

STANDARDS AND EXCELLENCE COMMITTEE

Minutes of the meeting held at 4.00pm on 4 November 2019

Present: Sue Daley (Chair) Alan Maltpress (Vice Chair) Karen Points
 Julia Wakelam Nikos Savvas (Principal/CEO)

In Attendance: Colin Shaw, VP Q&LE Alison Hurrell, QM Andrew Adamson, ED
 Gary Jefferson, ED Laraine Moody, VP, EE Rachel Boast, M&E D
 Debbie Tappin, ED Cathy Durrant, HPC Rachel Kirk, AP HE

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

Action

1 Appointment of Chair and Vice Chair

The Corporation reviewed the appointments of Committee Chair and Vice Chairs at the meeting held on 8 July 2019. S Daley remains Chair and A Maltpress appointed as Vice Chair to the Standards and Excellence Committee.

The Clerk informed the Committee that the nomination and election of a Student Governor and Staff Governor are in progress with the hope that both would be able to attend the next meeting of the Committee to be held on 2 December 2019. The Committee wished to thank R Berongoy for his contribution to the work of the Committee. Due to work commitments R Berongoy has stepped down from his role as Staff Governor.

JBridges

2 Apologies for absence

There were no apologies for absence.

N Savvas joined the meeting at 4.10pm

3 Minutes of the meeting held on 13 June 2019

The minutes of the meeting held on 13 June 2019 were agreed as a correct record.

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.

Further to the update received by the Committee (under agenda item 8 of this meeting) concerning the learner success of apprenticeships, the Chair confirmed that this no longer needed to be a focus agenda item for future meetings of the Committee.

5 Committee Terms of Reference

Each Committee is asked at its first meeting in the new academic year to review and approve its Terms of Reference.

There were no proposed amendments to the copy received by the Committee, so it was **resolved** that the Terms of Reference be **approved**.

6 16-18 Maths and English Update Report

The 16-18 English and Maths have self-assessed at a grade 3, recognising some significant improvements on 2017/18 achievements; specifically, the improvements in achievement rates for GSCE Maths, which was 28%, 11%

above the National Rate and 29% for English, 2% above National Rate. These demonstrate an upward trend in success from 2017/18.

Achievement for Functional Skills requires further improvement. Achievement rates have improved for English Level 1 and Level 2 compared with 2017/18, with Level 1 4% above National Rate and Level 2 on National Rate. Maths Level 1 was 6% above National Rate. However, Level 2 achievement rates are too low at 9% below National Rate. Entry Level 3 requires improvement for both English and Maths as they are both below National Rate. A breakdown of progress against targets will be provided by level, in the next report to the Committee and it was noted that MarkBook data should also be available.

RBoast

The Committee was informed that there are 74 students registered for GCSE Maths November resits and about 100 students attended today for GCSE English.

It was noted that Functional Skills class sizes this year are bigger although the analysis in the report of the 2018/19 results show that students achieve better (between 80% and 90%) in smaller cohorts. The Committee discussed if the venue of their learning has impacted on attendance or achievement and it appears evident that students prefer the Gateway building for learning to Gibraltar House. Delivery for Construction students is at the Milburn Centre and likewise STEM students are taught at the STEM Innovation Centre.

Attendance for Maths and English across the College has decreased in all areas bar Electrical Installation where attendance for Maths has increased (to 97%). English attendance is particularly poor in Culinary Arts and Electrical Installation. Attendance for Maths is poor in Conservatoire EAST, Performing Arts, Music, Animal Studies, Construction Crafts, Plumbing and Heating. The Director of Maths and English will provide an update on attendance in the next report to the Committee.

RBoast

RBoast left the meeting at 4.25pm

7 Adult Maths and English Update Report

The Committee was pleased to receive the good news report which detailed the GCSE Maths achievement rate for Grades 4-9 at 68%, a 7% increase on 2017/18. GCSE English achievement. Grades 4-9 are 59%, a 11% decrease on 2017/18. Although National Rates will not be published for 2018/19 until 2020 a comparison can be made on 2017/18 National Rates which were 33% Maths and 41% English for 19+ GFE (General Further Education) providers.

It was noted that November resits are being offered for both Maths and English.

Functional Skills English at Level 1 and 2 achievement remains strong with achievement rates currently sitting at 72% (Level 1) and 77% (Level 2).

Functional Skills Maths at Level 1 and 2 achievement also remains strong with achievement rates currently sitting at 79% (Level 1) and 74% (Level 2).

The difficulty in finding more Maths and English tutors was discussed and the recruitment initiative to try to attract more qualified and good teachers.

It would be interesting to know how many learners study both Maths and English and it was agreed that we would look at this data in the next report. The Committee expressed their thanks and congratulations to the Adult Team for their delivery and resulting student success.

DBarton

8 Apprenticeship Update

Apprenticeship recruitment for 2018/19 was 1,030 learners. This is 38% above the budgeted profile for the year, a 30% increase on 2017/18 and a first for the College to recruit over 1,000 learners.

Qualification Achievement Rates (QAR) for the year continued to progress well since the last update and whilst confirmed results and national averages will not be available until March 2020 the expected outturn would result in a 4.5% increase on 2017/18 and *7.5% above the current national average. The forecast QAR for 2019/20 is 78% and Minimum Standards at 63%. *It was noted that the National Average however is set to drop so our outturn will be much higher.

It was noted that 81% of learners remain ahead of or on progress target. Whilst this is a 3% decrease since the last report it was recognised that this is due to the large volume of learners being enrolled currently who are in their induction phase and work continues to reduce the percentage of those behind progress target with interventions and action planning in place.

As noted under matters arising the Committee no longer requests this as a focus agenda item for future meetings and the Clerk will remove this from draft agendas.

JBridges

DTappin left the meeting at 4.40pm

9 NSS Results

The outcome of the NSS this year was disappointing with the overall level of satisfaction declining by 9 percentage points from 83% to 74%.

For the HE management team there are three areas which will be the priority areas for actions because the scores showed more than a 5% decline on the previous year's scores: assessment and feedback (particularly timely feedback); academic support (particularly receiving sufficient IAG in relation to the course and communication with staff); student voice (particularly having the right opportunities to provide feedback on the course, staff valuing students' views about the course, effective representation of students by a student union or association).

To address these responses and understand the students' comments student focus groups will be convened across all level 6 courses between September and December in order to address issues quickly and as efficiently as possible.

The three courses which received course improvement reports and action plans were Business, Sport and Construction.

It was noted that there appeared to be a correlation in Construction between success and student satisfaction and on reflection we are reviewing whether a degree (Level 6) in Construction is what we need in the future or whether this should be a Level 4 and 5 offer only.

The Committee asked to receive updates on student satisfaction arising out of the focus groups in future reports so that they are able to monitor the effectiveness and resolution of student concerns.

RKirk

The Committee was informed that a Graphic and Interior Design student is designing more Adult spaces in the College to provide a greater Higher Education feel to our offer in the University Studies Building (Suffolk House).

We also intend to recruit an HE Student to join the Governing Body (Corporation) of the College.

10 **2018/19 College Self-Assessment Report**

Grade Profile Summary by Area

The key judgements by Area under the new Ofsted Education Inspection Framework were summarised in the report on page 6 with Quality of Education, Personal Development and Effectiveness of leadership and Management graded Good (2) and Behaviour and Attitudes graded Outstanding (1).

The Committee considered the Curriculum Area grades (page 13 of the report) and noted those in particular where grades had improved from a 2 to a 1: Business and Travel, Accounting, Engineering, Automotive, Computing, Construction and Built Environment, Hairdressing and Access to HE. The Chair also asked the Committee to pay particular attention to the curriculum areas where grades had fallen from a grade 2, to a grade 4: Science, Sport and Public Services, Plumbing and Electrical Installation.

It was noted that the Animal Care provision relocated to the main campus in the 2019/20 academic year and therefore the statement in the introduction that it is to relocate was correct. The distance of 28 miles to the nearest FE College should be changed to 24 miles (to CRC).

AHurrell

Quality of Education

The Committee considered the assessment (grade 2) of Quality of Education detailed over pages 16 to 36 inclusive.

The Committee asked that where we are using the term 'majority' or 'minority' we should quantify the sum as using vague terminology could skew the implications of the data. It was noted that the levels of strengths and the identified areas for improvement also in some places looked disproportionate. The Vice Principal Quality and the Student Experience and the Quality Manager both confirmed that in some areas there is a lack of evidence that teaching and learning is outstanding and more learning walks (Deep Dive observations and dual observations) will test the student experience and capture this evidence.

The Committee felt that a review of the improvement areas detailed in this chapter should be undertaken and while we acknowledge the areas that do need improving we could, in the interests of fairness and balance, combine a number of them into one rather than have three separate improvement areas.

The Committee asked that more detail concerning the statement about autism should be included in the report to evidence how this judgement has been arrived at.

AHurrell

The Committee agreed the grade 2 for the Quality of Education in principle.

Behaviour and Attitude

The Committee considered the assessment (grade 1) of Behaviour and Attitude detailed over pages 37 to 42 inclusive.

