



Minutes of a Standards Committee meeting held on 16th May 2018 at 4.00pm

Held in Meeting Room1 at the Henley Campus

Present: Lee Barrett (Academic Staff Governor)
Ash Boon (Student Governor)
Peter Brammall (Principal)
Anne Brennan (Independent Governor) (Chair)
Debi Donnarumma (Co-opted Governor)
Stewart Fergusson (Independent Governor)
Kathryn Johnson (independent Governor)
Peter Matthews (Independent Governor)
Vangeya Murphy (Independent Governor)

In Attendance: Sharon Dowling (Vice Principal Curriculum and Learning Standards)
Jim Edwards (Clerk to the Corporation)
Jo Lawrence (Assistant Principal Student Experience)

A13/18 Apologies for Absence

Apologies for absence were received from Chris Cooper.

A14/18 Welcome and Introduction

Debi Donnarumma, Kathryn Johnson and Vangeya Murphy were welcomed to their first meeting of the Standards' Committee, and introductions were made.

A15/18 Declarations of Interest

There were no declarations of interest.

A16/18 Minutes of the Last Meeting held on 23rd March 2018

The minutes of the last meeting held on 23rd March 2018 were approved as a true record.

A17/18 Matters arising

- i) Under Minute S5/18 (iii), Quality Improvement Plan, the Vice Principal Curriculum and Learning Standards reported that targeted staff training was now in place to address areas for development within teaching, learning and assessment. The Quality Improvement Plan (QIP) would be updated accordingly.
- ii) Under Minute S5/18 (iv), Quality Improvement Plan, the Vice Principal Curriculum and Learning Standards reported that the QIP was now RAG rated as requested by the Standards' Committee.

- iii) Under Minute S6/18 (iii), Learner Performance, the Chair stated that predicted achievements would be considered later at the meeting.
- iv) Under Minute S6/18 (v), Learner Performance, the Chair reported that the apprenticeships out-turns would be reported later at the meeting;
- v) Under Minute S7/18 (ii), Risk Register, the Chair stated that an updated register would be presented later at the meeting.
- vi) Under Minute S8/18 (iii), Safeguarding Mid-Year Report, the Assistant Principal Student Experience provided Governors with a confidential update on recent safeguarding incidents that had taken place at both College campuses. Governors sought assurance that the incidents had been handled and managed appropriately, and, in response, the Assistant Principal Student Experience reported that the College's safeguarding processes had operated effectively. Swift action had been taken to suspend the offending students, and ID procedures will be further tightened.
- vii) Under Minute S8/18 (iv), Safeguarding Mid-Year Report, the Assistant Principal Student Experience reported that the link Governor for Safeguarding would be meeting with the Local Authority Designated Officer (LADO) about the review of the College's review of its Single Central Register.

A18/18 Quality Improvement Plan (QIP)

1. The Vice Principal Curriculum and Learning Standards presented the updated Quality Improvement Plan (QIP), and reported on progress made since the last Standards' Committee on 23rd March 2018.
2. It was confirmed that a risk column had been added to the QIP as requested by Governors at the last meeting.
3. Progress was reported in the particular areas of Outcomes; Teaching, Learning and Assessment (TLA); Personal Development behaviour and Welfare; Leadership and Management; and Apprenticeships.

Outcomes

4. Retention is currently 94.5% (96% reported on 23rd March 2018), although attendance is a concern currently. A number of initiatives are in place to address this.
5. Predicted student and apprenticeship outcomes have recently been updated following reviews by curriculum teams. These will be reported in detail later in the meeting.

TLA

6. Since the Standards' Committee meeting on 23rd March 2018, additional Learning Walks have been undertaken by Heads of Faculty and Learning Coaches within the new structure. A high proportion of staff have now been seen through the Learning Walks' process, and the outcomes will be reported in more detail later in the meeting.
7. Minimum expectations of teaching staff are currently being embedded, and personalised training, including the innovative use of IT, is being rolled out to staff as necessary. A Learning Fayre is taking place at the end of the summer term at which best practice techniques and approaches will be shared between teaching staff. Governors reflected that the impact of these measures will be evident from outcomes of the Learning Walks carried out in the autumn term 2018.
8. Governors queried how training was being disseminated to staff, and the Vice Principal Curriculum and Learning Standards explained that this was accomplished in the cross college

training hour, and in Faculty and Curriculum team meetings. In addition, best practice sessions are run every Monday early morning before the teaching day commences, and teaching skills in maths, English and IT are included.

