



STANDARDS AND QUALITY COMMITTEE

Minutes of Meeting on Thursday 21 June 2018

Present:	Mr J Kirk (<i>Chair</i>)	Chair of Governors
	Mr J Bagley	Principal
	Mr R Laher	Governor
	Ms J Rossa	Governor
In Attendance:	Ms N Martin	Assistant Principal
	Ms J Moss	Head of Quality
	Ms F Rippin	Assistant Principal
	Mr R Mansfield	Clerk

Ref.		Action
Q/18/27	<p>Item 1 – Apologies for Absence: An apology for absence was received from Nelista Cuffy. The meeting was declared quorate.</p>	
Q/18/28	<p>Item 2 – Declarations of Interest in Agenda Items: There were no declarations of interest in agenda items.</p>	
Q/18/29	<p>Item 3 – Minutes of previous Meeting and Matters Arising: The minutes of the meeting on 19 April 2018 were accepted by the Committee as an accurate record and were duly signed by John Kirk. The actions specified in the minutes had been completed.</p>	
Q/18/30	<p>Item 4 – Self-Assessment Report / Quality Improvement Plan: Josette Moss presented the latest progress against the Self-Assessment Report / Quality Improvement Plan (SAR).</p> <p><i>Leadership and Management</i> She reported that aggregate attendance, at nearly 91%, and retention, at nearly 95%, remained about four percentage points above the levels achieved in 2016/2017. Recent learning walks had focused on stretch and</p>	

challenge. Examples of good practice had been observed across all areas. In the current term leaders and managers had given priority to progression and destinations. The College had been the first to host the prestigious Hub100 Apprenticeship Fair, an event which had proved highly successful.

CEDAR data from assessment points 4 and 5 had been used effectively to target individual students and to improve predicted value added outcomes. She described the tracking processes and interventions applied and highlighted aspects for future improvement, including improved use of the BTEC tracker. Improvements were reported for underperforming courses, with the exception of Health and Social Care, which remained a concern. Feedback from students evidenced a very high level of understanding of British values and the issues associated with extremism.

Teaching Learning and Assessment

As noted earlier, stretch and challenge had improved. However there was still need for improvement in some areas in assessment for learning and in learner engagement.

Inspection of work submitted for verification showed that learners' work was of a high standard. (Concerns about Health and Social Care courses had already been noted.) Quality assurance and internal verification processes had been found to be generally robust. There needed though to be more consistent feedback to learners where criteria had not been met.

Easter revision sessions had been well attended. The feedback received from learners about the usefulness and impact of these sessions had been very positive. Results from the summer survey run by QDP had shown improvements in learner satisfaction with teaching learning and assessment, though for a small minority of courses the feedback remained concerningly low. Responses to most of the survey items had been in the top quartile, with 80% agreeing that the College had improved since the previous year. A need for additional support for improving digital literacy appeared to be indicated.

Value Added

Josette Moss presented live data from the CEDAR value added tracking module, including an array of high-level predictions for all courses. In aggregate there appeared to be a substantial advance upon the previous year's

outcomes. Most of those where results were rated 'blue' were attributable to legacy problems arising from inappropriate recruitment. Jackie Rossa asked how these areas were being addressed. James Bagley said the approaches varied according to local circumstances and included changes to staffing and timetables. Mathematics was more complex; more support and challenge were required. Jackie Rossa said the fact that the subject areas with predicted low scores involved large cohorts was obviously concerning. She was reassured to hear that the specific issues in each subject were understood. James Bagley said that there was uncertainty nationally about the impact of the new two-year linear courses. Current data suggested that 70% of learners were working at or above their target grades, and there was a significant uplift in the results predicted for vocational courses.

High Needs Learners

High needs learners had continued to make good progress, particularly in respect of their main courses. Predicted results for English and Mathematics were however much lower. There were high levels of satisfaction with courses and the level of support provided, but some questions about the pace of work and the clarity of deadlines.

