

Minutes of the hybrid meeting held on 7 November 2022 at 4.00pm

Present physically:	L Chapman, Co-opted	S Daley, Chair
Present virtually:	C Chua H Colthorpe, Staff Governor (part)	J Wakelam, Vice Chair N Savvas, CEO
In attendance:	A Hurrell, Group Head of Quality C Durrant, Head of Pastoral Support C Marshall, Group Assistant Principal Inclusive Learning C Shaw, Principal Sixth Form Provision D Barton, Assistant Principal Adult Curriculum D Coomes, Assistant Principal Sixth Form Provision Curriculum G Chittock-Nash, Group Vice Principal Student Support G Jefferson, Assistant Principal Sixth Form Provision Curriculum K Sida-Nicholls, Group Director Quality Improvement L Parish, Assistant Principal Strategic Growth and Partnerships Curriculum P Stittle, Executive Director R Cannon, observer S-L Neesam, Group Head of Safeguarding	
Apologies:	D Gartland, Group lead for Quality Assurance and student Enrichment G Grainger, Chief Information Officer J Robson, Group lead for EDI, Quality Improvement and Teacher Development L Moody, Principal Strategic Growth and Partnerships S Gales, Governance Professional	
Absent:	A Mapana, Co-opted D Lee Harvey S Shaddock, FE Student Governor	

Action

- Appointment of Chair and Vice Chair**
The Committee recognised S Daley as the Chair and J Wakelam as the Vice Chair of the Further Education Educational Excellence Committee for 2022/23, as appointed by the Corporation at their meeting on 13 July 2022.
- Declaration of Interests and Apologies for absence**
J Wakelam, N Savvas and S Daley declared their roles as Trustees of Suffolk Academies Trust, and K Sida-Nicholls and L Chapman declared their roles on the Educational Excellence Committee of Suffolk Academies Trust. No other conflicts of interest in relation to the items of the agenda were declared.

Apologies for absence were received from S Gales and the minutes of the meeting were produced from the recording of the meeting. Apologies for absence were also received from D Gartland, G Grainger, J Robson and L Moody.

The absences of A Mapana, D Lee Harvey and S Shaddock were noted.

The Chair welcome R Cannon to the meeting as an observer, and R Cannon declared her role as Chair of Governors at King Edwards VI School.

The Chair explained that in order to focus attention on scrutiny of the Self-Assessment Report, the matters arising will be deferred to the next meeting.
- Minutes of the meeting held on 27 June 2022**
The minutes of the meeting held on 27 June 2022 were **agreed** as an accurate record.

4. **Matters Arising from the meeting on 27 June 2022**

All of the matters arising from the previous meeting will be reported to the next meeting to enable the meeting to focus on scrutiny of the Self-Assessment Report.

5. **Committee Terms of Reference and Skillset**

Governors received, considered and **approved** the Terms of Reference and Committee Skillset provided.

H Colthorpe joined the meeting at 4.08pm

6. **Risk Register Extract**

Governors received and considered the extract from the risk register, to be borne in mind when reviewing committee papers and associated actions.

Governors reviewed the risks and **felt assured** by the mitigations proposed.

7. **Self-Assessment Report 2021/22**

Governors received and considered the draft Self-Assessment Report provided.

The Chair noted that the Self-Assessment Report is a reflective document considering our performance last academic year, and A Hurrell summarised the process by which the evidence for the grades is gathered, evaluated and validated.

A Hurrell noted that we are self-assessing as Grade 2 overall, with all sub-grading areas as either a Grade 1 (Outstanding) or Grade 2 (Good).

The Executive summarised the rationale for the grade of their areas including the key strengths, areas for improvement and changes compared to last year.

i. **Quality of Education**

A Hurrell noted that we are self-assessing as Grade 2 and summarised the rationale for the grade.

Governors queried the grading awarded to maths and English given the trends within the data tables. C Shaw explained that it is difficult to compare the data trends, due to the impact of teacher/centre assessed grades on results for the past two years and the change of qualification standards compared to the last examinations-based results three years ago. C Shaw noted that, compared to national data trends for FE Colleges, our maths and English results are within the upper quartile, which is why this grade has been proposed. C Shaw noted that we are still striving for better grades for our students and outlined the pilot we are looking to run to support students specifically in maths and English.