The Committee was of the opinion that inspectors would see this with our students at inspection and were satisfied to accept the grade 1 for Behaviour and Attitude.

Personal Development

The Committee considered the assessment (grade 2) of Personal Development detailed over pages 43 to 48 inclusive.

The Committee asked what the evidence would be for the impact on students against the judgement area (detailed on Page 47 for example). For example, are the students getting work experience? is it good experience? and how do we know that it is good? The Committee asked how we would we be able to evidence the positive, or otherwise, impact on the student so the Committee asked that this section be reviewed to look at, and identify, the real issue here.

CShaw
AHurrell

In addition (page 47) we mention that our enrichment activities are not coordinated but the Committee asked why would they need to be? The College offers a wide range of enrichment activities, accessible to and taken up by all students, which is a real strength. The fact that they are not centrally coordinated does not necessarily have a negative impact on the students' experience. It was agreed that this section of the chapter would be reviewed. The committee further felt that a reference to Value Added would be appropriate in this section.

CShaw
AHurrell

The Committee agreed to reconsider the grade after amendment as it was felt this chapter could be assessed at a grade 1, not 2.

CShaw
AHurrell

Leadership and Management

The Committee considered the assessment (grade 2) of the Effectiveness of Leadership and Management detailed over pages 49 to 57 inclusive.

It was noted that the grade of leadership and management has to be downgraded from a grade 1 (2017/18) to a grade 2 as the Quality of Education, graded as a 2, is a limiting grade and therefore Leadership and Management cannot be a 1.

The Committee was in agreement that the number of areas for improvement appeared disproportionate to a grade 2. It was recognised that many were areas of further development rather than areas in need of improvement and these would be reviewed.

CShaw
AHurrell

In particular the Committee asked that the area for improvement about staff wellbeing should be removed. This was considered over critical as our wellbeing programme was active in the reporting year and well attended by staff. This is not an area for improvement.

CShaw
AHurrell

Through discussion it was recognised that some of the identified areas for improvement are expressed in over-general terms and don't actually specifically identify what needs to be improved. Where we talk about the

Curriculum Strategy and Operational Planning for example, this actually relates to the planning of T Level and other qualification reforms and Level 1 delivery so this needs to be explicitly detailed.

CShaw
AHurrell

The Committee asked that the improvement area about the requirements of the 8 Gatsby Benchmarks be reworded to state that we need to reach compliance by 2020.

CShaw
AHurrell

The Committee agreed that it would revisit the grade after the College has reviewed this chapter in the light of the discussion.

Provision Types

Education Programmes for Young People

The Committee considered the assessment of Education Programmes for Young People detailed on page 58.

There were no comments made with regard to this section of the report.

Apprenticeships

The Committee considered the assessment of Apprenticeships detailed on pages 59 and 60.

It was noted that the issue with a subcontractor should be referenced in this section of the SAR although it was noted that this had been mentioned earlier in the report.

Adult Learning Programmes

The Committee considered the assessment of Adult Learning Programmes detailed on page 61.

There were no comments made with this section of the report.

Update on Quality Improvement Plan 2018/19

The update on the 2018/19 Quality Improvement Plan is detailed on pages 14 and 15. It was noted that the QIP detailed the actions for improvement arising from the 2017/18 SAR, which is owned and reported on by the relevant College manager. There are a number of improvement areas detailed in the 2018/19 QIP that will transfer onto the 2019/20 QIP; Increased focus on developing excellence in Teaching, Learning and Assessment; further development of systems and processes to enable tracking of cross College observations; full review of the curriculum to ensure our offer, portfolio of programmes and delivery patterns meet the needs of students; continuation of the monitoring of programme areas where achievement rates are in decline; continued development of the College's Digital Strategy; further development of the tracking of student progress against their target grade; and continuation of the management development programme for existing, new and aspiring managers. The Committee recognised that these improvement areas that were not completed were not necessarily weaknesses but areas which required continued development.

Overall Effectiveness

Detailed on page 6 it is proposed that the grade for Overall Effectiveness is Good (2). The Quality of Education is graded Good and therefore the Committee recognised that Overall Effectiveness cannot be Outstanding.

11 **Any other business**

The amendments to the SAR are to be made and P Heaney, Ofsted HMI is visiting the College on 18 November 2019 to validate the SAR. Any amendments arising from the validation will be made before coming back to the Committee for consideration at the next meeting to be held on 2 December 2019. The Clerk will invite all governors to attend this meeting of the Committee.

Date of next meeting

Monday 2 December 2019 at 4.00pm. Room TG1.16

The meeting closed at 5.55pm

JBridges