

**Minutes of the Standards Committee meeting
Held on Wednesday 22 November 2017**

Members

| | |
|-----------------------|----------------------------|
| Ms Anne Brennan* | Governor (Committee Chair) |
| Mr Peter Brammall* | Principal |
| Miss Jasmine Baguley | Governor |
| Mr Lee Barrett* | Governor |
| Ms Charlotte Bosworth | Governor |
| Mr Ashley Boon | Governor |
| Mr Chris Cooper* | Governor |
| Mr Stewart Fergusson* | Governor |
| Mr Peter Matthews | Governor |

In Attendance

| | |
|----------------------|---|
| Ms Sharon Dowling* | Vice Principal, Curriculum & Learning Standards |
| Ms Clare Hatton* | Assistant Principal, Employer Engagement and Growth |
| Ms Jo Lawrence* | Assistant Principal, Student Experience |
| Mrs Elise Scotford* | Clerk (part - item 9 onwards) |
| Mrs Sheila Stanford* | Minute taker (part – to item 9) |

* Present

ACTION

1) **Welcome and Apologies**
The Chair welcomed all present. Apologies had been received from Peter Matthews (holiday), Charlotte Bosworth (work commitment) and Ashley Boon (ill) and were approved by Governors. Jasmine Baguley did not arrive.

2) **Declarations of Interest**
Anne Brennan declared an interest relating to her work with Coventry City and Warwickshire Council.

3) **Minutes of the previous meeting – 17 May 2017 (DOCUMENT 1)**
It was not felt appropriate for the current committee to approve the minutes of the meeting held on 17 May 2017 as only 2 members of the former committee were present.

4) **Matters Arising**

4.1 Committee meeting operations:

4.1.1 Governors expressed concern regarding the standard length of the committee meetings, the length of the agenda and the large number of lengthy documents. A new approach would be taken to the meetings with the assumption that all documentation would be read by Governors in advance of meetings allowing a succinct overview of

Chair

the main points to be presented at the meeting on which questions can be based.

- 4.1.2 Governors suggested the number of committee meetings needed to be increased to allow timely focus on priorities. The Committee's cycle of business also needed to be refreshed.

5) **KPIs (DOCUMENT 2)**

The VP, Curriculum & Learning Standards, presented the KPIs.

- 5.1 In-year retention and achievement rates are good as is attendance in all areas, with the exception of English and maths, which is affecting overall attendance statistics. Strategies are in place to address this, driven by Directors of Faculties, Heads of School, Curriculum Managers and Curriculum Quality Leaders. Where possible, in future SD will include benchmark/national average against target. SD

Governors expressed concern that, if attendance figures for English and maths were challenging now, they were unlikely to rise and would be difficult to clawback. SD advised that figures were likely to plateau but that immediate strategies were being considered with the teams to improve termly attendance dips. Other colleges' approach to the issues around English and maths were also being researched.

PB pointed out that both campuses had made significant inroads to improving English and maths and that needed to be built on now. JL advised that incentives were in place. SD explained that work was underway with employers to stress the importance of English and maths.

- 5.2 Governors commented that the KPI document was well laid out and clearly highlighted outcomes and actions for each judgment area.

- 5.3 Governors monitored the KPIs.

6) **Ofsted/Performance Measures overview**

The VP, Curriculum & Learning Standards, gave a presentation. Key points highlighted included:

- 6.1 Overview given of the key ways the College is measured from a quality point of view by the main funding bodies: the Department for Education (DfE), the Education & Skills Funding Agency (ESFA), Adults Education Budget (AEB) and the Office For Students (OFS). Currently, in terms of their judgment, the College sits at a Grade 3.

- 6.2 The College is currently going through consultation for contribution to Ofsted.

- 6.3 Governors noted the overview of Ofsted/performance measures.

7) **Policy updates**

Verbal update given by the VP, Curriculum & Learning Standards highlighting:

- 7.1 The College is progressing with T levels, the new technical qualifications based on employer-designed standards and content, which will officially launch in 2022. As the College has expressed an

interest in taking part in the pilots for 2020, it will provide an opportunity to be well prepared for their introduction. T levels have 15 routes, 4 of which will primarily be delivered via apprenticeships, and within which there are 3-5 key operational areas which allow a choice between academic and technical career pathways. CH's team has submitted a bid to support T level work experience.

Governors will be kept updated on developments on T levels.