C Shaw noted that new National Student Achievement Rate data will be available in the Spring term, and we will then reflect on our gradings again.

Governors queried the impact of the literacy and numeracy, and spelling, punctuation and grammar (SPAG) strategies introduced following the Ofsted inspection. K Sida-Nicholls summarised how this has been introduced to staff and the impact to date, as well as how the impact and outcomes will be monitored.

Governors noted the small sample sized used by Ofsted to form their judgement earlier in 2022, and queried whether the team had undertaken samples to assess the extent of the issue in order to confirm the areas for improvement. A Hurrell confirmed this has been done and outlined the quality assurance process that informed our self-assessment grades.

Governors queried how the action relating to embedding EDI has been implemented. K Sida-Nicholls explained how the team re-wrote the scheme of work to focus on the nine protected characteristics and how this golden thread has been woven into student's learning.

Governors discussed and supported the new actions to facilitate opportunities to discuss healthy sexual relationships within the curriculum, and noted it is important to help lead within the sector this vital work.

Governors queried the intent and implementation of plans to further understand the starting points of all students and learners to develop and enhance value added. C Shaw explained the meaning, and agreed to reconsider the wording to improve understanding.

C Shaw

Governors confirmed their support with the self-assessment grade.

ii. Behaviours and Attitudes

C Shaw noted that we are self-assessing as Grade 1 and summarised the rationale for the grade, including the key strengths, areas for improvement and changes compared to last year.

Governors noted there is a repetition within the section. A Hurrell to amend.

A Hurrell

Governors discussed that nationally attendance for maths and English is lower than for the curriculum and C Shaw outlined how we are working very closely with the curriculum teams to develop pilots to improve attendance.

Governors confirmed their support with the self-assessment grade.

iii. Personal Development

A Hurrell noted that we are self-assessing as Grade 1 and summarised the rationale for the grade, including the key strengths, areas for improvement and changes compared to last year.

Governors discussed the establishment of a Curriculum Development Board to ensure a robust curriculum offer linked with business and LSIPs and noted that this should be in strengths rather than areas for improvement.

A Hurrell

Governors confirmed their support with the self-assessment grade.

iv. Leadership and Management

A Hurrell noted that we are self-assessing as Grade 2 and summarised the rationale for the grade, including the key strengths, areas for improvement and changes compared to last year. A Hurrell noted that because quality of education is Grade 2, the grade for leadership and management cannot be a Grade 1.

Governors asked for the strengths to be re-ordered to have student experience as the first point, and to add a strength reflecting the strong awareness and understanding of Governors and leaders about the College's performance and the detail and quality of the reporting considered in the SAR.

A Hurrell

K Sida-Nicholls shared external feedback from validation partners, and Governors agreed this should be added to the evidence of our strengths.

A Hurrell

Governors agreed to add additional strengths reflecting our work on sustainability and on the outstanding upkeep and development of the estate.

A Hurrell

Governors confirmed their support with the self-assessment grade.

v. Overall Effectiveness

A Hurrell noted that we are self-assessing as Grade 2, with safeguarding as effective. A Hurrell noted that this grade incorporates the fifteen curriculum areas self-assessing as Grade 1, nine curriculum areas self-assessing as Grade 2, and the one curriculum area self-assessing as Grade 3.

Governors noted the strength of safeguarding arrangements and asked for this section to be made more prominent, and to add the evidence from the external audit of our arrangements and the frequency of Governors training in this regard.

A Hurrell

Governors confirmed their support with the self-assessment grade.

Governors noted that due to sickness, the external validation of the Self-Assessment has been delayed and will take place after this meeting. Governors agreed to receive and consider any resulting feedback and changes at its next meeting.

vi. 2021/22 Quality Improvement Plan

Governors received the QIP consideration of which will take place at the next meeting, when the SAR will be formally approved.

Governors agreed the key areas which the Committee wishes to monitor at future meetings: maths and English, apprenticeships, SEND and teaching and learning staffing.

S Gales

8. Any Other Business

None.

The meeting closed at 5.50pm