



**MINUTES OF:
THE CORPORATION'S QUALITY AND STANDARDS COMMITTEE MEETING
2.30pm, MONDAY 4 OCTOBER 2021
Pengelly Room, Main House**

Members:	*Richard Barker; *Frances Jenkins; *Robert Lasseter; Annetta Minard; *Luke Rake (Principal); *Kay Taylor (Chair); *Debs Thomas; Jim Tirrell (Co-opted Member)
In attendance:	*Tom Hallam (Deputy Principal); Nicky Porter (Assistant Principal – Student Experience & Progression) (APSEP); *Vanessa Gifford (Clerk)

ITEM NO.	DETAIL	ACTION
1.	DECLARATIONS OF INTEREST There were no declarations of interest NOTED .	
2.	APOLOGIES Apologies for absence RECEIVED from Annetta Minard and Jim Tirrell.	
3.	MINUTES OF THE MEETING HELD ON 16 JUNE 2021 The Committee AGREED the minutes of 16 June 2021 as a true and accurate record, and APPROVED them for website publication.	
4.	MATTERS ARISING There were no matters arose from the minutes of 16 June 2021.	
5.	SELF ASSESSMENT REPORT (SAR) VALIDATION The Chair outlined the purpose of the meeting as an opportunity for the Department Heads to review their strengths and areas for improvement in the year 2020/21, and to provide the Committee with broader intelligence. It was agreed that the Quality Improvement Plan (QIP) would be the most important document going forward to improve the quality of provision. The Chair suggested that the members should carry out supportive interrogation to provide curriculum monitoring. It was also emphasised that the provision of accurate data reporting going forward was essential to enable the Corporation to review its strategy. It was noted that Ofsted could be imminent and it was important for the reasonably new members on the Committee to receive some training in preparation. The Chair of the Corporation advised that it was the role of this committee	VG

to identify the risks and opportunities for the Corporation, and to get to know the Department Heads. It was suggested that the new Deputy Principal would have a fresh view

The Committee **RECEIVED** presentations from the individual Department Heads and the following points were **NOTED** during scrutiny:

Agriculture

- For background information it was noted that the Agriculture Department had been joined with the Animal Welfare & Science Department during the 2020/21 academic year. This had caused additional challenges during the pandemic, which had impacted the Team. The Deputy within the department had stood down from teaching, and there were challenges for the staff as they were too stretched. Changes had been during the academic year by separating the two departments to support learners to complete, to give them a better experience and to stabilise the department.
- There was a need to re-establish the best programmes over a 5-10 year period and to settle a new team, and to ensure that staff were supported.
- It was acknowledged that only the essential provision had been provided for 2020/21 due to the pandemic, to ensure that all students achieved their qualifications. From this academic year the college would return to a comprehensive education to ensure that students were ready for the workplace.
- A stretch in grades would provide the potential for good achievement.
- The biggest risk for 21/22 was considered to be the new staff, although a short term risk. The Committee questioned whether there was sufficient CPD available and the Department Head considered that there was. She was monitoring all staff closely and some were undertaking the Level 5 Teacher Training programme within the College. It was noted that staff had been recruited on their potential, and student feedback, so far, had been positive.
- The Department Head advised that any progress had to be made within the team and she had re-visited the timetable to maximise staff and to utilise the excellent skills sets of the staff. She confirmed that resources were manageable and the department worked well with the Farm.
- It was noted that there was no presumption on skills within all levels, as the programmes fitted in with academic profiles. For Level 3 the skills from the previous year would be reviewed and students given more responsibility the better their skills. Level 3, 2 year, programmes, were the exception as students did not have the breadth of experience. Many students worked on farms at home and had a more developed skillset, but others were not on work placements and more support was required. Groups had been timetabled separately, with the split differing per subject. The Department Head was continually reviewing this, as the reality was there was a difference in experience, and baselines were checked before progressing to the next stage.
- The Department Head confirmed there were no gaps in progress.
- The Department had self-assessed as a Grade 3 as the basic systems were not in place. The Committee considered that the Department Head was making progress but the data required analysis, and there was insufficient reported.

