr> <td>19+ Achievement:</td><td>Target: 89.6%</td><td><b>Actual: 78.4%</b></td></tr> <tr> <td>Apprenticeship Achievement:</td><td>Target: 67%</td><td><b>Actual: 51.2%</b></td></tr> </table> <p><b>Current Attendance:</b> The attendance KPI has been set at 90% and is the first of the College priorities and Senior Leaders have a continued focus on improving attendance rates. The overall attendance for 16–18-year-olds remains low at 78.4% (excluding T Levels)</p> <p>There is a noticeable difference with concern to attendance by each level with Level 3 being the highest on 83.%. L2 is lower partly as a result of the English and Maths enrolments. T Level attendance overall is at 77% where the highest attending courses are Education and Childcare and Management and Administration T Levels.</p> <p>Work continues to identify the reasons why students are not attending: these continue to be mental health, cost of living pressures, transport both with concern to availability of service and increased costs. There has been a focus on how to re-engage students and address the challenges by providing additional support including financial through better access to bursaries. In addition, aligning the importance of attendance as part of the colleges: Ready Respect Safe agenda and using simple approaches including positive noticing.</p> <p>The delivery of the maths and English curriculum continues to be a challenge and engagement to both Maths and English does impact on attendance figures. This is variable between the different department ranging from 66% lowest up to 74% in Maths and 60% up to 72% in English and as a minimum 10PP below overall attendance.</p> <p><b>Retention:</b> Retention of learners is currently good with 16-18 study programmes at 97.3% and in line with last academic year just 0.2% above. 19+ learner retention is at 97.3%. T Level retention is lower at 88.6% this is however attributed to the lower numbers of enrolment that impact the data. High Needs retention is at 100% for 19+ learners and 99.2% for 16-18</p> <p><b>Predictive Achievement:</b></p> <p><b>Apprentices</b> Current predicted achievement for apprentices is 51.2% this is down 3.4PP on the last academic year. This could be maxed to 73.9 if 143 learners are got through to completion. The outcomes are anticipated to be higher than this current prediction. They are considered to currently be low as a result of significant staffing changes in Electrical to both work-based assessors and work-based tutors it is anticipated that the current projection shown on the tables for Installation and maintenance Electrician will increase.as will those for the smaller numbers on Engineering. Apprenticeships remains an area in support and challenge with a focus on the larger cohorts in Carpentry and Joinery and Electrical. The previous concerns with withdrawal rates in C&amp;J are improving and there has been an increase in apprentices in this area obtaining distinction grades on this standard. In addition, the underlying factors that have impacted retention/achievement nationally during and post Covid-19 including Breaks in Learning and redundancies are reducing.</p>	Attendance:	Target: 90%	<b>Actual: 78.4%</b>	Retention:	Target: 90%	<b>Actual: 97.3%</b>	16-18 Achievement :	Target: 83.6%	<b>Actual: 89.8%</b>	19+ Achievement:	Target: 89.6%	<b>Actual: 78.4%</b>	Apprenticeship Achievement:	Target: 67%	<b>Actual: 51.2%</b>	
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Governors asked what it would take to ensure that all of the 143 learners complete. The College had been overly optimistic in predictions last year and does not have the national rate yet. For this year, Sarah Hamilton has oversight of staff looking at 173 apprenticeships and monitoring progress to ensure they are on track. The Committee asked why Sarah Hamilton is not joining all the in-person conversations to emphasise how important this is. Penny Petch and Jo Styles are also supporting this exercise, so she does not need to attend all meetings. Governors suggested that employers might be included in these conversations so that they appreciate that learners need to have sufficient time to complete and achieve. Debbie Garroway agreed that it is critical to engage with the employer throughout the journey not just when there is a problem. Apprentices are supported to understand what steps they need to complete in order to achieve. Smartscreen is in place to support monitoring of apprentices progress. The meetings are on rotation and the process is continues.

Governors asked about progression as the report shows that - it looks as if only 20% of students leaving the College are progressing to either HE, alternative apprenticeships or employment the remainder are progressing internally. David Warnes explained that a significant number of learners are L1 and L2 and progression would then be internal. At L3 there is probably a lower percentage going into HE than at some other colleges. Christian Norman confirmed that this is an Essex trend.

200 learners within the College are interested in completing an apprenticeship next year and therefore the College has invited these students to participate in a workshop with the intention of finding them an apprenticeship at Chelmsford College.

