

Chair	Vivien Bailey
Corporation Members	Rachael Halliday, Steve Hedges, Diana Murray, Gerry McDonald, Mohammed Adnan Mahmud In attendance: Rob Hull – Chair designate
Officers	Principal Tower Hamlets & Hackney: Alison Arnaud Principal Redbridge & Epping: Janet Smith Group Director, Quality: Ruth Scott Kendrick
Director of Governance	Fiona Chalk

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PRELIMINARY PROCEDURAL MATTERS	
1.	Chair’s Welcome & Opening Remarks Welcomed all.
2.	Apologies For Absence None.
3.	Declaration of Interests None received.
4.	Minutes of the Last Meeting Held on 27.11.18 The minutes were signed as a true a record.
5.	Matters Arising and Action Points from the Meeting. No outstanding actions were recorded. Governors noted: 1. Governor visit reports – two visits have taken place at EFC and THC, with three governors. Reports will be posted on the governors’ portal. A visit to Redbridge will be planned for the summer term.
ITEMS FOR CHALLENGE, MONITORING & REVIEW	
6.	2018-19 In-Year Monitoring <u>Updated Curriculum KPIs & Progress</u> They include all four campuses and combined shows a marginal improvement overall in retention from last year by 0.2%. Both targets are 4.4% and 3.3% above national rates respectively. Rates at the Epping campus are lower than the other three campuses. This will be monitored closely by the Quality Improvement team, the Deputy Principal and the Campus Principal through half termly Quality Improvement and Standard Meetings (QISM). 16-18 retention has been positively sustained at both Hackney and Redbridge campuses and currently exceeding target by 3%. Retention for 16-18s is roughly the same as last year (-0.5 %.). Attendance - There are more significant variations between attendance rates across the three campuses. Although Hackney is still the lowest, there has been a marked improvement in attendance from last year. Overall attendance rates at Redbridge, Tower Hamlets and Epping remain above the 85% national average, but still below the college expectation of 90%. The lowest attendance rate of the group are the adults at Hackney. To improve attendance rates at the Hackney Campus (and across the group) the college has significantly improved its attendance reporting tools and has harmonised the Student Disciplinary Policy with more effective use of the tools available in eTrackr (the student progress, learning planner and targets portal).

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	<p>Governors asked:</p> <ol style="list-style-type: none"> a. Is there national average figure for retention? There are national average figures, the NCC targets are above national average for retention. b. Attendance at Hackney is low, but the retention rate is among the two highest. Have the methods used to identify and record absence and drop-out now been standardised at Hackney and are the same methods used across all the campuses? Yes, the methods are now standardised at Hackney and attendance is up on this time last year – the same is applicable at Epping. The whole college approach to attendance has been more rigorous this year, especially during the first 6 weeks. Attendance has improved across the college group. <p>Governors noted:</p> <ol style="list-style-type: none"> a. English and Maths national rate shown in KPIs is an average of the figure for both subjects. b. There is significant improvement in KPIs across the Group. This is a particular achievement taking into account the number of mergers. <p><u>Progress Against the QIP - NCC</u></p> <p>Governors noted:</p> <ul style="list-style-type: none"> • Headline actions and impact to date across all 6 areas of the QIP. Some of these points have been evidenced on governors' visits. • QIP 3 – What does 'Causes for concern being raised are not consistent' mean? – this means that in some instances, staff are slower to pick up students who are causes for concern, and place them into disciplinary processes, than others. This action needs to be made consistent across the group. The issue is primarily about the recording of the actions taken on e-Trackr; the actions are usually taken, but may not be recorded correctly or soon enough. • QIP 2 – A new GCD is being appointed to make progress quickly in improving sub-contracted provision for apprenticeships. Governors asked whether new arrangements are supporting timely achievement. Staff are now targeting learners to ensure they finish in a timely manner. This is a very common weakness in the sector. The Team this year have been more systematic in getting new apprenticeship learners started on the required English, Maths and IT. Some of those who have not yet achieved have been in the system longer than desired and this legacy is affecting current data. Some learners have been brought in-house from contractors who have performed badly. NCC now has employers coming to the college requesting apprenticeships, which is positive progress. The issue is primarily legacy students; new students are moving through the system much quicker. • 600 students out of about 21,300 are on apprenticeships. • This QIP is a significant piece of work across the campus and governors feel reassured that there are sensible robust actions being put in place by management which are having an impact. • Stretch targets in the QIP were noted. <p><u>Progress Against the QIP – Epping</u></p> <p>This term, a separate QIP has been drawn up and reported on as the performance before merger was poor and rapid improvement is required. This document shows the significant in-year progress made since merger. Particular focus has been placed on getting the 'right students on the right courses'. This policy, together with clear expectations on students, has shown improved attendance and retention, with fewer students at risk than this time last year. Goal is to get to national average achievement rate, about a 10% rise, but students are on-track to achieve this at this point in the year. Achievement rates have been low for a number of years, although staff and students are very aspirational. There has been a re-structure of staff and they are being developed to take on further responsibility. Some management tasks have had a real benefit such as special assessment weeks, where attendance is higher than previous.</p>

