



WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE

Minutes of the Standards Committee meeting held on Thursday 22nd September 2022 at 5pm

GOVERNORS PRESENT: Angela Newton-Soanes, Chair
Ben Owen
Andrew Cropley, Principal/CEO
Andrew Spencer
Spencer Moore (from 5.30pm)
Elizabeth Whitehead, Student Governor
Kia Shaw, Student Governor
Sheik Rayhan, Student Governor

ALSO IN ATTENDANCE: Maxine Bagshaw, Director of Governance
Matt Vaughan, Vice Principal: Curriculum & Quality
Louise Knott, Vice Principal: Communications, Engagement & Student Experience
Diane Booth, Assistant Principal: Quality & Standards
Nikki Slack, Assistant Principal: Health, Education and Service Industries
Phil Clark, Assistant Principal: Construction and Engineering

		ACTION by whom	DATE by when
1	<u>APPOINTMENT OF THE COMMITTEE CHAIR AND VICE-CHAIR FOR 2022/23</u> The committee were happy to reappoint Angela Newton-Soanes as the chair and Ben Owen as the vice-chair.		
2	<u>DECLARATIONS OF INTEREST</u> The chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.		
3	<u>WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u> The three new student governors were welcomed to their first meeting, and the chair took the opportunity to confirm that this committee really valued their perspective and contributions. Apologies were received from John Winfield, Jane Fishwick, David Gillies and Steve Sutton. It was		

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Angela Newton-Soanes _____ Chair Date: 17/11/2022

explained that the members of staff were unable to attend this meeting because it clashed with an A Levels open evening at Chesterfield Road.

4 MINUTES OF THE MEETING HELD ON 29TH JUNE 2022

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: to approve the minutes of the meeting held on 29th June 2022.

There were no matters arising.

5 ACTION PROGRESS REPORT

The committee were happy to note the content of the update provided.

6 BALANCED SCORECARD ITEMS AND ANNUAL KPIS – 2021/22 YEAREND AND 2022/23 PROPOSALS

The vice principal introduced this item and drew the committee's attention to his detailed report. Key matters highlighted were:

- This is a report which gives a yearend position statement for 21/22 on the nine key KPIs and, as such, it covers a range of items.
- This committee's focus is on the TLA aspects within the balanced scorecard and each of these are RAG-rated.

Each of the KPIs were then considered in detail, including:

- 1) Learners' attendance at GCSE English and Maths lessons – key matters noted were:
 - Issues and challenges have been reported all throughout the year.
 - There are between 800 and 900 learners in each of these subjects.
 - Learners' overall 2021/22 attendance on GCSE Maths courses was 78.3% and on GCSE English 78%.
 - These are below targets set and the national averages.
 - There have been a number of reasons for attendance challenges, including Omicron; a two-week half term in October, which meant that some learners had to remain at home to look after siblings; and staff absences, which meant that there were periods where some provision had to be closed.
 - All agree that this is not good enough, and there are a range of measures now in place to ensure improvements, including:
 - Incentives – this includes spot visits to lessons to celebrate good or improved attendance with vouchers awarded
 - Recognition by way of 'learners of the term'
 - Improved teaching

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Angela Newton - Snow

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- A host of staff who now chase up students who do not attend.
 - Because of the statistics and concerns, this area is still RAG-rated as red and needs to be closely monitored.
- 2) The proportion of learners achieving grade 4 at GCSE English and Maths – key matters highlighted were:
 - The college compares itself against the 2018/19 pre-pandemic data
 - The college position is slightly better in GCSE English and is similar to 2018/19 in maths.
 - When compared to national rates, the college is comparable in English but not in maths.
 - Staff are really seeing that students' abilities have been impacted by the TAGs and CAGs.
 - The college is RAG-rating maths as red and English as amber.
 - 3) Progress against target grades (excluding English and maths) – key matters highlighted were:
 - The college is still RAG-rating as red.
 - Whilst the final data is not yet known, the position is -0.9 currently, which is below that expected by leaders.
 - The college still does not get enough students who are at target grades.
 - Zero is the optimum position, and anything above zero is where students are excelling.
 - The position has been impacted by attendance, English and maths, and retention.
 - 4) The proportion of deep dives graded 1 or 2 and the number of ASPIRE elements met – key matters highlighted were:
 - The college monitors how TLA meets the six component parts of the ASPIRE curriculum.
 - There were 39 deep dives of 33 curriculum areas conducted in the 2021/22 academic year. Of these, including observations, 60% were considered to be good or better; however, 38%/40% were felt not to be meeting all of the elements.
 - As a consequence, this continues to be RAG-rated as amber.
 - 5) High grades at EPA – apprentices
 - This is RAG-rated as green.
 - A total of 686 endpoint assessments took place with a pass rate of 96.5%, which is a good level.
 - The high grades achievement in 2021/22 was 44.6%, which, unfortunately, was a 12.4% decline on the previous year.
 - 6) Overall attendance