Animal Welfare & Science (AWS)

- The Department Head advised that the last year had been challenging, with staff and student isolations, however it had been manageable. The Team was proud of what it had achieved, and had identified improvements that were required to progress.
- The learning experience for the students had been positive with the majority of students achieving.
- There were some challenges in relation to retention and this had exacerbated due to the pandemic over the last academic year.
- The Department was now progressing and going back to basics with teaching, learning and assessment to ensure consistency; employability; and the utilisation of resources.
- The Committee questioned how retention could be improved and the Department Head advised that he had noticed that several students were looking towards withdrawing and he had ensured that 1:1 tutorials were in place to support. He was also setting up more intervention and contact home to ensure good communication.
- The Principal reminded the Committee that the AWS Departments was a third of the College's provision with 260 full time students.
- It was considered that this area was strong and would be the first area that Ofsted would visit due to the number of students. Staffing issues had been managed quickly and the department had continued to teach through the pandemic.
- The committee questioned the employability of the students and the Department Head advised that the Team worked closely with the Careers Team and 'KMC Prepared'. He considered it not to be all about careers but the link into 'KMC Prepared' gave support and development. Targets were being set to stretch the students. It was acknowledged that this was a challenging industry and a large department. 90% of students had no external work placement in the last year due to the pandemic which would affect employment. It was noted that this was the only department head who had mentioned the Gatsby benchmarks in his report, which were statutory guidance for skills delivery.
- It was noted that the Department had self-assessed as Grade 2 across the board and the Chair questioned whether there were any areas that were close to a 1 or 3. The Department Head advised that writing the report had made him reflect on all areas, and in identifying the positives he considered that Support for Learners, especially High Needs, could be graded a 1. The outcomes were high, however communication had been difficult during the year. It was noted that the use of 'Teams' had been exceptional in Level 1 and used well to engage with learners. The Department Head advised that in 21/22, this area could definitely be a grade 1. He considered that the area that could decline was the Teacher Assessed grades (TAG). This had been a stringent process, and the team were now looking at achievement for the upcoming year which was looking positive. It was considered that outcomes were always a concern and it was a key area to monitor. All characteristic groups eg Free School meals (FSM) and Pupil Premium (PP) were monitored, and the Department Head advised that he would like to see the gender gap improve, with the majority of students being female. The Committee requested a report on FSM for monitoring, in due course.
- The Principal considered that colleges had been second in line to

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schools for digital support during the pandemic, as it had taken a while for hardware to be received. It was noted that when a student was identified as requiring digital support, staff physically delivered hardware and this enabled a welfare check to be undertaken, as the College had a huge range of welfare concerns.

- After the 19/20 lockdown, it was suggested that monitoring had improved to be able to progress during the 20/21 lockdowns. Students who did not have devices were quickly identified and the department had been proactive.
- The Committee questioned whether the Department Head considered that this area could grow any further. The Department Head advised that growth was restricted due to the size of the current facilities. If a new building could be developed, and growth of the animal collection there was further ability to develop industry skills.
- It was agreed that the Corporation required accurate data sets to analyse the issues and see the real areas of strength and weakness. The Principal advised that the College had the capability to provide the data and development of reporting was imminent.

English & maths

- The key issue was identified as the reduction in time for face to face learning, with lockdown then making a huge impact. There were also changes to the awarding bodies, but this move had been positive. Teacher Assessed Grading had worked reasonably well, as there was exam anxiety with students in this area.
- Functional skills were still assessed by examination and there were no concessions. Students in this group had a narrow band of ability, although attendance was a positive.
- There had been a lot of teacher isolation periods which had impacted on learning.
- GCSE English was 12% up on the previous year, mainly due to the change in examining body, however the Department Head emphasised that this would not be sustainable for the current year. It was noted that no benchmarking data was available.
- Maths had declined slightly, but with small numbers, the loss of one student made a difference.
- The outcomes for Functional Skills had been disappointing, and it was considered to be due to the loss of face to face teaching. The students required a lot of support. A revised timetable had now been put in place to support these students further. A Level 2 qualification was being investigated as an alternative to GCSE to give the students a chance of achieving.
- Attendance was an issue, although it was now improving for 21/22. This was always seen as a challenge for this group of students, as they preferred to be doing other activities, but when they did attend they made progress. The impact of Free School meals students was huge and now that they were back in college, there were smaller classes and the students wanted to attend. The Committee questioned whether there were any levels that could not be improved and the Department Head advised that the message across the College was clear and sanction imposed for non-attendance, with the disciplinary procedure implemented where necessary. It was considered to be around culture and motivation, as when teachers saw more of the students, they got to know them better to support them. It was suggested that the negative attitude

- came from schools and the College had to try a different approach.
- Data evidenced that employability improved with English and maths.