In the end of year Apprenticeship Accountability Framework withdrawals were recorded at 2.7%. In line with the revisions to the accountability framework a more robust application was put in place with higher thresholds for 3 of the 10 indicators (withdrawals), apprentices past planned end date and breaks in learning) the college is recorded as (On Track) for all three of these key measures. As the college got a Requires improvement in inspection in March it will not be placed at risk overall but will be a priority under the accountability framework.

Outcomes did increase and finished on 54.6% which was in line with the national achievement rate overall (standards and frameworks combined) for year end 2022/23. It is however anticipated that achievement rates will go up once published for 2024-2025.

### **16-18 classroom provision**

This is currently predicted to be 89.8% across all levels, this is +3.7pp above the same point last academic year and 6.3% above the outturn for 2023-24. The predicted achievement differs between levels and is lower at Entry/Level 1 and Level 2 programmes.

This will partly be attributed to English and Maths being captured in the Level 1 and 2 data. Level 1 outcomes are currently much lower in English, Maths and Service Industries where there is an identified concern with lower levels of literacy and numeracy and gaps in knowledge and basic skills. In the case of Service Industries Entry learners are enrolled against both the Award and Certificate which does impact the data further through increased enrolments Level 2 English and Maths does however project stronger outcomes and the GCSE November series did return a higher yield of Grade 4 and above outcomes which may be an indication of stronger outcomes at the end of year for Level 2 learners. Achievement is a changing profile in English and mathematics and the upcoming full mocks for GCSE planned for February will provide a stronger indication of outcomes.

**(16-18) Inspire (SEND) learners** predominantly on Gateway qualifications are also impacting on both Level 1 and Level 2 outcomes. This is a curriculum area currently under intervention with a need to review the curriculum for 2024-2025 to meet the needs of learners. Governors asked if there is a curriculum review to support these learners in a more targeted way. The College recognises that there is increased need post-Covid and has applied to the DfE for Smart high needs funding. The course file meetings start this week to ensure that provision is appropriate for these learners. David Warnes reminded the Committee that in terms of learner



numbers particularly around NEET learners the College is over its numbers and does not receive funding in year as it is the 'right thing to do'. The capacity of the College to take on more NEETs in year will be a discussion point with the FEC and ESFA. A letter of comfort confirming that these would be funded would be required before the College can admit more NEET learners.

The Level 3 outcomes are currently lower with a -0.7pp difference to the same point last academic year. It is likely that this is partly impacted by the lower numbers of Level 3 and increase in T Level enrolments with outcomes captured separately.

### **19+ classroom provision**

Current projected achievement is 78.4% which is slightly under the previous academic year by 4.6 PP across all levels, and below the previous years out turn. The predicted achievement is significantly lower at Level 3 the 30.6% is reflective partly to the much smaller numbers and Level 2 on 74.5% will be impacted by some of the online learning provision and additional starts in place for adults.

As with the 16-18 learners the Assistant Principal Curriculum works with the academic managers to ensure there is monitoring and interventions for these learners on study programmes. For learners who come under sub-contracting or Ambition the Executive Director of Innovation and Partnerships has strategic oversight and the Director of Teaching, Learning and Quality supports the quality assurance/improvement process.

### **English and mathematics**

There has been increased stability in English and maths this academic term particularly with the appointment of a manager and a more complete teaching team. While attendance remains below the required standard there have been improvements to outcomes. The AOC reported that GCSE outcomes improved nationally by 13% against the previous academic year in the November exam series. The outcomes for Chelmsford are shown below with English increasing by 35.8pp from the previous year and Maths by 15.4pp. This is largely attributed to having a complete teaching team, changing the entry grade boundary and ensuring access to workshops.

<b>November 2024</b>	<b>#Entries</b>	<b>#Passed 4+</b>	<b>% Achieved</b>	<b>National Rate</b>
English	34	20	58.8%	34.9%
Maths	35	18	51.4%	24.1%

Functional Skills English has out turned a successful set of results in December with 83 learners of the 106 who sat the paper showing as a Pass – 78%. . Although important to note that this is just one of three parts of the qualification, and not all learners have. Functional Skills mocks and assessments for Maths and English Reading are pending in the Spring Term which should provide a better indication of where outcomes could finish.

### **Destinations 2023/24:**

- 96% of all learners that responded had a positive progression outcome.
- The largest percentage of learner's destination data indicates that they remained in college within Education 64% in total. With 52% of these learners continuing to enter Further Education with the college.
- 7% of learners (148) in total progressed into Higher Education.
- 2% of learners (52) in into college apprenticeship provision
- 1% of learners (31) into apprenticeship provision at another provider.
- 8% of learners (170) in total moved into employment not related to their course of study and 6% (133) moved into employment that did relate to their course.
- 19% did not provide an answer with concern to destinations.