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Angela Newton-Saunders

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- This is RAG-rated as amber because of some of the reasons previously discussed.
- The position was 84%, which is around the same level as the previous year but a decline of 2.5% on the level in 2019/20.
- The overall attendance of learners on study programmes in 21/22 was 84.4%, an increase on the previous year of 1.8% but 1.7% below the level in 2019/20.
- The DfE summary of attendance in education settings for 2021/22, released at the end of the year, stated that attendance in all state-funded schools was 86.9%. This is an appropriate context to compare the college's attendance level for 16-18-year-olds.
- There are some great pockets of attendance throughout the college, but the overall position needs to improve.

7) Summary stocktake of curriculum strategy:

- This is RAG-rated as green.
- The college works really closely with partners and employers, who offer a great curriculum.
- In many areas, this is very strong.
- In health and social care, it has been a real struggle to get employers to release learners. To try to address this, the college is looking at a more 'fit for purpose' offer.
- Paragraph 11.5 within the report sets out the actions being taken.

8) TELD Strategy implementation

- This is teaching through enhanced technology and digitalisation.
- It is RAG-rated as green.
- The college has a really clear plan in place for staff and students. Implementation is above all of the targets set.

The committee's attention was then drawn to the scorecard proposals for 2022/23, with section 13 of the report setting out the different measures and KPIs suggested. They include a greater focus on higher grades and include the subjective and dynamic measures. The proposals build on the 2021/22 measures and KPIs.

One member of the committee noted that, within the dynamic measures, there was a reference to 'observations'. They asked whether the intention is to move back to graded or, as was the case last year, look more at the broader skills assessment. The vice principal confirmed that it is a broader review of skills, including strengths and weaknesses. The college will 'observe' new or unqualified teachers; however, these will not be graded and are entirely developmental.

In relation to the range of incentives set out in paragraph 2.2, one governor asked whether learners have been asked what they want. The

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Angela Newton - Souse

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vice principal confirmed that the college has a strong learner voice in place but acknowledged that the detail regarding which incentives would be appropriate has not been asked. However, the senior team know that there are some particular aspects which would influence attendance, and these include cheaper food, vouchers and bus passes. He confirmed that the college is looking at food options to incentivise after-college participation in extra study. A challenge from the committee was for the college to think about the needs of all learners, and an example given was not only offering the 'Love2Shop' vouchers, as a Morrisons food voucher may better suit some learners.

In relation to section 10.4 of the report, the committee asked whether there is a further decline because of the cost of living, fuel cost, etc. Governors asked whether the college is confident that everyone feels comfortable to declare when they are struggling. They suggested that, for some, it may be easier to not attend rather than admit to financial challenges. The vice principal indicated that the college has looked at options to extend the day, but there are a lot of students who have part-time work in the evenings or at weekends, which would be a barrier. The vice principal indicated that, in relation to bursaries, the college has extended the income thresholds, with three tiers now in place. The vice principal indicated that the college is particularly looking at how it can support apprentices as they are not eligible for bursaries because they are earning a wage and, sometimes, it is a low wage.

One member of the committee asked whether there was an update in relation to the previously suggested proposal to link more closely with available public transport. The vice principal indicated that this is currently the subject of a business improvement project, with the hope being for next academic year to enable students to access public transport seven days a week rather than needing a full college bus service. However, she indicated that there were some challenges in terms of supply and demand to overcome: i.e. over 2,000 students attempting to get to college premises at the start of the day would simply swamp the service available.