9. Target setting for students is an issue, and there is an inconsistent understanding among students of their own personal targets. This is being addressed through individualised staff training.
10. Further awareness raising of the Prevent agenda with students is also required, as the majority of students questioned were unable to articulate their understanding of the issues beyond a superficial explanation.

Personal Development Behaviour and Welfare

11. The use of tracking systems to monitor and report on students' progress is still not consistent across campuses and across curriculum areas. Heads of Faculty are identifying areas of non-compliance, and implementing training accordingly.
12. A development plan is now in place to implement systems to measure and report on value added.
13. Progress towards meeting the work experience target for students is behind profile. Although a central tracker is in place to monitor work experience activities, and plans will be in place for 2018-19, not all information is available for 2017-18 activities.

Leadership and Management

14. Progress is being made in developing and finalising the strategic plan 2018-21, and a staff engagement plan is in place across both campuses, which will ensure that staff are fully informed of the College's strategic objectives and their role in achieving them.

Apprenticeships

15. The delivery of apprenticeships' provision is now the responsibility of the Vice Principal Curriculum and Learning Standards
16. After due consideration, Governors resolved:-
 - i) to receive and note the progress report on the implementation of the QIP;
 - ii) to note continued non-compliance among some staff with minimum classroom standards, and to endorse the training in place to address these issues;
 - iii) to circulate an updated QIP to the Standards' Committee. **Action: Vice-Principal Curriculum and Learning Standards**

A19/18 Learner Performance

1. The Vice Principal Curriculum and Learning Standards presented the predicted achievements for classroom learning and apprenticeship provision in 2017-18.

Classroom Based Learning

2. As explained at the previous Standards' Committee meeting on 23rd March 2018, the predicted achievement data has been compiled following line-by-line analysis by curriculum teams and Faculty managers.

3. Summer term progress reviews were held during week commencing, and learner progress was assessed and triangulated based on a number of factors, including attendance, retention, attainment of targets; assignment completion and any behavioural/pastoral issues.
4. These assessments determine whether a learner is likely to achieve, at risk of achieving, or likely to fail, and the predicted achievements have been aggregated into best-case, likely-case, and worst-case scenarios.
5. The Vice Principal Curriculum and Learning Standards tabled the latest likely-case scenario for 2017-18, and benchmarked them against the College's overall achievements in 2016-17, and also the 2016-17 national averages (NA). The latest predicted likely case scenarios for the College against the NAs are:- (figures reported to Corporation on 24th April 2018 in brackets)
 - Overall achievement inc Maths & English 85.7% against the NA of 84% (86%)
 - 16-18 achievement inc Maths & English 85.8% against the NA of 82% (86%)
 - 19+ achievement inc Maths & English 85.3% against the NA of 88% (87%)
 - Overall Functional Skills 77.5% against the NA of 68% (79%)
 - 16-18 Functional Skills 78.6% against the NA of 63% (79%)
 - 19+ Functional Skills 75.7% against the NA of 76% (80%)
 - GCSE English 86.2% against the NA of 81% (84%)
 - GCSE Maths 85.2% against the NA of 80% (86%)
6. Governors noted the continued positive predictions against the latest national averages and last year's performance, and queried the reliability of the data, particularly in respect of the assumption that 80% of 'at risk' students would achieve. In response, the Vice Principal Curriculum and Learning Standards re-iterated the thorough methodology used by curriculum teams to assess student progress and arrive at predicted achievements. The moderation of these predictions also provides additional rigour.
7. Governors noted that overall figures had not changed materially since they were last reported to the Corporation on 24th April 2018. However, there has been some downturn in predicted achievements in 19+ Functional Skills which has had an adverse impact on overall 19+ achievements.
8. Governors noted that GCSE levels 1-3 counted as achievements within the predicted outcomes.
9. At risk courses are now Construction, Science, Computing, Health and Social Care, English and Maths, and Apprenticeships provision. Detailed action plans to address issues of concern are now in place, and the impact of these will be monitored and assessed by Governors when the final achievement outcomes are known.
10. Governors noted the adverse impact of the downturn in Functional Skills predicted achievements on the overall figures, and queried what strategies were in place to turn around this position. In response, it was reported that revision and coaching sessions were in place. In addition, 'at risk' students receive intensive 1:1 support, and all students are provided with coping mechanisms to combat exam stress and nerves.
11. Governors queried the entry criteria for GCSEs and were informed that students would have to have achieved a level 3.
12. The Vice Principal Curriculum and Learning Standards reported that the focus for curriculum teams during the remainder of the year would now be on supporting students in achieving their