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	<p>FS Maths level 1 – 57% have already passed to date, which equals the final figure from the end of last year and is in line with national average. GCSE high grades are still a concern but will be improved on last year. Embedding of English & Maths is part of staff development being provided by Education and Training Foundation (ETF) on a weekly basis. This has had a positive impact on staff and 78% of students said English & Maths teaching has improved. Schemes of work will be developed on embedding English & Maths for vocational qualifications.</p> <p>Governors asked what extra resources are being put in place at Epping. There has been a successful national bid to government giving a pot of money to bring in external expertise. Staff are teaming up with Redbridge and sharing good practice across the group. Staff are really keen to improve and to drive up standards. There is good practice at Epping that is also being shared across the rest of the group. Parents have also been involved and are challenging management on raising standards.</p> <p>Teaching, learning and assessment – the observations from learning walks are no longer graded. Professional standards are now used as a benchmark, i.e. are the standards met or not or exceeded. Each staff member gets a profile from repeated learning walks. Teaching at all campuses should be of same quality. Ofsted look at impact of teaching on students, as well as the teacher's planning and performance; they do not grade lessons or teachers. The college's approach to assessing TLA is much more developmental now than historically.</p> <p>6.4 IQRs – Creative Industries, Construction & SEND. Internal Quality Review Action Plans as drawn up by each area, were noted and the next CPD day for staff will focus on the actions coming out of this to ensure it will have more impact.</p> <p>Very detailed inspection reports were noted. Management found they mirrored the self-assessment reports of management and teachers.</p> <p>EHCP were not viewed by the SEND inspector which was disappointing, but the visit has promoted discussion in the team which has generated actions.</p> <p>There is an IQR booked for June on leadership and management.</p> <p>Inconsistent use of e-Tracker needs to be addressed.</p> <p>Embedding English & Maths is a clear focus and schemes of work will map these out for the year. There will be a pedagogical discussion about how this will be matched across the college to ensure the teaching of this is not conflicting with different methods of teaching by vocational teachers compared to those used by specialist teachers in English and maths. A lot could be achieved by matching the sequence of teaching of English and maths in discrete courses with supporting work in their vocational lessons. Students will also become more aware of their strengths and weaknesses.</p>
7.	<p>HE <u>Termly HE Report</u> Governors received an update on the following:</p> <p>Office for Students (OfS) registration update. Governors noted:</p> <ul style="list-style-type: none"> • Students cannot draw down loans if there is no registration. • The application was submitted to the deadline in May and further information was supplied in October, in line with the OfS deadlines. • Havering CFHE has received notification that OfS are minded to refuse Havering application's due to its financial situation. OfS were advised that this shouldn't be an issue as they are merging with NCC. NCC then received notification that OfS are minded to refuse NCC's application. An extensive review has been requested by OfS of academic governance at NCC. NCC is the only college to be subject to such a review. 8 colleges have had their applications turned down and about 50 have not had any response from the OfS on their applications. About 100+ have been approved, but many with significant conditions. Students cannot be recruited as they cannot access the on-line portal to draw down loans if their provider is not registered. A letter was sent to the OfS challenging the reasons behind the review and the