<p>8.</p>	<p><b>Teaching, Learning, and Assessment to discuss, scrutinize and note</b></p> <p><b>a. Term, 1 Report on TL&amp;A (observations, CPD &amp; Scholarly activity)</b></p> <p>Penny Petch summarized the following:</p> <ul style="list-style-type: none"> <li>• The Teaching, Learning and Skills Academy (TLSA) has been working with reduced capacity due to long term sickness of two staff members.</li> <li>• Each Teaching, Learning and Skills Coach is linked to a particular department for support.</li> <li>• Learning Walk data for term 1 is positive in comparison to this point last year. Of 76 learning Walks, 89.2% are 'secure' or 'mastery' compared to 76% at this point last year. If everybody's 'best outcome' is considered this increases further to 90.2%.</li> <li>• Electrical and Engineering has the lowest number of teachers with Learning Walk outcomes at 'secure' or 'mastery' (56%) but this is an improvement from 100% developing at the end of academic year 2023-24.</li> <li>• The two professional development days in January provided all staff with a range of bookable and 'directed' sessions. Academic staff attended sessions with an external trainer – <a href="#">Jonathan Kay</a> - who delivered a number of sessions on the 3<sup>rd</sup> of January addressing methods of assessment and the embedding of English and maths across the curriculum delivery. Feedback from the day has been positive with changes to practice already underway. Further impact will be gathered later in the year.</li> <li>• Scholarly activity is underway in partnership with Anglia Ruskin University. Training has been given to a small group of enthusiastic teachers who have received some training in the research process. 'Writing for publication' workshops will take place this term. So far, the topics identified for research are: <ul style="list-style-type: none"> <li>• Use of AI to reduce teacher workload</li> <li>• Enhancing employability skills in T-Level learners using digital technology to make them more competitive in the job market (this project has secured funding from the ETF)</li> <li>• Investigating how well learners with SEND (particularly deaf learners) are supported in preparing for their next steps and the world of employment</li> </ul> </li> <li>• The progress being made with the research projects will be shared with all staff at the Teaching and Learning Symposium in the July Professional development Week.</li> </ul> <p>Governors asked if Wednesday attendance for CPD has improved. Part of the reason for poor attendance had been other Wednesday activities such as networking, quality assurance or other activities. There is now a rota over four weeks which allows for each activity, and this has improved CPD attendance and the College will maintain this model.</p>	
<p>9</p>	<p><b>Analysis of Complaints and Compliments</b></p> <p>The College reports regularly on complaints to the Quality and Learners Committee. In term one the process for complaints and compliments was changed. This change and the efforts to ensure that learners understand how to make a complaint have led to a considerable increase in complaints recorded.</p> <p>During Term 1 2024/25 the College has received a total of 67 formal complaints. This is significantly more recorded formal complaints than in the academic year 2023/24. Whilst this may appear alarming to the Committee it is likely to be as a result of publicising a new method of recording complaints.</p> <p>Although, Engineering and Electrical have six complaints, this can be associated with the challenges that the College faces in the department. However, this is beginning to stabilise with an existing Head of Department having responsibility for this area. English has received five complaints, and this is mostly related to the staffing challenges in the area with poor teaching from an agency staff member. This person is no longer in the College.</p> <ul style="list-style-type: none"> <li>• It is noted that one complaint was escalated to the ESFA by a learner trying to get a certificate.</li> <li>• Enrolment has also received five complaints; from further investigation it is related to poor or delayed communication and a delay in implementing processes. Admissions will now report into the Executive Director of Innovation and Partnerships who will work with</li> </ul>	