qualifications. Therefore, a further report on predicted outcomes would not be provided in-year. The cycle for reporting in 2018-19 would be February, March and May 2019.

13. Governors resolved:-

- i) to note the predicted learner outcomes for classroom based provision in 2017-18;
- ii) to request that future reports should include information on cohort numbers;

Apprenticeships

14. Governors noted that the predicted outcomes reported to the Corporation meeting on 24th April 2018 had been further reviewed after that meeting, and as a result the following amendments have been made (figures reported to Corporation on 24th April 2018 in brackets):-

- i) 16-18 overall forecast 63% against the NA of 70.7% (64%)
- ii) 19-23 overall forecast 73% against the NA of 70.6% (65%)
- iii) 24+ overall forecast 52%
- iv) 16-18 timely forecast 41% against the NA of 63% (59%)
- v) 19-23 timely forecast 50% against the NA of 59% (62%)
- vi) 24+ timely forecast 37%

15. Governors expressed their serious concern, firstly, that the predicted achievements previously reported at the Corporation meeting on 24th April 2018 had been amended downwards so soon after the meeting, and, secondly, that the predictions themselves had slipped further behind the latest national averages, apart from 19-23 overall figure which has improved.

16. Governors noted that 24+ overall predicted achievement was below the minimum standard of 62%

17. The Vice Principal Curriculum and Learning Standards reported that, in response to the current achievement position, a number of key actions had been put in place as follows:-

- i) individual apprenticeship action plans in place through to 31st July 2018 to maximise timely completions;
- ii) weekly progress reviews for all apprentices;
- iii) a staffing restructure to bring more rigour to the management of apprenticeships;
- iv) a management review of the thoroughness and integrity of the progress review of apprentices held in March 2018;
- v) a full review of the College's apprenticeships' portfolio;
- vi) a process review to ensure the application of consistent quality processes for all new apprentices.

18. The Vice Principal Curriculum and Learning Standards stated that the predicted outcomes were a cause for serious concern, and the above actions were required to address a number of staffing, procedural and structural issues in order to improve the achievement rates as quickly as possible, and ensure that the College's apprenticeship provision did not slip below minimum standards.

19. Governors discussed the reputational and financial implications of apprenticeship results that were below national averages and/or below minimum standards, and it was noted that the ultimate sanction would be removal from the Register of Apprenticeship Training Providers, which would result in reduced levels of income and would have an adverse impact on the College's financial health.
20. Proposed changes to the organisation of apprenticeships, whereby sales and business development would be separated from delivery, were discussed by Governors, and the rationale for doing so was explained. Overall, Governors felt that having a separate specialist curriculum delivery team that was also flexible was critical in improving the apprenticeships' performance.
21. Governors queried the College's specific actions in the area of PSV, which has experienced some particular quality issues; namely, that the apprenticeship frameworks are too long, and assessors have not been able to complete the necessary assessments in a timely manner. The Vice Principal Curriculum and Learning Standards reported the following actions:-
- i) some provision will be moved into the 2018-19 academic year to ensure that apprentices achieve their qualifications, and to improve the overall achievement rate;
 - ii) a specialist organisation is being commissioned to support the College's in-house assessors in completing the outstanding assessment of apprentices' competences;
 - iii) the Smart Assessor system is being used across all areas of delivery, and apprentices are now being centrally assessed;
22. In response to a query from Governors, it was confirmed that there was no sub-contracted apprenticeship delivery in place.
23. Governors resolved:-
- i) to express their serious concern about the predicted apprenticeship achievements against national averages and the College's own targets;
 - ii) to agree that every effort should be made by the College to retain its status as an approved deliverer of apprenticeship training;
 - iii) to endorse the College's initial actions that were being implemented to address the current apprenticeship performance;
 - iv) to request that a formal apprenticeship improvement plan should be established, progress against which would be monitored by the Standards' Committee and the Corporation as a standing item **Action: Vice Principal Curriculum and Learning Standards for 3rd July 2018** [post-meeting note an Apprenticeship Improvement Group will be established to monitor progress against the action plan on a monthly basis];
 - v) to request that future achievement data should be also shown by level and number of apprentices in each cohort;
 - vi) to endorse the revised organisational structure for the business development and delivery of apprenticeship provision.