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	<p>timing of it and seeking compensation due to their delay. Most HE provision at NCC is through UKCBC of whom NCC is their major partner, inherited through the merger with Redbridge. There have been some quality issues, but these are being resolved. The requested review of NCC by two audit firms, is enormously disproportionate. This delay puts the college in a difficult position because of the timing – students are expecting to be on courses from September. Governors suggested the OfS be asked for a one-year provisional registration from OfS. There is an apparent lack of understanding of FE by the OfS, i.e. the Academic Board is not so relevant in FE as HE, as colleges don't run a binary governance system where academic governance is separate from corporate governance. Another university is being communicated with as contingency plans to run the college's HE provision. All requested info has been sent to the OfS within the deadline.</p> <ul style="list-style-type: none"> • Partnership outcome data - Retention and achievement rates for the first cohorts are at lower levels than would normally be expected. A number of students are yet to complete their course. This is a reflection of the student population which is often mature students returning to education with family commitments, with some requiring more time to complete. (Pearson allows students five years to complete). Retention rates for subsequent cohorts are overall much higher, partly due to implementation of student support structures and the tightening of the admissions process. It is envisaged that achievement rates will improve in subsequent cohorts • HE CQS action plan progress update - Progress with the four objectives within the action plan were noted, the majority of actions having been completed or started. • Teaching Excellence and Student Outcomes Framework (TEF) - The College has made an application for the TEF. The framework assesses the quality of teaching, learning environment and student outcomes. The outcome of the assessment is an award of bronze, silver or gold rating. The College will be informed in June 2019 of the outcome which will be published by OfS in August 2019 <p>Continuation rates for HE students will not show impact until two-year's time. Current data is looking at the 2015 intake and although there have been significant improvements, the data therefore, is not as good as it could be at present.</p>
8.	<p>Safeguarding Termly Report</p> <p>Governors agreed that there is a proven link between students feeling safe and achieving their qualifications and noted, in the SPOC survey undertaken in 2017/18 93% of students reported that they felt safe in the College (95% in 2016/17). In the LOOP Report (2018) 57% of students gave the College a 4-star rating for student safety. In the induction survey in 2018 95% of students again reported feeling safe across the College Group.</p> <p>The policy and procedures for safeguarding are now combined in one document which reflects the best practice of all campuses, excluding Epping. The final content was decided upon by the Cross-Group Safeguarding Committee and approved by SMT. The ownership of the document was identified as a strength in the recent Safeguarding Internal Quality Review. Epping Forest College which merged with the Group in August 2018 is represented at the Cross Group Safeguarding Committee and policies and procedures will be standardised by the end of this academic year.</p> <p>Both Hackney and Tower Hamlets campuses have been working with both the Pan-London Prevent Officers and their borough colleagues since 2013/14. This practice is also replicated at Redbridge and Epping campuses. The Safeguarding Committee was trained in Prevent at that time and the rise in radicalisation nationally is now a primary safeguarding concern across the College.</p> <p>Mark Uden-Halls, Head of School at Westbourne Academy, is the Lead Safeguarding Officer for the school. Five members of staff, both male and female, have attained the Safeguarding Level 3 Certificate. There have been no safeguarding referrals so far this academic year.</p> <p>Safeguarding reports and referrals were noted.</p> <p>The new Education Inspection Framework will be introduced in September 2019 and the draft consultation document will be discussed at the next Cross-Group Safeguarding Meeting on Tuesday 26 March and in the following borough-based meetings.</p>

