

**STANDARDS AND EXCELLENCE COMMITTEE**

**Minutes of the meeting held at 4.00pm on 22 October 2015**

<b>Present:</b>	S Daley (Chair) A Maltpress	K Heathcote N Savvas	A Head
<b>In Attendance:</b>	R Carter, Chair S Clarke R Kirk, AP QI	K Golding L Johnson, VP C&Q M Snell, Consultant	D Wildridge L Moody, VP EE J Bridges (Clerk)

Members confirmed that they had no conflicts of interest to declare in relation to the items of this agenda.

**1 Election of Chair and a Vice Chair**

The Corporation reviewed the appointments of Committee Chair and Vice Chairs at the 17 July 2015 meeting. S Daley remains Chair and J Bloomfield as acting Vice Chair to the Standards and Excellence Committee. Due to the absence of J Bloomfield at the meeting the appointment of Vice Chair will be taken as an item at the next meeting to be held in December 2015. **Approved** by a show of hands.

**2 Apologies for absence**

Apologies for absence were received from J Bloomfield (acting Vice Chair), J Gazzard, M Wagner, T O’Sullivan, S Steeds and B Unwin. Apologies for absence from non-committee members who were invited to attend the meeting included R Inman, F Hotston Moore, C Higgins, S Gerber and C Manning.

**3 Minutes of the meetings held on 6 July 2015**

The minutes of the meeting were agreed as a correct record subject to inserting a colon between the two percentage figures, removing the percentage symbols and amending the word ‘make’ to ‘male’ in the fourth paragraph on page 6.

**4 Matters Arising**

The matters arising from the meeting were summarised in the report and all actions reported had either been resolved or, where appropriate an update had been provided on progress elsewhere on the agenda.

Members were pleased to receive the CPD and Teacher Training report requested at the previous meeting. This detailed the CPD and Teacher Training in place to support Teaching staff with grade 3 or 4 lesson observations. Members commented that they were satisfied with the report and understood that the process was good. The staff governor, K Heathcote, commented that teaching staff feel supported by the process and welcome the timely feedback.

**5 Committee Terms of Reference**

The Committee challenged how it would achieve the third bulleted point of the terms. It was agreed that the Committee had not received a report in the year to consider the specific matters detailed but this had been reviewed by the Corporation at the Governors’ Annual Strategic Conference in the year. Members therefore approved that the term remains as stated to ensure this work is kept under review in the year by the Committee. The Terms of Reference were **approved. Proposed** by A Head and **seconded** by N Savvas.

**Action**

JBridges

## 6 2014/15 College Self Assessment Report

### - ***Introduction and overview of Self Assessment***

This is the first iteration of the SAR for governors to challenge and provide feedback in preparation of presenting the final document in December 2015. The Committee will be asked at the 1 December 2015 meeting to put forward a recommendation to the Corporation to approve the SAR at the 11 December 2015 meeting. Any spelling, grammatical changes or typos should be passed to the Vice Principal, Curriculum and Quality to amend in the report.

Managers have led the production of the Self Assessment Reports at Sector Subject Area Tier 2 and these have been internally validated by representatives of the College and Management Teams. Governors have also been involved in the process attending many of the SAR meetings. The SAR document has then been compiled, and rewritten in order to align it to the new Ofsted Common Inspection Framework (CIF).

The College has commissioned an Ofsted HMI to test managers against the new CIF and external validation of the SAR document by an Ofsted HMI has taken place to challenge the document and data appendices.

The new CIF has moved away from outcomes and is more focused on leadership and management and a new judgement now introduced entitled 'Personal Development, Behaviour and Welfare for Learners'. The number one priority in this category is of course Safeguarding and British Values (Prevent). The other most significant change is that Ofsted will no longer grade by Sector Subject Area but will assess by type of provision; i.e. 16-19 study programmes, apprenticeships, traineeships, high needs learners and adult learning programmes.

For the purpose of this meeting members were asked to consider the content of each chapter and verify (or otherwise) the grade assessed by the College.