Value Added

24. The Vice Principal Curriculum and Learning Standards presented a report on the 2016-17 value added data for Henley College. As City College Coventry dissolved at merger, its value added data is not available.
25. Governors were informed that value added data is used to measure progress from Key Stage 4 to Level 3 programmes undertaken by 16-18 year olds. In the College's case, only 218 out of 1,338 learners' progress has been measured.
26. It was reported that the College's value added score for 2016-17 was -0.65 which is below ESFA's minimum standard. Accordingly, the ESFA has issued a Notice of Concern to the College.
27. Governors explored the reasons behind the negative value-added score, and were informed that the variable quality of teaching, learning and assessment, as well relatively poor English and maths achievements, had contributed to these results.
28. It was reported that, currently, the Association of Colleges (AoC) was undertaking an analysis of City College Coventry's value added data. This would enable there to be two separate reports on City College and Henley College as well as a joint report for Coventry College.
29. In addition, the College is working in partnership with Loughborough College and the AoC to identify methods to improve the value added score in 2018-19.
30. Governors discussed the College's English and Maths policy, and were informed that it would be reviewed ahead of the 2018-19 academic year.
31. The importance of staff being equipped to understand all the progress measures, and their role in contributing to an improved value added position, was stressed, and it was also suggested that Governors would need to undertake training as well.
32. Governors resolved:-
 - i) to note the negative 2016-17 value added score, and the Notice of Concern from ESFA;
 - ii) to endorse the actions being put in place to address the College's value added performance;
 - iii) to request that the Standards' Committee be presented with the AoC's analysis of City College Coventry's value added data, and the joint value added report for Coventry College; **Action: Vice Principal Curriculum and Learning Standards for 25th September 2018**
 - iv) to agree that staff should be trained in understanding progress measures, and their importance; **Action: Vice Principal Curriculum and Learning Standards by 31st July 2018**
 - v) to agree that value added should be the subject of training and development for Governors. **Action: Clerk to the Corporation for 3rd July 2018**

A20/18 Key Performance Indicators

1. The Vice Principal Curriculum and Learning Standards presented the KPI dashboard for Governors' consideration.

Attendance

2. Attendance has decreased to 87.1% (88% in March). Attendance in English and maths is 78.3% (79% in March).
3. Governors were informed that attendance data included authorised absence, which is standard practice in the sector. Excluding authorised absence, overall attendance would be 83% and English and maths would be 74.7%. Governors considered this approach, and asked that, for future reports, two sets of attendance data should be shown including and excluding authorised absence.
4. Attendance profiles for individual students are now being compiled, thus supporting the monitoring of their progress.
5. It was agreed that in 2018-19 Governors will be able to measure the College's progress in addressing the issues with student attendance.

Work Experience

5. Governors queried the low completion of work experience currently, as only 23% has been achieved. In response, the Vice Principal Curriculum and Learning Standards reported that the final out-turn was expected to be significantly better, and a more positive report will be circulated to Governors week commencing 21st May 2018. Nonetheless, Governors noted that the final predicted out-turn would be below target

Applications

6. 16-18 applications for 2018-19 are currently behind planned profile, but it is expected that the target will be achieved if last year's trend is replicated.
7. The Assistant Principal Student Experience explained that the overall 16-18 enrolment target in 2018-19 was also based on c1,500 students progressing to Level 3 programmes from the current Level 2 cohort. A programme of activities will commence in May 2018 to identify and support current students, who are potentially progressing, through formal information, advice and guidance.