One member of the committee asked whether the college utilises the Futures initiatives to provide support. It was confirmed that it does, but it was acknowledged that it could be developed further. The vice principal indicated that the college also continues to look at flexible delivery on the basis of choice, e.g. studying on a Saturday if a learner works in the week. She indicated that there is more to be done to identify paid work placements too. The committee were advised that the college used the bursary discretion far more than ever in 2021/22 just because of the level of need. Governors all agreed that this is evidence of the fact that the college is an anchor institution and is providing much-needed support.

Signed : _____
Angela Newton - Sme

_____ Chair

Date: 17/11/2022

AGREED:

- a) To note the content of the 2021/22 yearend report
- b) Support and endorse the 2022/23 proposals as presented.

7 2021/22 POSITION STATEMENTS AND SAR TIMELINE

The vice principal confirmed that this is a very participative process, with 273 teachers, specialists and managers meeting leaders in 31 curriculum area team meetings throughout August and September 2022. This has allowed self-assessment. Staff have arrived at SAR grades for all areas, which is a culmination of the year. It involves assessing data, making judgements, and then reaching decisions on the grades.

The college is self-assessing an increasing number of areas as 'good' or better. There are 19 'good' or better judgements and 14 'requiring improvement'. He acknowledged that 14 areas 'requiring improvement' was not good enough; however, he noted that some were in relatively small areas of provision. 61% of students studied in 'good' areas and 39% in 'requires improvement' areas.

Judgements have been impacted by:

- COVID-19
- Attendance
- Staff vacancies
- The fact that some students have had a number of years where they didn't sit exams.

There are, however, some real strengths, including:

- Functional Skills, particularly the number of students passing first time
- Adult learning
- The position in construction is getting better.

However, there are some areas that have gone backwards, including:

- A Levels
- GCSE Maths
- Animal care (as a result of staffing gaps)
- Business studies

The committee's attention was drawn to paragraph 3.3. The vice principal indicated that it was very likely that the college would be assessing the quality of education/TLA as 'requires improvement' rather than 'good' but indicated that all staff are working very hard to get back to 'good'. Overall judgement is also likely to be 'requires improvement'. The committee were reminded that there are some really good areas, including personal development and leadership and management, but that there are simply too many areas that need to improve for an overall 'good' judgement. The committee asked whether there is anything that they can do to support the improvements. The vice

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Angela Newton - Sme

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- Retention is better
- Progress is better
- Disadvantaged
 - Attendance is broadly the same
 - However, there has been a 10.5% decline in retention
 - A lot of learners left to go into employment
- Deep dives
 - More 'good' outcomes
 - Subcontracted provision has stayed the same

The committee commented that it was good to see the continued support being provided for the Inspire and Achieve Foundation; however, it was queried whether they are making enough progress. The vice principal reminded that their 16-18 contract was ended in the last academic year and provided assurance that the adult contract is being closely monitored. He advised that a deep dive is planned and that the outcome of this will influence whether there is any continuing agreement with them. He advised that their reporting of destinations has improved slightly, which may show 'green shoots', but that the position will be tested during the deep dive.

The committee discussed the subcontracts in place and acknowledged that these give students other and more opportunities, including more extensive links with employers.

AGREED: to note the content of the update provided.

9 2022 EXAM RESULTS

The committee were advised that it is not yet possible to report on the vocational technical qualifications as not all results are in; therefore, this report focuses on A Levels and English and maths GCSEs. Key matters highlighted were:

- 1) A Levels
 - Paragraph 2.1 gives a comparison with 2018/19 and the college did better; however, the results were below where the college wants to be.
 - 28.5% secured A*-B, which is an increase from 26.5% in 2018/19 but below the target set. 37% of FSM students achieved.
 - Eleven subject areas did better at A*-B; however, five did worse.
 - The college did not do as well in relation to A*-C, with a decline from the 2018/19 position and below expectations
 - There are sixteen subjects, with eight doing better and eight doing worse.
 - In terms of value added, which is performance from individual

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Angela Newton - Sme

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starting points, the ALPS scores show that the college did badly. The college went from 3 to a 7 (which is based upon a 1 to 8 score, with 1 being the best).

2) English and maths GCSEs

- English is a better picture and has improved but remains at or around the national rates. This means it can improve further
- In relation to maths, the overall position was similar to 2018/19 but the college did not do as well with 16-18 learners. Only 7% achieved a 4 or above.

The vice principal confirmed that what is important now is what is being done about the situation and he confirmed that actions include CPD and staff support. He advised that in, GCSE Maths, there are over 1,000 learners this year. This is 300 more than last year, which means that the college must do better.

