

<b>Chair</b>	Vivien Bailey
<b>Corporation Members</b>	Steve Hedges, Cynthia Griffiths, Gerry McDonald, Dawn Samwell, Rob Hull (Observer), Ryan MacLean (Observer-Student governor-elect), Shehzad Siddiqi (Observer-Student governor-elect)
<b>Officers</b>	Principal Tower Hamlets & Hackney: Alison Arnaud Principal Redbridge & Epping: Janet Smith Deputy Principal: Paul Wakeling
<b>Director of Governance</b>	Elsa Wright

<b>Item No</b>	<b>Item of business</b>
<b>PRELIMINARY PROCEDURAL MATTERS</b>	
	<b>Chair's Welcome &amp; Opening Remarks</b> The Chair welcomed the student governors – elect and all attendees introduced themselves.
	<b>Apologies For Absence</b> Diana Murray, Marilyn Hawkins
<b>3.</b>	<b>Declaration of Interests</b> None received.
	<b>Minutes of the Last Meeting Held on</b> The minutes were signed as a true record with the addition of 'A level' on page 8 with reference to leavers.
	<b>Matters Arising and Action Points from the Meeting.</b> The Impact assessment cross provided a framework for the committee to report against the Ofsted inspection framework. This was completed by the chair after each meeting. The safeguarding report had been included in the papers for the corporation meeting.
<b>ITEMS FOR CHALLENGE, MONITORING &amp; REVIEW</b>	

Item No	Item of business
	<p><b>Ofsted Preparation - Update</b></p> <p>A number of events, including safeguarding training, had been cancelled due to the virus. The Capital City Colleges Group Ofsted report had now been published and it was becoming clear that where colleges had merged and not integrated, they were not being judged to have delivered. There was a focus on improved outcomes post merger. A number of staff had provided feedback from inspections and one had shadowed a colleague at another college and fed back questions that had been asked. These would form the basis of the next briefing for governors. <b>Action – JS/VB.</b></p> <p>There were some areas where inspectors applied the framework in a way which was more suited to Progress 8 in schools and both Governors and staff to be clear with inspectors that it was not appropriate/relevant. The Sixth Form data held on MiDES showed both value added and distance travelled for English and Maths. JS would prepare this data for a future meeting. <b>Action - JS</b></p> <p>Only around 20% of those retaking GCSEs at 17 got a 4 or above which was a challenge for those colleges only offering this route. NCC offered foundation skills to allow students to develop their skills and this was part of the assessment at induction although the college recognised that some students only wanted to follow a GCSE course. There was a discussion about the development of the EIF and the way it was being applied to colleges. NCC staff and governors should have the confidence to explain the approach and show where the merged organisation was learning from good practice and how it was filling any gaps that it identified.</p> <p>The Governors thanked JS for the update and passed on their thanks to staff.</p> <p><b>Action – MiDES data for the June meeting - Principal Redbridge and Epping; questions from inspection – draft answers by Committee Chair/Principal Redbridge and Epping</b></p>

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	<p><b>2019-20 In Year monitoring</b></p> <p><b>7.1 Progress against Curriculum KPIs</b></p> <p>There was a drop of 1.7% in retention rates from last year but rates were steady above the national average. 2018/19 comparative rates would be available later this month. A level rates were rising but the curriculum change to a two year linear course meant that comparators were not like with like. The rate of 93.2% retention was 4% above Sixth Form national rates. There were a few two year BTEC courses but most other courses were one year. The Deputy Group Principal explained that rates were strong for year 1 and were expected to fall to around 85% over the summer. The target was an 80% achievement rate for all starters. Overall the college was above its 95% retention rate.</p> <p>Attendance was improving incrementally with the increase at Epping was of note. Adult attendance at Hackney had improved but 16-18 had fallen. This was being monitored weekly and stood at 81% against 78% at the same point last year. Construction and Sport were still of concern and there were now SCMs in place across all areas. There was a discussion about subject rates nationally but they weren't published. At Hackney rates varied from 96 to 79% depending on the course. Governors asked the students about what could impact on attendance. It was agreed that there were lots of different measures such as starting later, shorter breaks and fewer extended days but not all of them would have the same impact on every student. It was down to the mentality of the individual student and factors such as transport and motivation played their part.</p> <p>Many students did not study English and Maths through choice and this impacted on attendance which was generally lower than vocational attendance. New SCMs in Maths and English at Hackney were working hard with their teams and were looking at what had worked elsewhere across the group. Attendance was strong at this point in the year and few students were lost between now and the end of the year. There had been concern last year about value added in the Sixth Form and at Arbour Square and in year monitoring had been improved. ALPs 5 was the college target and individual students were aware of their personal targets and their progress towards them. A new data tool was being used to measure progress which should be very useful across the whole college.</p> <p><b>7.2 QIP</b></p> <p>The QIP set out what was being done across the college to address areas for development and recorded the impact of interventions. There were 6 overarching themes and it was the first time that all campuses had been captured in one QIP so it was a very high level document. The objective was commonality across the group with moves towards common structures for staffing and systems for monitoring progress. Apprenticeships were now on common systems and the SCM structure was currently being rolled out in the Havering colleges. The SMT monitored the QIP and picked up issues at their weekly meeting. Items such as attendance, progress and impact were standing items which ensured the SMT could identify areas quickly that needed follow up. Campus based reporting with predetermined content supported this approach.</p> <p>Governors asked about items that may be at risk as all areas were shown as green or amber. It was an aggregated plan and there might be areas at a lower level that were Red but were not significant enough to show at the top level. Each area had its own plan which would show the action required in more detail. For example, construction crafts was not where it should but improvements in attendance had re-engaged students and enabled them to make progress. At an individual level, these areas were known and detailed interventions were in place. This year Easter revision would take place across the whole holiday rather than three days. The QIP was a</p>