Teaching, Learning and Assessment

8. The KPI relating to Good or Outstanding teaching practice is overall at target, but there are some aspects where improvement is required, meaning that the year-end target of 75% is at risk.

Destinations

9. Positive known destinations are forecast to be 3% below target

Student Satisfaction

10. The student responses to questions in the summer term survey 'Do you enjoy College?' and 'Would you recommend the College to a friend?' are expected to be 4% and 3% below target.

Areas of Concern

11. KPIs where year-end figures indicate that targets will not be met are:-
 - i) English and maths attendance - 5% below target
 - ii) completed work experience - 12% below the target
 - iii) timely 16-18 apprentice achievement - 4.6% below target

- iv) timely adult apprentice achievement - 3% below target

12. KPIs where positive progress is required to ensure that year-end targets are met are:-

- i) predicted overall achievements, which, although positive currently, require good levels of Functional Skills' achievements for the target to be met;
- ii) overall attendance where the exclusion of authorised attendance marks in the reported figure would result in an out-turn 4% below target;
- iii) completed work experience where evidence behind 24% of students' activities is still awaited since April 2018.

13. Governors resolved:-

- i) to note the current and projected performance against the KPI targets in 2017-18;
- ii) to request that a recent AoC report on attendance within the sector should be circulated to Governors;
- iii) to endorse the College's actions in place to support the achievement of the KPI targets.

A21/18 Risk Register

1. The Vice Principal Curriculum and Learning Standards presented the latest update of the risk register for those areas which are overseen by the Standards' Committee.
2. The Chair confirmed that the risk register was now a standing item at each Standards Committee meeting.
3. No new risks have been added or deleted since the last meeting on 23rd March 2018. Each risk has recently been reviewed, and risk ratings have been kept at the same levels as previously reported.
4. Governors queried the 'Low' risk rating associated with the risk *Failure to attract sufficient 16-18 student applications for the following year*, given that the meeting had previously been informed that applications were currently behind the 2017 year-to-date position, and that arrangements were not yet in place for the progression of existing students through to 2018-19. In response, the Assistant Principal Student Experience reported that, although application and progression numbers were currently behind the planned schedule, it was still expected that the target would be met because of remedial arrangements in place.
5. Governors discussed whether the issue of Value Added should be shown as a separate risk, and it was reported that it was currently included in the risk *Failure to obtain Ofsted rating of Good or better*. The narrative will have to be updated accordingly under this particular risk.
6. The risk *Failure to achieve high student satisfaction* remains Medium, and it was confirmed this rating will be reviewed following the outcome of the summer term student survey.
7. After due consideration, Governors resolved:-
 - i) to approve the updated risk register and the proposed risk ratings;
 - ii) to agree that the narrative in respect of the Value Added issue will be updated under the risk *Failure to obtain Ofsted rating of Good or better*. **Action: Vice Principal Curriculum and Learning Standards**

A22/18 Link Governor Arrangements

1. The Clerk to the Corporation presented the finalised Link Governor proposals for Governors' consideration and approval.
2. As previously agreed at the Corporation meeting on 6th March 2018, Governors have been paired with curriculum areas, as well as cross-cutting themes such as Safeguarding, Equality & Diversity, Finance, and Quality. Suggested pairings were presented to the Committee.
3. Governors discussed the proposed frequency of their meetings with College managers, and it was suggested that a termly meeting with curriculum areas would be appropriate, as would meetings with senior managers on cross-cutting themes. It was accepted, though, that for some Governors this frequency might not always be achievable because of their own work pressures.
4. After due consideration, Governors resolved:-
 - i) to confirm the Link Governor arrangements, as agreed by the Corporation;
 - ii) to request that the Clerk to the Corporation contact each Governor to finalise their curriculum and cross-cutting areas;
 - iii) to agree that, as far as possible, Governors should meet College managers on a termly basis.

A23/18 Date of the next meeting

The date of the next meeting was confirmed for Tuesday 25th September 2018 at 4.00pm at the City campus.

A24/18 Publication of Documents

The publication of documents was approved without exception, apart from the Learner Performance and Value Added Reports (Documents 2 & 3) because of their draft status.

Meeting commenced 4.00pm
Meeting closed 6.08pm

JE