### - ***Validation of Gradings (Key judgements and sources of evidence):***

#### ***Chapter 4 – Key Judgements by SSA Tier 2 (Pg 17)***

It was noted that yellow highlighted grades were subject to change pending outcomes of lesson observations.

#### ***Chapter 6 – Effectiveness of Leadership and Management (Pg 21)***

Members' attention was drawn in particular to sections LM12 through to LM16 as Ofsted has quite clearly ramped up the focus and responsibility placed upon governor's leadership and management in the new CIF. It is thought that the intention of LM13 is to look at the ways in which governors can maintain the curriculum over time and this is not necessarily about a measurement of financial stability but how governors consider longevity of its provision.

On page 22 it was noted that the third bulleted point described governance as excellent yet on page 14 there are a number of grade 2's apportioned to the criteria and we have identified six ways in which we intend to improve leadership and management further. Members suggested reviewing the bulleted points describing why leadership and management is outstanding and asked the Vice Principal, Curriculum and Quality to include the distance travelled as a number of the identified areas for improvement have already been completed and therefore should be mentioned as a strength rather than detailed within our quality improvement plan.

LJohnson

It was noted that LM10 (how well the College prepares learners for successful life in modern Britain ...etc) is not referred to in the reasons why Leadership and Management is outstanding and members found no reference to it in the quality improvement plan either. Recognising that this is also a key feature of the Personal Development, Behaviour and Welfare for students grade of the CIF members suggested the Vice Principal, Curriculum and Quality references the strategies mentioned at the meeting (trained staff, cascaded to students, student reps conference, key topics and themes i.e. understanding radicalisation etc) and the improvement which is to test and measure the impact these strategies have had on our students.

LJohnson

Management challenge against the new CIF has been positive and the Ofsted HMI indicated strong leadership and management with a clear message that the College does have students and their success at the heart of everything we do. It is important that the College recognises where improvement is still needed despite being outstanding. It was agreed that outstanding does not mean that perfection has been achieved it just means that there is a very high level of leadership and management. The important part in this section of the SAR is to identify the real areas for improvement such as improving Maths. The Vice Principal, Curriculum and Quality is asked to review this section to ensure that the justification of outstanding explains the distance travelled and managers'/governors' capacity to improve.

LJohnson

Members suggested that the Vice Principal, Curriculum and Quality includes a strength about how outcomes including progression have improved and to add the significance of governance influence to achieve financial stability.

LJohnson

### **Chapter 7 – Quality of Teaching, Learning and Assessment (Pg 24)**

The quality of teaching of learning has been predominantly good. This chapter of the CIF is probably considered the limiting grade as it is pivotal to the student experience. It is likely that whatever the grade is in this section will be the final grade at an inspection. It is recognised that there are some outstanding features but the College is not entirely where it wants to be in all areas.

Members' attention was drawn to page 89, profile of observations of teaching and learning, and it was noted that the profile of good or better observations has declined in the 2014/15 year. The Vice Principal, Curriculum and Quality confirmed that the process is more rigorous than in previous years and an objective approach taken to support those with lower grade observations. Members asked how the College would be able to demonstrate that the observation profile is accurate and objective. The Ofsted HMI commissioned recently has validated, moderated and verified the grades awarded so the College is confident that the lesson observation profile is true.

This chapter includes reference to 'aspirational targets' and members queried the value of these since they are not benchmarked. After discussion it was agreed that aspirational targets served no purpose in this context and should be removed from the SAR (page 12 specifically and throughout the document). This will be actioned by the Vice Principal, Curriculum and Quality.

LJohnson

Parent surveys have shown that overall satisfaction has improved dramatically and members asked that this is included as a strength to explain how the quality of teaching, learning and assessment is good. Parents have said that the deployment of PSTs (Personal Support Tutors) has not just helped their child but has provided them with a one stop point of contact, someone that knew their

LJohnson

child, knew about them and could answer all queries about them. The Vice Principal, Curriculum and Quality will include this as a strength in the SAR.

The third bulleted point (page 24) was suggested should be changed as it was noted that all staff have high expectations and not just English GCSE staff as the wording suggests. The reference to GCSE English should also be removed from the first bulleted point in the improvement section (page 25) as the improvement is to develop teaching, learning and assessment of Functional Skills and GCSE Maths, and not GCSE English which is performing strongly.

LJohnson

The Vice Principal, Curriculum and Quality was asked to review Q11 as at the time of grading this has been awarded a grade 3 (page 14) but members gave many examples of how the College could demonstrate that teaching promotes learners' spiritual, moral, social and cultural development; i.e. use of flashcard, engaging debate, development of an APP, evidence through the wrap around support offered etc. It was agreed that the grade should be changed to a 2 and potentially could be graded 1 subject the Vice Principal's review and if evidence exists. Governors to review and consider the grade at the December meeting of the Committee.

LJohnson

### **Chapter 8 – Personal Development, Behaviour and Welfare (Pg 26)**

This chapter is all about the safeguarding of learners, their ethical, social and economic behaviour and being work ready. The College has some excellent evidence to demonstrate how we support our students but as this is a new area of Ofsted criteria it is unknown if the evidence the College does have is what Ofsted would look for at inspection. This may be clearer once the Ofsted report of [Hackney Community College](#) is released next week as they have been inspected under the new framework.

Members asked if 'membership badge' was the right terminology to use (referred to on page 27). The Vice Principal, Curriculum and Quality suggested that this was more appropriate than an 'ID badge'. We want students to feel part of the College community; a member of it rather than something used purely for identification.

The Assistant Principal, Quality Improvement was asked to explain the techniques of Bloom's Taxonomy to members as this is mentioned as an area of improvement (page 27) in the SAR. Bloom's Taxonomy was created in order to promote higher forms of thinking in education and is most often used when designing educational, training, and learning processes. The theory consists of three domains; cognitive, affective and psychomotor. The cognitive domain tests knowledge and development of intellectual skills. There are six major categories of cognitive processes, starting from the simplest to the most complex; knowledge, comprehension, application, analysis, synthesis and evaluation.

L Moody left the meeting at 5.40pm

Members asked the Vice Principal, Curriculum and Quality to strengthen the reasons why personal development, behaviour and welfare is good. They used examples such as including reference to the Princes Trust and Access to Education provision which is all designed to improve and develop and progress individuals. The statements should mention the ILP records that capture how students keep themselves fit and healthy (through Sport for example, traffic light system for food choices etc). Members expressed concern that this area had been graded 2 and felt that more evidence may justify grading at 1. They asked the Vice Principal, Curriculum and Quality to review this section, particularly

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focusing on how the College supports learner progression. Members look forward to seeing the amended section at the meeting to be held in December 2015.

N Savvas left the meeting at 5.50pm

### **Chapter 9 – Outcomes for Learners (Pg 28)**

Outcomes for Learners has been self assessed as good. 16-18 Level 3 success has increased by 2% to 91% against a national rate of 83%. The College has had a significant cohort of 19+ Level 3 students and the success rate last year was 74%, this year it is 85%; which is above the national rate by about 5%. Maths success has pulled the assessed grade down to a 2. The College has experienced a large increase in the numbers of students required to go through both Maths and English. Functional Skills results are at national rate and there is confidence that study programmes and outcomes are a grade 2. GCSE Maths at 17% success is poor although is higher than the national rate, though this is not something that the College is celebrating. In recognition of this members asked that this element in the grade profile summary (page 16) is lowered to a grade 4 (inadequate).

LJohnson

The Vice Principal, Curriculum and Quality was also asked to review the sources of evidence and strengthen the statements concerning the 16-18 results, the good outcomes for apprentices and great destination outcomes. There is also a need to reference the value added as a strength.

LJohnson

### **Chapter 10 – Safeguarding (Pg 30)**

Members asked the Vice Principal, Curriculum and Quality to include measuring the impact of safeguarding as an area for improvement.

LJohnson

### **Chapter 11 – 16-19 Study Programmes (Pg 32)**

There is confidence that this chapter is graded appropriately as good. Members asked that the fourth bulleted point of the 'not yet outstanding because' section is changed to specify the actual number of vocational courses rather than stating 'a very small number'. The same applies to the third bulleted point where it is stated 'all students', members asked the actual number is stated.

LJohnson

### **Chapter 12 – Adult Learning Programme (Pg 34)**

Level 3 Access to HE success has significantly improved and Functional Skills is outstanding. The Student Governor, A Head, commented that the new centre in Thetford, identified as an improvement area, has opened and is offering a wide range of provision to meet the needs of this community. Members asked that the first bulleted point of the reasons why Adult Learning Programmes are good is amended. The College does not maintain centres in each town in the county and members asked that this is changed to specify which towns the centres are located. Reference should be taken from 1 a) on page 10.

LJohnson

### **Chapter 13 – Apprenticeships (Pg 35)**

Members questioned if evidence existed to demonstrate how the College's staff engage with employers to plan the training and assessments (A2 criteria). There appears to be no mention of how the College meets the criteria so if evidence exists then this should be added as a strength or if not identified as an area for improvement.

LJohnson

Apprenticeships has been graded as good because success has declined from 78% to 73%. However the national rate has also declined (from 73% to 70%) so our success is still above national rate but nonetheless has dropped.

### **Chapter 14 – Traineeships (Pg 37)**

The College is the only provider in the country for traineeships. In 2014/15 we had 76 learners. This is an area that Ofsted is almost certainly likely to look at inspection. Success on the employability qualification is 98% and students have achieved good results on Functional Skills. Many trainees have moved into apprenticeships or into employment from their traineeships. The Vice Principal, Curriculum and Quality has queried SFA rules and established that overall success (at 98%) should not be impacted even though the SFA doesn't see employment as a positive destination for students that gain employment while still on programme. On this basis members asked the Vice Principal, Curriculum and Quality to review this section and consider self assessing as outstanding.

LJohnson

### **Chapter 15 – High Needs Learners (Pg 39)**

It was noted that this section had been self assessed as outstanding (grade 1) but the evidence demonstrated provision as good. There are also three bulleted points that describe why provision is not yet outstanding. Members asked that the creation of SENDAT Multi Academy Trust is mentioned as a strength and the section is reviewed to confirm whether the grade is good or outstanding.

LJohnson

A Maltpress left the meeting at 6.30pm

### **Chapter 3 – Grade Profile Summary (Pg 14)**

Members expressed concern that the effectiveness of leadership and management had been self assessed as outstanding yet other sections were graded as good. There is apprehension that if other areas remain at good then justifying outstanding leadership and management would be difficult to uphold long term. The Vice Principal, Curriculum and Quality will review the document again to ensure that the approach to grades has been consistently applied.

LJohnson

A Head left the meeting at 6.35pm.

The Clerk informed the group that the meeting was no longer quorate. Notes of the discussion held concerning the remaining items were made as follows:

### **Chapter 16 – 14/15 Completed Journey to Outstanding (Pg 41)**

The Quality Improvement Plan for 2014/15 has been completed and good progress made.

### **Chapter 5 – Overall Effectiveness (Pg 19)**

As a result of the discussions held at the meeting the overall effectiveness grade will be considered at the meeting to be held in December 2015.

### **Chapter 17 – 15/16 Planned Journey to Outstanding (Pg 48)**

The document will not be considered until the Self Assessment Report has been finalised. The Vice Principal, Curriculum and Quality will cross reference the SAR into the 2015/16 Quality Improvement Plan.

## **7 Any other business**

Members expect to review only the sections that the Vice Principal, Curriculum and Quality has been asked to amend/review at this meeting before considering overall grades, the 2015/16 Quality Improvement Plan and agreeing to put forward a recommendation to the Corporation to approve at the 11 December 2015 meeting.

LJohnson

### **Date of next meeting**

Tuesday 1 December 2015 at 4.00pm. Room TG1.16

The meeting closed at 6.40pm