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	<p><b>Student Voice</b></p> <p>Information was collected in many ways including the induction survey. Response rates varied as it was relatively new at most campuses. Learner drop ins were helping to drive feedback across the college. Staff came into lessons and spoke directly to students without their teacher present and there was an improvement in the findings from the first visits. The data for Havering showed a consistent pattern of improvement when compared with the previous year. Governors thanked all those involved.</p>
	<p><b>Termly HE Activity Report</b></p> <p>Three of the four areas for enhancement had now been delivered and the fourth should be completed by June. Good progress had been made and the OfS was satisfied with the work done with UKCBC. Pearson was content with the process that the college had in place to validated learners and the quality of their work. In response to questions, the Principal of Redbridge and Epping confirmed that academic governance arrangements were in place and that a contingency plan was ready. It was very encouraging that the objectives had been met and that provision was in place for all students. Governors thanked staff for their work on this difficult area.</p>
	<p><b>HE Strategy and links to the Curriculum Review</b></p> <p>A broader approach was being taken post merger and this had been delayed for the right reasons. The strategy would link to the strategic intent, be wider in scope and cover a broader range of the community. It needed to meet the needs of the whole group.</p>
	<p><b>Termly Partnership, Subcontractor and Employee engagement report</b></p> <p>Retention was high on the contract with the Orthodox Jewish Community. The college worked with a large number of providers including Access to Music who were based on the Hackney Campus. Management fees were higher in some areas due to the safeguarding input that was required. Support was also given to ensure providers met the need of the new EIF. Quality assurance was key and increased numbers of learners were spoke to on provider visits. In response to questions, it was confirmed that the OJ school had tackled the issue of gender bias a number of years ago but that this was area that was monitored closely. Ofsted could visit them as part of any inspection and it was reassuring to hear that they were being monitored closely.</p>

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	<p><b>Safeguarding Termly Report</b>  Detailed safeguarding monitoring took place and this was set out in detail in the report. There were still a number of employees who had to do the KCSiE return who were being chased hard. Volunteers were captured in the report. Governors were asked to agree the changes to the Safeguarding policy. There were small additions in relation to 14-16 and SEND. This was <b>agreed</b>. There would be a short presentation to update Governors on Prevent at the Corporation. The student guide would be brought to the next meeting and this had been used to reinforce the briefings that had been given across all site. Local groups changed over time and safeguarding lead were aware of the context of their local campus. The Chair of the Committee had attended the executive committee and had been very impressed by the active and dynamic monitoring in place. Staff knew their local context and the benefits of the merger were evident. The Level 4 training had been cancelled but this would be rescheduled. The scope of the work was impressive and Governors thanked everyone for their work.</p> <p><b>ACTION – Safeguarding policy was agreed for Corporation approval</b>  <b>ACTION – Prevent update for Corporation</b></p>
	<p><b>Governor Visit reports</b>  The reports would be added to the visit diary on Board Intelligence. The Chair thanked all those Governors who had stepped up and visited. Feedback was positive and everyone had learned from participating. Staff had been nervous but were now looking forward to visits and were pleased that Corporation Members were taking an interest. The Redbridge report was in hand.</p> <p><b>Action – Director of Governance to upload the reports</b></p>
	<p><b>AOB</b>  There had been almost 90 staff on strike at the Havering Sixth Form with a small picket line. The strike was a national issue and had been called against the Secretary of State. An aggregated ballot was now being called nationally. Local strikes had been handled well by the Principals. In response to questions, it was confirmed that the AOC’s view was that the college could not fight the national ballot. The strike was against the person who controlled the funding rather than individual colleges. Eversheds had confirmed this advice.</p> <p><b>Date of Next Meeting</b>  11 June 2020 at 5.30pm at Tower Hamlets campus</p> <p>The meeting ended at 8.05pm</p>

Agreed as an accurate record of the meeting

Signed.....

Date: .....