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	<p>LOOP, an organisation which has provided a student voice service for THC over the last 4 years, is being commissioned to work with students to design a project which would enable staff to truly embed British Values. This pilot scheme at Tower Hamlets was extremely successful with very positive evaluations from both staff and students and this has now been replicated both at HCC and Redbridge. At the Epping Campus a group of students has been working on their own version of this film which is nearing completion and will be launched in tutorial in Term 3.</p> <p>A summary of the key strengths and areas for development from the March 2018 Internal Quality Review of Safeguarding across the College Group, was noted.</p> <p>A Governor Safeguarding lead is to be designated as the previous governor has now left.</p> <p>Safeguarding policy cross group development is taking place and will come to this committee.</p> <p>Policies for safeguarding 14-16 for Westbourne – governors requested to see the policies that are being developed, once ready.</p> <p>With regard to the safeguarding referrals previously noted for 10 children in the nursery at Hackney, the Campus Principal confirmed that 6 incidents have been dealt with internally, and 4 reported externally and managed by the borough, and were previously known to the borough. Governors noted that appropriate action had been taken.</p> <p>Governors noted a rise in reports on mental health. This may be due to there being more confidence around disclosure and more support being offered, so more students are coming forward. However, this rise in numbers is a trend in education and among young people. Mental health is often reported as a secondary issue, i.e. to self-harm.</p> <p>Governors discussed the safeguarding training they had received at the Strategy day on violence against women and girls. They suggested that some of the material could be used in college tutorials etc. to help women and girls recognise different types of abuse and inform them of where they could get help; similar work could be done to support members of other vulnerable groups eg in relation to homophobic bullying. Relationship education including issues of consent is another important related topic.</p>
9.	<p>Sub-contracting – Jewish School Compliance update</p> <p>Governors noted the overview of quality assurance and compliance activities undertaken to evaluate the 16-18 ESFA Subcontracted provision, and the action taken to improve the provision.</p> <p>A lack of due regard for Prevent and British values was previously noted in their Ofsted reports. The subcontractors have responded really well to changes requested by the college in order for provision and the partnership to continue with NCC. The cohort comprises 355 students.</p> <p>Governors asked how far do NCC have an obligation here. NCC are funding post-16 learners as a longstanding facility with Hackney for female students in an FE situation. There needs to be further progress, but direct challenge from NCC managers is ensuring correct materials are being used. The girls do well and achieve well. Governors asked what they progress to. Progression to university is low given the good exam results. Governors asked what is NCC's risk in relation to Ofsted. NCC managers are closely monitoring the schools, demonstrating that there is a high level of control and robust challenge is in place to ensure compliance. The college demonstrates rigour on compliance i.e. brings students to campus to sit exams to address such matters as redacted material, and a teacher training programme for some of their staff is in place i.e. the expectation is that their teachers will be qualified.</p> <p>In order to improve the quality of the student experience and to maintain quality assurance systems and audit control, the following monitoring activities have been carried out as a minimum: Annual due diligence review, 1 scheduled Quality Assurance and sample file checks visit per term plus follow-up action, plan review meetings as required, 2 unscheduled visits per term, 2 unscheduled Learning Walks visits, Interviews with a sample of students, Internal audit of existence and eligibility and a Mock inspection. The results of the Mock Inspection were discussed.</p> <p>Governors supported the actions management are taking.</p>