7.2 The Institute of Apprentices is now gaining momentum.

7.3 JL advised that new safeguarding guidance is currently being developed.

8) **College SAR (DOCUMENT 3)**

The VP, Curriculum & Learning Standards, presented the draft SARs for both former colleges. Headlines arising were:

8.1 Similar programmes were delivered at both colleges, with similar areas for development.

8.2 Achievement rates were approved.

8.3 Significant work has been done on English and maths.

8.4 Teaching, Learning and Assessment (TLA) is more consistent.

8.5 Good progress has been made in terms of Personal Development, Behaviour and Welfare (PDBW) in the workplace.

8.6 Good work has been carried out re. Prevent and FBV.

8.7 Both SARs have gone through a robust and in-depth moderation process with the result that both were downgraded from 2 to 3 to reflect the work which is still needed.

8.8 Governors noted that the evidence on sustainability demonstrated a dramatic improvement last year but asked if that would continue. SD advised that in-year tracking would give an up to date picture.

8.9 The QIPs SARs will be combined into one to present to the Corporation. This will take the form of the Coventry College QIP.

8.10 The individual SARs have highlighted the areas of focus for the immediate future.

8.11 Governors monitored the SARs for both former colleges.

8.12 The Committee recommended the SARs for approval by the Corporation.

9) **Position Statements (DOCUMENT 4)**

The VP, Curriculum and Learning Standards, presented the position statements. Key points highlighted included:

- 9.1 Link Governors – Governors discussed the current scheme and suggested that moving forwards the Link Governor Programme be reviewed to provide a Link Governor for each area, with support given in advance so they have an overview of the area (performance, areas for development and strengths) and headline points on which to focus in their visits.

ES arrived

SS left the meeting

- 9.2 The purpose and format of the Position Statements were reviewed with Governors suggesting that an approach similar to the KPIs would be more useful as they currently contained too much detail and were time consuming for staff to compile and Governors to read and absorb. A more succinct and concise version would be more useful.
- 9.3 Governors suggested the statements should contain more statistical data, e.g. sickness absence and staff turnover.
- 9.4 PB advised that the College would be moving away from this format in future. SD pointed out that they had been devised following feedback from former Link Governors and had provided a useful initial briefing to guide Link Governors' questioning. The vital signs KPIs would take their place.

10) **In-year tracking of learner progress (DOCUMENT 5)**

Presented by the VP, Curriculum & Learning Standards. Key points were:

- 10.1 Ofsted Support and Challenge visits to Henley College had highlighted that the key recommendation was for all levels of the organisation (from Corporation, Standards Committee, SLT and throughout the organisation) to be able to identify how many learners were on or ahead of target in-year.
- 10.2 The College is currently implementing this recommendation in pilot form across both campuses – on-screen demonstration given.
- 10.3 Ofsted were interested in seeing if the support being provided matched the grading on the system.
- 10.4 Department names to be included rather than codes and numbers.
- 10.5 Governors asked how confident staff were that appropriate interventions were in place and how was that then presented to learners to help them understand and articulate their current position.
- SD explained there was an opportunity every 6 weeks to review all learners, not just those at risk.
- 10.6 Governors commented that this approach would help inform predictions and outcomes could be matched back to analyse prediction accuracy.

- 10.7 SD explained the analysis went down to individual student level rather than overall percentages and would help demonstrate what support was in place for each student.
- 10.8 Pro Monitor demonstrated. The intention is to link this to parent reports.
- 10.9 Governors asked what their role was in this process.
- SD explained that when Ofsted visited, the data could be used to drill down and challenge teachers. It was a powerful tool and was already bringing about shifts in teaching behaviour.
- 10.10 The format would allow the College to triangulate all existing data strands.
- 10.11 Governors noted it would enable the stakeholder, i.e. the learner, to be supported.
- 10.12 Governors monitored the in-year tracking of learner progress.
- 11) **Teaching, Learning and Assessment Improvement Policy (DOCUMENT 6)**
Presented by the VP, Curriculum and Learning Standards, with key points highlighted:
- 11.1 General discussion took place regarding the format of policy and strategy - to be reviewed outside the meeting.
- 11.2 SD explained the policy was being introduced to measure how TLA was progressing in the organisation and put in place improvement strategies. The main focus is the observation process.
- 11.3 SD outlined the content and format of the report, the grading structure and the support programme, e.g. mentoring.
- 11.4 Governors asked what the consultation process had been. SD advised that the unions had been involved and it had been agreed to run 2 more pilot sessions to enable staff consultation to be taken.
- 11.5 Governors were prepared to recommend to Corporation that the policy be approved.
- 12) **Quality Improvement Strategy (DOCUMENT 7)**
Presented by the VP, Curriculum & Learning Standards. Key points were:
- 12.1 The strategy was a mixture of policy and process and took the best of both former colleges' versions.
- 12.2 The annual business cycle would start with the SARs with termly progress reviews in place.