Horticulture, Arboriculture, Floral Design & Countryside Management

- It was noted that this was a broad department, incorporating a number of subject areas.
- A new Level 3 horticulture programme had been introduced, with adult engagement.
- Major staff changes had occurred and the department had re-branded Countryside to cover the Environment.
- It was noted that Arboriculture Level 2 was not running this year as it did not suit the industry, and if a student carried out his programme it inhibited a future Apprenticeship.
- It had been a challenging year, with practical session front loaded at the beginning of the year followed by the theory.
- A full year had been completed with assessments, with no concessions, and there had been good outcomes.
- After lockdown visits and industry links had resumed.
- The Department Head was pleased with the outcomes although she considered that some students had not had a good deal due to the pandemic. The top end had not been stretched sufficiently, and this would be the focus for the coming year.
- The department had had a complete refresh with new staff and new programmes. The key priorities were stretch and challenge; use of the estate; attendance; and the use of Pro-Monitor.
- The Department Head considered that delivery and achievement were close to being graded a 1, and considered there to be value in peer review.
- The Committee questioned retention across the levels and noted there was a drop in Level 3, which was considered to be linked to staff changes. Also, after two lockdowns the students were not inspired to carry on and there was a lot of mental health issues.
- It was agreed that there was huge potential in this department to incorporate the environment in its teaching and the department was well placed, although it was considered that staffing capacity was holding the department back, alongside the overall facilities. The Department made good use of the Gardens Team to support it, and a lot was expected of the teaching staff but finding the right skillset was difficult, however it was an ambition.

Outdoor Adventure & Sports/Public Services

- The Department had 190 full time learners with 9 staff.
- Key strengths were overall achievement; high quality employer engagement; student experience.
- There was a current focus on discipline and behaviour; fitness for health and mental well-being.
- Progress for Sport and Fitness had declined from the previous year due to lack of participation during the pandemic, although some low key rugby activity was undertaken at the end of the year. Also, there had been very little work experience undertaken which in normal conditions was a strength of the department.
- Going forward there would be a focus on Value Added, measuring achievements and monitoring.
- It was acknowledged that attendance in English and maths required improvement but the department was now on track with face to

face sessions.

- The students were really keen to be back on site after the second lockdown and were positive at the end of the year, with a lot of activity going forward.
- The Committee agreed that it was a good report with impact expressed clearly, with the evidence, which was helpful. Members were surprised that the self-assessment indicated only one area at Grade 1, Personal Development, as there was an excellent set of achievements. It was agreed that there would always be areas for improvement and were pleased to note there would be a focus on Value Added. The Department Head advised that very few lesson observations had been undertaken as it had been a difficult environment, however he had optimism for the upcoming year, and considered the attitude of the staff would be key. The Combined Cadet Force (CCF) was considered to be one of the best in the country and the students had only just commenced for the year,
- It was agreed that this was a high performing department but was this evident to the outside world, as the ability for growth was tremendous. The Principal suggested it related to the type of College and its branding, and possibly the word 'Specialist' was an inhibitor. The Department Head advised that the schools were aware of the department and there was a lot of social media activity. Taster days had been introduced for Year 9, and Sport was progressing. Netball had just been introduced at lunchtimes, with the department providing as much enrichment as possible to spread the word. The Committee questioned whether there was enough opposition for sporting competition and the Department Head considered there was.
- It was agreed that this was an ambitious department.

The Department Head for the Equine, Construction and Blacksmithing & Welding departments outlined the following points across all three areas:

- There had been challenges in raising the achievement rates for English and maths and if this could be improved it would support higher achievement across the board.
- There had been employer involvement in all three areas.
- The Department Head was looking to produce a timeline which outlined the Learner Journey that could be shared with students and employers, to see the whole picture.
- It was considered that an upgrade of IT equipment was required to assist students.

Individual Department comments:

Equine

- The Equine Department had 100% pass rate; no achievement gaps and high quality assurance.
- SMART targets required improvement, linked to skill scans. The aim was to involve students to ensure that it linked to formative tracking for each student.
- The Committee questioned the future of this department and the Head advised that she was keen to see growth, however it was a small department competing with big specialist colleges. She considered that Apprenticeships were strong before the pandemic. The Department Head requested the use of videos to share the good work and the Principal agreed to consider operationally. Pony Clubs and shows were now re-starting. The Department Head

considered the department was good at what they did but acknowledged that it was an expensive area to run. It was agreed that there could be more use of social media to share stories for marketing and the Department Head was encouraged to be creative to ensure growth. The Principal suggested that the biggest barrier for the students was transport.

Construction

- This had been a robust year with good achievement rates and the Team continued to strive for quality improvements.
- SMART targets required improvement, linked to skill scans. The aim was to involve students to ensure that it linked to formative tracking for each student.
- Tracking of attendance for Level 2 was being monitored and required improvement for the department to progress to a Grade 1. The knowledge was there, but evidence of actions taken on attendance was not routinely recorded in line with policy. The Committee challenged that this department could be a Grade 1, however the Department Head advised that the attendance data was not evidenced and she required the data. It was questioned whether there was a compliance issue and the Department Head advised that it was a strong department and Grade 1 could be possible for the next year, with all information in place.
- There was a lot of outstanding work in this department which just required some evidencing.

Blacksmithing and Welding

- Progress had been made in this department with 100% of students gaining positive employment.
- It was acknowledged that SMART targets were not a strength and the team was currently undertaking some coaching.
- The Department knew their students and were quick to respond to attendance issues, and record the outcomes.
- Skill scans had commenced the previous year and the Department Head would introduce across all three areas.
- Personal development themes were required to give structure.

The Committee agreed that these were excellent reports, with good evidence and analytical information. It highlighted that this was a leader who was in control.

Foundation Studies

- The planning and sequencing of programmes assisted learners to build their knowledge and skills to enable progression.
- A new programme had been delivered 'Progress to Level 1' which was non-accredited. It enabled students to learn assignment writing and independent study skills. 10 out of 11 of the students who had participated had progressed to Level 1 and the other student had enrolled at another college.
- Two further programmes had been introduced to deliver practical skills and employability and independent living.
- It was noted that there was a lot of additional activity to fit into the timetable, with a lot of enrichment, healthy living and enterprise etc.
- A lot of cross college activity was undertaken.
- Achievement rates were high, although the two new programmes were lower mainly due to the loss of one student.

	<ul style="list-style-type: none"> Tracking and monitoring for English and maths had been challenging. The Team was safe, positive and ensured discipline across the department, with consistency. It was considered to be a happy department and everyone was supportive. The areas for development were considered to be: technology, with the team working together; Prevent training, which was very important within this department; target setting was not as robust and consistent as it should be. There were opportunities for employment and the Department Head was currently working on supported Internships, however there was a capacity issue to deliver externally, but they had been introduced in the Estate Shop with 5 students on a rota basis. The gardens and catering were being investigated for areas to expand this provision. It was agreed that this was a good resource, however work was being undertaken to ensure the students understood that they were now considered to be staff. This was an area that the Department Head considered could grow. The Committee questioned whether there were students that were falling into gaps and not able to come to KMC. The Department Head advised that the department was growing, however there was a lot of independent providers to compete with. <p>Additional Information:</p> <ul style="list-style-type: none"> It was agreed that cohort numbers would be useful in future reports including the gender balance and a breakdown of level, and a consistent method of benchmarking. 	
6.	<p>RISK MANAGEMENT – ENTRIES FOR THE RISK REGISTER</p> <p>The following points were NOTED relating to the Risk Register:</p> <ul style="list-style-type: none"> It was hoped that the Agriculture Department could stabilise following the challenges of 2020/21. Attendance at maths 	
7.	<p>ANY OTHER BUSINESS</p> <p>The following items of further business were NOTED:</p> <ul style="list-style-type: none"> It was agreed that the next meeting would reflect on the process for the validation of the SAR, and how to expose the curriculum to all governors, with the possible use of 4pm sessions. It was noted that the Clerk hope to re-introduce the Link Governors Scheme this term. It was agreed that the year had been very challenging and staff and gone above and beyond. It was agreed that the Chair would write to the Department Heads to pass on the Committee's thanks for their work. The Chair of the Corporation advised that he had requested that the FEC Report became a standing item on all agendas to monitor progress of the recommendations. It was agreed that the College should prepare for an Ofsted inspection to ensure that it was a resilient 'Good' It was agreed that this Committee required more impact at Corporation meetings and this would be considered. 	<p>KT/VG</p> <p>VG</p>

8.	2021/22 MEETINGS The following dates were NOTED: <ul style="list-style-type: none">• 22 November 2021• 7 February 2022• 4 April 2022• 13 June 2022	
	<i>The meeting closed at 5.30pm with no further business.</i>	

APPROVED 29 November 2021