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10.	<p>Progress and Destinations</p> <ul style="list-style-type: none"> 63% of 16-18 Entry level students return, of whom 51% progress up a level. A significant number of ESOL and SEND learners will progress within Entry Level. 65% of 16-18 Level 1s return, of whom 89% progress up a level. 53% of 16-18 Level 2s return, of whom 85% progress up a level. 36% of 16-18 Level 3s return, most of whom stay at the same level. This reflects those who are completing 2-year Level 3 programmes. For 16-18 of known outcomes, 94% have a positive destination. For 19+ of known outcomes, 89% have positive outcomes. Epping appear to have a high proportion of adults into employment. This is because they have fewer adults, and a greater proportion of these are already in employment and taking evening courses with the college. The higher volumes returning to education at Tower, Redbridge and Hackney sites is due to the large volumes of ESOL who attend for a number of years <p>Governors noted the challenges management fact in trying to record destination data. Intended destinations data is good – capturing actual data is really hard. Students may have a positive destination, but not until the next year or two, so this impacts on the data.</p> <p>Internal progression needs more work and implied data from the report is not satisfactory. Entry 1 to entry 2 does not show as a progression, nor does sideways progression. The large volume of students at ESOL affects the data significantly. Not all BTecs are registered as progression from the first year to a second year. A-levels are mostly 2-year programmes which encourages more learners to stay as no AS levels are now available.</p> <p>This report shows that collection of data is a work in progress. Governors stated it would be useful to see more detailed information i.e. how many students progress to Russell Group universities for example. It would be helpful to know where learners are going for added value and alumni. Governors would also find it helpful to see what proportion of students have ‘unknown’ outcomes.</p> <p>HE institutions are measured on destination data and they manage to achieve robust data now – it costs a lot of money and in HE a body is commissioned to run the survey. The college could learn from this going forward.</p>
11.	<p>Stakeholder Engagement</p> <p>Approaches to learner and parent engagement are generally consistent across all campuses. For external stakeholders each campus can demonstrate elements of good practice but the broadening NCC group is exploring a more formalised approach to ensure a two-way communication.</p> <p>The draft inspection handbook for the new Ofsted framework refers to stakeholder, employer and parent engagement as part of their evaluations, with visible impact from these interactions being evidence towards an Outstanding grade for leadership and management.</p> <p>Governors stated that it would be beneficial if managers could ensure that the impact from various stakeholder forums is evaluated at the various levels of the SAR process and in the overall SAR.</p> <p>Engagement with learners, parents and employers was noted, as was the college’s links with other stakeholders namely; Other stakeholders-</p> <p>Local Boroughs- instrumental in developing demand- led local provision eg, collaboration through service level agreements (SLAs) to deliver highly bespoke provision - SEND, 14-16, orthodox Jewish provision.</p> <p>Local /London government: collaboration through representation and response to initiatives and LMI. Close work with local councillors to ensure curriculum planning considers broader employment agenda for boroughs and London-wide Skills Agenda (Brexit Commission- Tower Hamlets, ‘Taking Teaching Further’ bid- Epping and Hackney)</p> <p>HEIs- progression agreements and complementary offers (University of Cumbria and Public Services- cross college)</p>

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	<p>Professional Bodies- NATECLA, AoC, ETF, SET Local community: opportunities for feedback through community organisations and representatives- captured through meetings at all levels of the NCC structure as well as community activity-Cherry Tree Café- Redbridge, SPLASH –Tower Hamlets</p>
12.	<p>Ofsted Governance An Ofsted inspection is likely to take place during 2019/20. It is important that all governors are briefed on what Ofsted expects from governors, including in the context of the new inspection framework which will be in use from September 2019. Proposal to the Corporation: The C Q and S Committee proposes in preparation for the Ofsted inspection that: i) a briefing session takes place in the summer term for the Corporation about what Ofsted expects of governors, and outlining Ofsted's new inspection framework ii) a group of governors is established who are prepared to be called upon to represent the board during an inspection. This group would meet to discuss in detail the types of questions inspectors may ask iii) student governors are given support to understand what they might be asked. Key messages for governors and staff will be re-iterated over the next year, weaknesses, strengths etc.</p>
13.	<p>Impact of governors. Governors discussed the format of recording governor impact against the Governance themes taken from L&M section of Ofsted Framework. Governors agreed to record progress against KPIs or impact made, and it will be reported in the next meeting. The Committee agreed that the Chair fill out this form and circulate to members for additional comments. These forms will be placed in an Impact diary to be added to the governors' portal.</p>
14.	<p>Any Other Business Congratulations to student governor who has had the offer of a place at the University of Cambridge. Anne Canning – the Committee to send her their thanks for her work. Industrial Action – see confidential minute</p>
15.	<p>Date of Next Meeting (All to note) Tuesday 11th June 2019 5.30pm</p>

Agreed as an accurate record of the meeting

Signed.....

Date: