

Present: Sue Daley (Chair) Alan Maltpress (Vice Chair) Elliot Foster
Nikos Savvas, CEP/Principal

In Attendance: Ken Golding, Chair of Governors Julia Wakelam Elton D'Souza
Laraine Moody, VP EE Colin Shaw, VP Q&LE Rachel Kirk (AP HE)
Andrew Adamson, ED Gary Jefferson, ED Penny Fawcus, ED
Debbie Coomes, ED Debbie Tappin, ED Jules Bridges, Clerk

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

Action

1 Apologies for absence

Apologies for absence were received from Karen Points, Jim Gazzard and Rudy Berongoy. Christine Harvey also passed on her apologies for the meeting.

All governors were invited to attend the meeting to consider and review the whole College Self-Assessment Report provided for under agenda item 6 of this meeting.

2 Minutes of the meeting held on 11 October 2018

The minutes of the meeting were approved as a correct record.

3 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.

4 Maths and English Update (16-18)

The College has entered 200 students for the November 2018 GCSE resits in English and Maths and results will be published in January 2019.

Progress Tutors are keeping a close eye on attendance at all English and Maths classes. As a result of improved attendance monitoring this year we are monitoring 1,665 students whereas at the same point last year we were only able to monitor 600 students as the register data was not available. In most areas, with the exception of Animal Care, we can see improved attendance rates across the College. Attendance for Animal Care has reduced by 6%.

There is a total of 2,117 enrolled on GCSE English and Maths programmes this year. 96 of those students were entered for the November 2018 GCSE English resit and 101 for Maths.

With a dip in achievement rates for English in both GCSE and Functional Skills, there is a renewed focus on improving outcomes for students in this area. Curriculum delivery has increased this year (now two 90 minute sessions for GCSE and 90 minutes for Functional Skills). Furthermore, the scheme of work is being contextualised each week, focussing explicitly on skills required to maximise success in the exams.

For both English and Maths, diagnostic assessments are underway. These assess all areas of the exam, enabling staff to track student progress and

target lesson delivery to areas of weakness. Assessment of the student with meaningful homework tasks raises the conscious profile of English and Maths as an integral part of the College curriculum. Staff have moved away from milestone assessments which detract from valuable teaching time in class (in past years, students undertook 5 milestone assessments, each taking up a whole lesson). This allows for more teaching time which focusses on areas of weakness identified in completion of homework tasks.

It was noted that the improvements in Maths and English are expected to be noted, monitored and recorded against progress in the Quality Improvement Plan and this update will be provided for by the Executive Director for Quality Improvement, Penny Fawcus.

PFawcus

5 **Apprenticeship Update Report**

It was noted that the report used a number of acronyms. These were explained as QAR; Quality Achievement Rate, EPA; End Point Assessment, and EPAO; End Point Assessment Organisation. A discussion ensued to also explain the EPA process and challenges associated with how End Point Assessments are measured. Students can obtain their apprenticeship degree without going through an End Point Assessment resulting in a 20% reduction of the income the College can draw down as the student has not technically fully completed the programme, and this also impacts our achievement rate. In the future however this is changing so that no student will be able to graduate without fully completing the programme and going through the End Point Assessment.

The Committee recognised that this change will make it difficult in future to look at previous years' data for comparative purposes as frameworks and standards and assessment rules have changed so Governors asked that comparative data is used wherever possible and/or explanations behind the data to show where comparisons can be drawn are given in the text of the reports to the Committee.

LMoody
DTappin

The report shows that performance continues to remain buoyant. 171 Apprentices have achieved YTD with a further 443 planned for the remainder of the year giving a best case QAR of 83%. Currently there is a QAR of 57.6% for the year but this obviously will grow as further learners achieve.

Enrolments are progressing well with 303 live and a further 40 due to be processed, resulting a predicted Q1 total of 343 versus a target of 354.