- 12.3 Governors recommended the Quality Improvement Strategy for approval at Corporation.
- 13) **English and Maths Strategy (DOCUMENT 8)**
Presented by the VP, Curriculum & Learning Standards. Key points were:
- 13.1 The strategy had been agreed as part of the pre-merger activities by the Curriculum Working Group.
- 13.2 It was a condition of funding that any learners with a grade C or D in these subjects must undertake a GCSE.
- 13.3 Various support strategies were being put in place for English and maths.
- 13.4 It continues to be challenging to find English and maths teaching staff. The strategy sets out the minimum qualifications expected of staff teaching these subjects.
- 13.5 The strategy will be reviewed again this year with a view to amalgamating the different styles of delivery across both campuses.
- 13.6 Governors noted that there were no similar strategies for other faculties and asked if one was still needed for English and maths. SD confirmed it was needed for at least 2 years as it was a key priority for both campuses.
- 13.7 Governors approved the English and Maths Strategy.
- 14) **Withdrawals (DOCUMENT 9)**
Presented by the VP, Curriculum & Learning Standards. Key points were:
- 14.1 The document gave an overview of pre-day 42 withdrawals.
- 14.2 Some students enrolled on 2 levels which produced an anomaly in the report.
- 14.3 City campus shows a higher number of withdrawals compared to Henley campus because the faculties are bigger.
- 14.4 The picture is positive moving forwards. Staff are focused on learner retention.
- 14.5 Governors asked if addressing the reasons for withdrawal was within the College's control. SD confirmed they were and the College was looking to introduce sub categories to enable reasons for withdrawal to be monitored in greater detail.
- 14.6 SD highlighted that each campus reported differently at present so it was not a like for like comparison.

- 14.7 Governors suggested a follow-up activity be run to help people understand the reasons for withdrawal.
- 14.8 Governors monitored the withdrawals report.
- 15) **HE Strategy (DOCUMENT 10)**
Presented by the VP, Curriculum & Learning Standards. Key points were:
- 15.1 This is an interim strategy to meet the requirements of the regulatory body.
- 15.2 It had been agreed to roll forward the former Henley College strategy until the new HE strategy had been formed. This will support the annual provider review.
- 15.3 Governors recommended the HE Strategy for approval by Corporation.
- 16) **Student Union Constitution (DOCUMENT 11)**
Presented by the AP, Student Experience. Key points were:
- 16.1 The document is a statutory requirement. It lays out how the College's student union will operate.
- 16.2 A Student Union President is in place who heads up the Executive Committee across both campuses.
- 16.3 Student Union membership and structure explained by JL.
- 16.4 The constitution has been written in consultation with students and the National Union of Students.
- 17) **Complaints – termly report (DOCUMENT 12)**
Presented by the Director of Student Services. Key points were:
- 17.1 Brief summary given of the complaints received: 14 this year compared to the same number the previous year and 43 in 2014/15.
- 17.2 The report included data for term 3 as well as the academic year 2016/17. Breakdown included in the appendices.
- 17.3 All complaints had been resolved to the satisfaction of the complainants.
- 17.4 A new Complaints policy will be produced combining the versions of the 2 former colleges.
- 17.5 It was noted that the City College annual complaints had been reported to Corporation in the Learner Voice report.
- 17.6 Governors suggested that compliments should be recorded too.
- 17.7 Governors suggested that such low numbers did not need to be reported separately to them but could be included in the Learner Voice report.

- 17.8 Governors noted the term 3 and annual Complaints Report.
- 18) **Equality and Diversity Policy (DOCUMENT 13)**
Presented by the AP, Student Experience. Key points were:
- 18.1 The policy forms part of the College's equality and diversity duty.
- 18.2 Governors approved the policy and noted that it was due to be updated at the end of the academic year.
- 19) **Items for highlighting to the Full Corporation by the Committee Chair**
- In-year tracking of learner progress process
 - Presented Strategies and Policies
- 20) **Exclusions from publication**
- In-year tracking of learner progress

The meeting ended at 4.55pm