In considering the information provided, committee all agreed that they were pleased to see the transparency included within the report and that there are very clear plans in place to improve, including support and investment.

Challenge from the committee was that in 2022/23 they want to see ALPS data more frequently reported and with less narrative. All agreed that having sight of the ALPS scores throughout the year would allow them to track progress and look at the position more dynamically. Staff asked how frequently this should be reported, i.e. whether it should be at the five assessment points or just at progress check four, which is the mock exams. The committee indicated that they would welcome a report at each meeting on the residual progress scores and then, at progress check four, a fuller report on ALPS. They asked whether it would be possible to present in a diagram form so that there is a clear visual. A challenge from the committee was to really focus in on the value added so as to be able to evidence distance travelled.

One member of the committee asked whether the A-Level position/outcomes correlates with any student voice data collected during the year. The committee all agreed that this was important, and it was agreed that there would be a report on this to the next meeting to assess whether any more can be done. The vice principal explained that there were a number of reasons which will have impacted upon the experience and outcomes for A-Level learners, including:

- Lack of connectivity at some points in the year
- Flooding of the building
- Some teaching gaps
- Some subject-specific issues: an example given was in business studies.

VP Q&S

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Item

VP Q&S

Nov 2022

Signed : _____ *Angela Newton - Sme* _____ Chair

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The vice principal confirmed that it is possible to report on what the college is aiming to do to improve, and an example given was sharing best teaching expertise. He also noted that there is additional teaching coach capacity this year with six in place, which is an increase on three and a half in the last academic year. A challenge from the committee was to use all of the evidence available to create the improvement action plan.

A challenge from one student governor was that many students don't really engage with the surveys and learner voice activities as this is not their priority and takes time away from study. The committee all agreed that it was really important for students to know that staff and governors want to hear the truth, and they encouraged student governors to share this message. A challenge from the committee was to think of ways to gather high-quality, dynamic learner feedback, and one suggestion was a workshop with ten sample learners where staff sit down and have a 'heart to heart'. Following feedback from student governors, a challenge from the committee was for the college to really look at the quality of IAG for A-Level students.

AGREED: to note the content of the update provided.

10 QIAP – 2021/22 YEAREND AND 2022/23 PLAN

The vice principal introduced this item and confirmed that it is a wholesale revision with the document slimmed down. In terms of the changes between the years, tutorials and leadership and management have been removed. He indicated that, whilst there is always more to do in these areas, the belief is that they are strong. Two new aspects have been introduced: retention, with the college knowing it needs to do better; and 'teaching to the top', which is about ensuring that all students excel. The intention is to retain:

- TLA overall
- Apprenticeships
- Attendance
- English and maths

This will give the college six key themes to improve.

The committee, in considering the 2022/23 plan, acknowledged that staff had been very honest in relation to the ALPS scores and GCSE results, which gives assurance regarding transparency and focus. The vice principal indicated that there would be more included within the final version of the document once all vocational results have been received and analysed.

AGREED:

- a) To note the content of the 2021/22 yearend update
- b) To support and endorse the 2022/23 plan

Signed : _____
Angela Newton-Saunders

_____ Chair

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11 **INTERNAL AUDIT REPORT ON QUALITY MANAGEMENT**

The director of governance introduced this item and explained that it had been scheduled for committee review following a request from the Audit Committee, which received the quality management report from Haines Watts at their June meeting. She particularly asked the committee to reflect upon existing governor link arrangements and whether or not more could be done to improve effectiveness, with a specific focus on quality. Governors all agreed that this committee is the most appropriate forum for quality checks and that each meeting does have a quality focus. All agreed that the scheme and link areas currently in place give a good way of obtaining assurance without the need to have any one individual governor looking at all aspects of 'quality'. They noted that the internal audit report opinion is 'substantial assurance' and, therefore, felt that what was in place was working well. However, one suggestion was to review the feedback forms and guidance note to ensure that there is a really clear way to provide governor comments on quality.

AGREED:

- a) To note the content of the internal audit report
- b) To recommend that the board continue with governor link arrangements 'as is'.

12 **CURRICULUM**

The vice principal introduced this item and explained that the report focuses on two aspects, which are:

- Intent – review of the ASPIRE curriculum
- 2022 progression to HE

He confirmed that the report relates to those learners who study at Level 3 and then go on to university. He acknowledged that university is just one progression option; however, the college will be judged on how well students are supported into HE.