The FE Choices Employer Survey results were released this month. The College achieved its best result ever of 92.2%; making WSC the Top College in the Region and 6% above the average score nationally.

Debbie Tappin left the meeting at 5.10pm

6 **2017/18 College Self Assessment Report**

Grades aside the Committee felt that the report read well and was absolutely student focussed. The main point to note is that the grade has moved from a 1, Outstanding, to a 2, Good.

Managers have contributed to the production of the SAR. The production of the SAR is a strong grade 2 and the QIP is focussed to take the College to Outstanding. It was been aligned with the Common Inspection Framework.

An Ofsted Inspector, Paula Heaney, has externally validated the SAR and provided advice and guidance on our journey to Outstanding.

Effectiveness of Leadership and Management

This chapter reflects lots of changes in year; a different approach, our Vision and aspiration, a great culture of celebrating achievement and our collaborative working and engagement with employers across all areas of the curriculum.

The financial health of the College is outstanding and this is reflected in this section of the report. As, too, is our approach to the 3 pillars and character strengths which the HMI thought was important for us to mention and detail in the report.

As an organisation it is important that we manage and can demonstrate a consistent approach to everything that we do and this is an area of improvement for the QIP. The Spotlights and performance management areas are still in development for the College and again there is a focus in the QIP to improve our process and practice in this respect.

The Committee and Governors in attendance debated and challenged the grade 2 justification for Leadership and Management and were, after much debate, in agreement that the grade 1 is fair and justified but did recognise that there is still work to do. That said, Governors' recognised that significant achievements in leadership and management have occurred and can be evidenced and we can confidently argue for a grade 1. The Executive Director for Quality Improvement detailed what outstanding looks like for Leadership and Management under the CIF asking the Committee to consider each criterion in the light of our Leadership and Management. Each governor posed their opinion and collectively graded this chapter as a 1 concurring that overall the College is a grade 2.

Julia Wakelam and Rachel Kirk left the meeting at 6.15pm

Quality of Teaching, Learning and Assessment

The Committee questioned that there were many demonstrable key strengths detailed in this section of the report with only one key area for improvement identified so challenged why this section has been graded a 2, and not a 1. The reason is that there is not yet total consistency across the full range of provision.

More context is to be added around the statement about improvement of the quality of feedback and target setting in the opening of this chapter.

PFawcus

The Committee also asked if we could quantify the 'small minority' in the key area for improvement perhaps using a percentage or actual numbers to demonstrate the extent of the weakness.

PFawcus

Personal Development, Behaviour and Welfare of Learners

The Committee asked that we clarify the point in the fourth paragraph about apprenticeships to show whether it is a strength or weakness.

PFawcus

Outcomes for Students

The Committee accepted and recognised the outcomes for students across the curriculum and acknowledged the improvement still required for Maths and English and were agreeable to award the grade 2.

Quality Improvement Plan for 2017/18 – Completed

Governors were in agreement that the 2017/18 is completed and closed for the 2017/18 academic year.

Overall Effectiveness

Given the discussion by chapter (recorded above) the Committee was comfortable that the College has self-assessed this year as a grade 2, when last year we graded ourselves as Outstanding. It was noted that last year we did, at that time, debate whether or not we should grade ourselves as a 1 or a 2. It was felt last year that we were a 'border line' grade 1 but we were convinced by the external validation of the SAR that we could comfortably demonstrate and evidence a grade 1 so collectively as a Board a grade 1 was approved. This year, with the drop in English outcomes particularly and the difficulty of seeing yet the impact in some areas of current developments, we feel that we are at the upper edge of a grade 2 overall.

Quality Improvement Plan for 2018/19 – to approve

Governors were asked to feedback and comment on the 2018/19 QIP, providing this to the Executive Director for Quality Improvement by 7 December 2018. The Clerk will circulate the document to governors electronically post meeting.

JBridges

7 Any other business

None

Date of next meeting

Thursday 7 February 2019 at 4.30pm. Room TG1.16

The meeting closed at 6.30pm