	<p>the team to complete a full root and branch analysis.</p> <ul style="list-style-type: none"> <li>Teaching and learning has received the most complaints and on further analysis this was mostly in the department of Engineering and Electrical and English where there was management vacancies and staffing gaps. Plans are in place to support both areas and Engineering and Electrical have reduced the profile of developing teachers as set out in the Support and Challenge paper.</li> </ul> <p>However, this increase, which is more than reported in the whole of 2023/24, is not looked upon lightly. All formal complaints are receiving an initial response in line with the College's Complaints Policy; however, the new system requires the investigator to update the system when the complaint is resolved, and this is not being consistently completed making accurate reporting of how many have been resolved difficult at this time.</p> <p>Governors asked how the College briefs agency staff to minimise complaints about them. They are given a comprehensive induction.</p> <p>In order to address the low recording of resolved complaints, the Deputy Principal Curriculum and Quality will provide further reinforcement of the process at the Wider Leadership Forum meeting on 12 February 2025. The senior team is monitoring resolution of complaints to ensure that they are dealt with effectively. regularly on complaints to the Quality and Learners' Committee</p> <p>The Committee welcomed the detailed report but asked how many of the complaints the College would expect to be upheld. This is difficult to quantify but the College would continually review complaints to ensure that improvements are made where appropriate. Where it is appropriate, an apology is given and actions outlined. Governors asked if it is possible to gather data on the timeliness of responses and if a complaint is upheld or not. David Warnes said the learning from other sectors such as the world of HE would be welcomed particularly in terms of definition. He added that he would be reluctant to set a target due to the varied nature of the complaints. The policy sets a ten-day timeline to respond but does not set a date for resolution.</p> <p>Governors asked for more break down on the complaints listed as 'other' in future reports.</p> <p>The College takes complaints seriously and always reflects on the lessons learned. Where necessary changes are made to policy, processes or practice. An improvement in the closing down of complaints will be addressed.</p>	
10	<p><b>Risk Register and Academic KPIs relating to Q&amp;L from risk register</b></p> <p>The item had been embedded throughout the agenda.</p> <p>Notable high-risk areas include:</p> <p><b>Apprenticeships</b> in multiple categories (e.g., Brick Lecturers and Apprenticeships in Engineering &amp; Electrical).</p> <p><b>Staffing challenges</b>, such as agency staff reliance and vacancies, particularly in Health, Care &amp; Science and English and mathematics. Since the report a plumbing lecturer has left.</p> <p>Governors asked if HR is seeing any consistent reasons for staff leaving. The plumbing lecturer has resigned to take up a more profitable role.</p> <p><b>Engineering and Electrical (EE)</b>, whilst still categorised as red has made progress since the last risk dartboard was produced. However, it was felt that it was important to remain high risk.</p> <p>The College is still in the top 25% for teacher pay for Colleges in the Country. However independent training providers do pay colleagues more. The College can never match the pay achieved by tradespeople practicing their trade for them to teach. The staff satisfaction survey is live and will be brought to a Committee when complete.</p>	

	<p>Governors asked which percentage of teaching staff are part-time and suggested that this might be an incentive to some people to create portfolio career. David Warnes said that the College ran an 'inspire to teach' programme last year to attract industry practitioners into a variety of fractional jobs. 42 people visited the College and expressions of interest are being followed up. This is being used as a best practice example to the DfE as a case study.</p> <p>A governor suggested flexible remote working might be offered. There is a College policy and work continues to review the complete package of benefits.</p>	
11.	<p><b>Governance matters</b>  <b>Committee Self-Assessment 2024/5</b></p> <p>Ra Hamilton-Burns reminded the Committee that it needs to end the year with an annual self-assessment. The completion of post-meeting last year questionnaires was low, and the Committee considered the following options:</p> <ul style="list-style-type: none"> <li>• Online questionnaire sent out after meetings</li> <li>• Questions at the end of each meeting live?</li> <li>• Score card exercise at the final meeting each year on forms</li> <li>• A mapping exercise from the terms of reference to the minutes of each meeting</li> </ul> <p>Amanda Montague said that it is more informative to capture the Committee's view after each meeting and would value the questionnaire to be on forms.</p> <p><b>ACTION: RHB to use AI to summarise the impact of governors from each minutes.</b></p> <p><b>Vice Chair</b> - Christian Norman told the Committee that the Search and Governance Committee had asked each Chair to request a Vice Chair from their Committee. Expressions of interest were invited, and Sarah Atkinson had kindly volunteered.</p> <p><b>AGREED: SARAH ATKINSON WAS APPOINTED AS COMMITTEE VICE CHAIR FOR A PERIOD OF TWO YEARS TO FEBRUARY 2027.</b></p>	
12	<p><b>Policies:</b>  <b>Equality and diversity policy</b></p> <p>The Equality, Diversity and Inclusion (EDI) Policy is designed to ensure the college sets out best practice with regard to protected characteristics as stated in the Equality Act 2010. Outside of the moral and financial benefits of implementing an EDI policy the College will be better protected against legal action for discriminatory practices.</p> <p><b>AGREED: THE QUALITY AND LEARNERS' COMMITTEE AGREED TO RECOMMEND THE EQUALITY AND DIVERSITY POLICY.</b></p>	
13	<p><b>Any other business reported to the Governance Professional in advance of the meeting</b></p> <p>There was none. The Committee agreed that the meeting in May will be online.</p> <p>The meeting ended at 18.15</p>	
14	<p><b>Date of Next Meeting</b>  20 May 2025 on TEAMS</p>	