The committee's attention was drawn to section three of the report, and it was highlighted that, in 2021/22, the intended university destination for Level 3 learners was 46%. This is 402 out of 871 learners. The committee were advised that the college does not yet know the actual figure and this was 37% by comparison in January 2022.

A challenge from the committee was that this is very much linked to aspiration and how well the college supports students if university is their aim and desire, but they felt that it was important to differentiate 'aspirations' as university is not the only option.

Signed : _____ *Angela Newton - Sme* _____ Chair Date: 17/11/2022

Staff indicated that the access to HE provision is really important to support this and that the college has introduced a pre-Access offer as well as the access provision for this year.

Staff advised that, in 2021, 70% of A-Level students went to university but 30% didn't. An observation made was that the vast majority of A-Level students should have the intention to go to university as they are an incredibly difficult qualification to obtain and succeed at and that, if learners did not want to go to university, they could have done something much more vocational and more modular.

AGREED: to note the content of the update provided.

13 **EQUALITY AND DIVERSITY (STUDENTS)**

The vice principal introduced this item and reminded that the college agreed a statement of intent in 2021/22, which included four-year objectives. This means that 2022/23 is year two of the plan. Key matters highlighted were:

- In 2021/22, there was some really good progress made in a number of areas. Examples given were a really active LGBT group and also an active BAME group.
- There was less take-up in relation to the single-sex focus groups established.
- The college has submitted the final part of application for a Rainbow Flag Award.
- There has been an increase in the number of incidents; however, it is believed that this was influenced by the implementation of the CPOMS system.
- There is a focus this year on homophobic abuse.
- Unfortunately, the college has not made any progress on the aim to create quiet spaces because of pressures on the estate; however, this does remain a focus.

Governors' attention was drawn to the 2022/23 action plan provided at appendix 2, and key matters highlighted were:

- It now includes the community engagement actions. One action will be amended to broaden the focus away from just the Bellamy estate as there are other agencies supporting in this area.
- Suggested areas of focus are:
 - Closing achievement gaps
 - Destinations
 - Learner voice feedback

In discussion, the committee all agreed that it was pleasing and important to see that the organisation is not standing still and, instead, is forward planning. This gives confidence that staff have their 'eye on

Signed : _____
Angela Newton - Sme

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the ball’.

AGREED: to note the content of the update provided.

14 **EMPLOYER ENGAGEMENT**

The vice principal introduced this report and confirmed that it has a focus on two aspects: employer survey results in 2022 and an update on the work of the advisory panels. Key matters highlighted were:

- The progress being made in relation to the employer engagement strategy is reported to full board; however, this report gives a greater line of sight, as requested, for this committee.
- In relation to the employer survey results, the response rate could be higher.
- The college set a ‘satisfaction rate’ which was stretching and, unfortunately, the target was not hit. The position is 86% against a target of 95%.
- The survey shows that there have been some real improvements made in many areas; however, there are not so positive comments in relation to communication.
- The survey shows a ‘mixed bag’, which means that there is clearly more work needed.
- The position will continue to be reviewed through the apprenticeship monitoring group.
- There is more to do with employers in terms of key digital skills.
- In relation to advisory panels, the college has set the target of having five in place in 2022/23. Panels for sport and engineering have been created, with both being very strong and having set their own targets. An example given was the creation of an engineering charter for students.
- The next panel to be established is in construction.
- The aim is to also have a digital panel, which the committee vice-chair has agreed to chair.
- Other panels to be established are in relation to health and social care and childcare.

Spencer Moore, who is part of the sports advisory panel, was able to provide feedback on the first meeting. He described it as beyond expectations, with the group putting forward some really strong suggestions. All who participated were very positive and welcomed the opportunity to engage as a group.

A challenge from one member of the committee was for the college not to lose sight of communications with smaller employers and also ensure that they engage with surveys and advisory boards. The committee all agreed that it was really positive to see how the college is responding to local needs and that this is something that is particularly highlighted in

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Angela Newton - Sme

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the positive response to question three in the survey.

AGREED: to note the content of the update provided.

15 **2022 INTERNAL STUDENT PROGRESSION**

The vice principal provided a verbal update and indicated that it was currently too early to report on. She committed to providing a report once all data is finalised and analysis undertaken. It was agreed that the report would be presented to the November 2022 meeting.