Jackie Rossa asked whether opportunities were not being missed in the SAR to illustrate the impact of the actions taken by reference to lower level indicators, such as student opinion, and the findings of observations and learning walks as evidenced by changes in behaviour, the level of learner engagement etc. It was agreed that Josette Moss should pursue this with Jackie Rossa outside the meeting. John Kirk thanked Josette Moss for a generally very encouraging report.

The Committee received the updated self-assessment report.

JM

S/18/31

Item 5 – Student Performance / Value Added:

James Bagley presented the headlines of data from Cedar at Common Assessment Point 5. These focused on value added data. He demonstrated the power of the reports which made it easily possible to drill down from aggregate data by course, student entry band and student cohort flag to identify patterns and emergent issues. Jackie Rossa said that she was pleased to see how the data were being

used to drive improvement.

The Committee received the report on student performance.

Q/18/32

Item 6 – Performance and Impact of the Schools:

Nicola Martin presented a paper on the performance and impact of the Schools, after having been invited to do by Robert Mansfield. When Martin Sim had first propounded the setting up of the Schools, there had been uncertainty how faculties and schools would work together. However this had been a year of close dialogue and collaboration and she now saw the current organisation structure as highly effective and a great improvement on what had preceded it. Frances Rippin concurred. Nicola Martin said that the greatest challenge had been to improve attendance, and that a substantial and sustained improvement in this had been reported. There had been some improvement also in punctuality, though this required further attention. It had been heartening to see teaching staff taking more responsibility. Jackie Rossa stressed the importance of identifying the root causes of individual lateness, some of which might be complex and very personal. James Bagley demonstrated how CEDAR reports enabled problems of individual attendance to be quickly identified and addressed so that parents could be promptly involved in the solution. Nicola Martin summed up the impact of the Schools as enabling the relentless pursuit of problem learners. The student survey provided very positive responses on knowing what standards were expected.

The Student Review Boards had been developed into a highly effective tool. She and Frances Rippin had found them an invaluable forum at which to share experience and to collaborate. They had already had a big impact on the results predicted for English and Mathematics. Hub100 had proved a really positive event in signposting learners to their next destination.

Riyaz Laher asked whether the creation of the Schools had led, as in some other colleges, to a culture of trying to shift responsibility. Frances Rippin said the development had started well, though there was more to do. Nicola Martin said that the creation of the Schools had relieved teachers of much of the burden of pastoral responsibility. John Kirk said he had witnessed a healthy mix of tension and balance. James Bagley reported that a side-benefit had been to bring middle managers together, breaking down much of the previous 'silo mentality' encouraged by the

design of the buildings. John Kirk confirmed that he had seen a change in attitudes and improvement in systems and protocols. He thanked Nicola Martin for her report.
The meeting received the report.

Q/18/33

Item 7 – Mattioli Woods Academy Update:

Frances Rippin presented a short paper on the Mattioli Woods Academy (MWA). This had become less a stand-alone project than when it was established, and more naturally aligned with the Schools and work experience. Changes in qualifications had meant that attendance at MWA no longer generated an additional qualification. The numbers of participants in the current year had reduced to 13. There was an understanding that the company would accept two cohorts of eight students in 2018/2019. Participation involved a six-week block attendance at the company, following which the learners had to catch up as necessary on their main courses. Few participants went on to apprenticeships at the company. There was a discussion about whether this venture had fallen below critical mass and whether the effort involved in its operation was justified, especially given the challenges the College faced in the coming years. It was left that College managers should review the next steps and report again to the next meeting of the Committee.
The meeting received this report.

JB

Q/18/34

Item 8 – Examinations Policy:

James Bagley presented the latest version of the examinations policy. This had been subject to minor contextual updates only.
The meeting commended the examinations policy to the Board for endorsement.

Q/18/35

Item 9 – Date and Time of Next Meeting:

The date and time of the next meeting were confirmed as Thursday 8 November 2018 at 5.30 p.m. at the College, subject to confirmation of the cycle of governors' meeting for 2018/2019 by the Board.

Q/18/36

Item 10 – Any Other Business:

There was no other business. John Kirk thanked the members of the Committee for their work during a year of transformation.