VP CESE

Nov. 2022

AGREED to note the content of the update provided

16 **LEARNER VOICE**

The vice principal introduced her report and confirmed that it covers three aspects, which are:

- 2022 apprenticeship survey results
- Structure changes for 2022/23
- 2022/23 timetable of planned activities to collect learner voice data.

Key matters highlighted were:

- In relation to the apprenticeship survey undertaken in 2021/22, there were 160 responses. This is 'about usual' but is disappointing as it will skew the data.
- There are three points in the year where surveys are completed. These are at three months, halfway through the programme, and at the end of the programme.
- The overall satisfaction target set was 95%, and the current position is 92%.
- Disappointingly, the college has seen a decline in the number of apprentices who would 'recommend to a friend'. This needs to be unpicked more to fully understand.
- The learner voice calendar and the learner voice structure have been reviewed with a specific focus on the effectiveness of historic arrangements including the student union (e.g. the site president roles). Executive and staff more broadly do not feel that the model previously utilised has worked well enough and, therefore, there have been some changes agreed, including not having a formal SU in 2022/23; however, students will still be able to obtain NUS cards.
- Instead, the college will have a really strong learner representative structure with a lead learner rep for each area. It will include a termly meeting with governors. Staff encouraged governors to note the dates of the meetings in their calendars.

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Angela Newton - Sme

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The committee all agreed that it was really pleasing to see a responsive and progressive approach, having taken a reflective view on arrangements.

AGREED: to note the content of the update provided.

17 **SAFEGUARDING**

The vice principal introduced this item, and key matters highlighted were:

- This is the 2021/22 yearend report.
- Appendix 1 provides an end-of-year summary against the action plan. The college has made some good progress, including:
 - All members of the welfare team are now ELSA trained.
 - There was a good outcome of the pupil premium pilot, and this has been extended.
 - The college has signed the pledge for care-experienced young people.
 - Introduction of the CPOMS systems.
 - The appointment of the first peer support worker apprentice at the end of last academic year. A second has now been appointed who will have a focus on ALS. Both have lived care experience.
- The biggest challenges are:
 - an increasing number of instances reported
 - increased complexity
 - external services are stretched; an example given was the waiting list for CAMHS.
- The report summarises where the college is against the audit action plan agreed.
- Referral into external agencies was slightly higher.
- Ten Prevent referrals.
- The number of students on a plan was slightly higher than the prior year. There are also high numbers at the start of this academic year.
- 38 peer-on-peer sexual incidents. Three were rape allegations which were referred to the police, each with no further action taken.
- Three students are open to a harmful sexual behaviours panel.
- Paragraph 10 highlights the issues around mental health. There were more incidents of self-harm.
- Progress scores were, in the main, in line with peers, but there is a need to focus on learners who are on a plan.
- New procedures for 2022/23 were approved by the board and have gone live.

Director of Sept. 2023

Signed : _____
Angela Newton - Saxe _____ Chair

Date: 17/11/2022

The vice principal asked that a reminder be sent to governors to confirm that they have read the relevant parts of the 2022 KCSiE.

Governance

- 2022/23 action plan provided, including suggested KPIs
- No significant changes to the Prevent risk register.

The vice principal took the opportunity to express her thanks and appreciation to Steve Sutton, who has been the safeguarding link governor for a number of years now. Following the completion of Steve's term of office in October 2022, Ben Owen has agreed to take on this link role.

The committee all agreed that it was really clear to see the line of sight and focus on the support that students need. All agreed that the team as a whole does an amazing job.

AGREED:

- a) To note the content of the update provided
- b) To endorse and support the development plan for 2022/23 as presented.

18 **AOB**

As a matter of additional business, the CEO highlighted the fact that, whilst student numbers at the beginning of this academic year are really positive, this does present a challenge. The college needs to ensure that quality of provision is maintained with the volume of students enrolled.

He advised that the college has also been shortlisted for a number of awards and invited governors to attend the awards evenings taking place in the autumn term.

19 **DATE AND TIME OF NEXT MEETING**

This was confirmed as Thursday 17th November 2022 at 5pm.

Meeting closed at 7.30pm.

Signed : _____
Angela Newton-Saunders _____ Chair

Date: 17/11/2022