

Governing Body

STANDARDS AND EXCELLENCE COMMITTEE

Minutes of the VIRTUAL meeting held at 4.00pm on 02 November 2020



Present:	S Daley, Chair A Maltpress, Vice Chair (part)	J Wakelam N Savvas, CEO
In Attendance:	A Adamson, Executive Director A Hurrell, Quality Manager A Wright, Head of Admissions C Durrant, Head of Pastoral Support C Marshall, Executive Director for Inclusive Learning T Elkin, Clerk	D Coomes, Executive Director G Jefferson, Executive Director L Moody, Managing Director EE K Wilden, Quality and CPL Manager C Shaw, Principal Sixth Form Provision
Apologies:	K Points R Boast, Director of Maths & English	S Graham, Group HR Director
Absent:	D Jugg, Student Representative	

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

1 Appointment of Chair and Vice Chair

At the request of SDaley, the Clerk agreed to check that she had been appointed as Chair and AMaltpress had been appointed as Vice Chair, by the Corporation in July.

CMarshall, Executive Director for Inclusive Learning advised that he was present at the last committee meeting.

2 Apologies for absence

Apologies for absence were received from KPoints, RBoast and SGraham and were accepted.

3 Minutes of the meeting held on 15 June 2020

The minutes of the meeting held on 15 June 2020 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.

New HE committee – it was noted that the ‘Withdrawals and Retention’ report will be managed by the new committee.

5 Committee Terms of Reference

SDaley noted that there is now a new HE committee and HR is handled at Eastern Colleges Group (ECG) level.

Note: AMaltpress joined the meeting at 4.08pm

JWakelam queried, should we consider staff retention as part of self-assessment as it impacts on quality of training and it is not included in the Terms of Reference?
SDaley felt that it goes with the HR report. It was agreed to keep them as part of HR.

6 2019/20 College Self-Assessment Report

Action

Clerk

SDaley introduced the report and proposed that key areas be thoroughly examined to determine and agree the final grade.

Quality of Education

What are the reasons for moving from a 2 to a 1? AHurrell provided an overview. It was 2 as there were five curriculum areas that were graded as a 4 in the 2018/19 SAR. This year, those areas have all made significant improvements in response to actions on QIP – robust monitoring with Executive Directors helped to drive the improvements.

The College's capacity to improve drives the rationale for grading as a 1 – proposing that it's a 1 across the board. There has been a robust validation process and discussion with HMI's - staff have accepted and actioned feedback. Also reviewed Deep Dives and received positive feedback. There has been robust quality assurance to challenge predicted grades and there has been improved retention.

AMaltpress stated, "This is fantastic support – but if there are 2's in some areas but we are going for 1, is this a problem? AHurrell advised, "No, as the areas advised as 2 are those that have improved in the academic year". CShaw added that when looking at the whole of the provision, this is justified. AMaltpress challenged, are the inspectors happy with our overall rating? CShaw confirmed that this was correct and detailed some Ofsted feedback. In summary, evidence supported the grade 1 decision.

JWakelam stated, "It's very encouraging to see improvement and see future plans, who can I talk to about data? CShaw offered to support.

SDaley noted that there is 'red' on the traffic-lighted data and that a lot of these relate to a small number of students and therefore it does not affect the overall judgement. SDaley questioned whether there should be more of a reference to the challenges of Covid-19? AHurrell noted this. All governors agreed with the grade 1 judgement.

SDaley asked, if Ofsted were to inspect will they be looking at achievement data, will they make allowances for most of it being based on teacher assessed grades? CShaw confirmed that Ofsted will look at published data and can use evidence to show what students achieved before going into lockdown. Students need to be able to articulate their new learning and behaviours if they are to speak to inspectors. The structure for new Ofsted inspections is yet to be determined, it's likely to be based on student experience and communication with staff. SDaley noted that as staff consistently engaged nearly all students, this will count in the college's favour.

Re Ofsted, AMaltpress asked, are they inspecting currently? CShaw advised that they are conducting monitoring visits and reviewing key themes i.e. what did you learn during lockdown, how are you ensuring that students are engaged? etc. AMaltpress noted that a section on Covid-19 in the SAR is more important than ever – this was agreed.

SDaley noted the statement that the decline in achievement in 19+ was due to Covid-19, why particularly this cohort? AHurrell confirmed that some in this cohort were perhaps working for NHS, home schooling, caring for relations etc. They remained engaged but there was some impact on their achievement. SD advised on making this section clearer, this was agreed.

JWakelam asked, how did we monitor the effectiveness of provision for and supporting parents with students who have supported learning needs, and how was this monitored? CMarshall confirmed, "We sent work home and relied on parent involvement and the majority of students were able to transition on to their next programme and all have been successful – there are some gaps in their learning but there is nothing more that the college can do"

Grade Profile Summary by Area

A Hurrell summarised, there has been a marked improvement and engagement with students ensured that the programme delivery was more inspiring.

Behaviour and Attitude

AHurrell noted that in one of the areas for improvement (attendance rates in English and maths) there was only a small number of areas where attendance rates need to be monitored so will quantify the % attendance in English and maths.

Personal Development

AHurrell summarised: careers advice and information was outstanding. Areas for improvement are co-ordination of work experience, AHurrell confirmed that she would be revisiting the report to make it more specific.

A Hurrell

SDaley questioned, it is common for colleges to have a job shop? CShaw clarified, "We want to have it, as it's 'above and beyond' and we want to enhance this, do not want to rest on our laurels this is why we have the Job Shop". It's not common that colleges would have this. AWright added that the college is trying to be a step ahead by having an online basis to create a one stop shop and explained the ideas behind a central hub for students and employers. Employers are appreciating being able to access an external platform.

C Shaw
A Hurrell

SDaley noted that this is an area for enhancement of a strength and that the engagement with employers comes out strongly from the report.

JWakelam supported the report "I liked the way you have used opportunities to turn them into strengths and show strengths of the staff team". AHurrell noted that a lot of areas for improvement will move into a Covid-19 section of the report. SDaley advised having a Covid-19 section in 'Leadership and Management'.

A Hurrell

Leadership and Management

SDaley noted that if we are upgrading from 2 to 1, we require a bold statement at the start of the report section: it's important to acknowledge that the outstanding features of the college are not accidental and are driven by the quality of leaders and managers.

AHurrell summarised the recent surveys that have taken place. Will further enhance feedback with students and stakeholders. Will try to obtain more frequent feedback from students and agreed to improve the statement in the report. There are better outcomes for learners even during Covid-19 and these have been achieved by better teaching. SDaley advised including in the report a statement like "all our students get an outstanding experience". Governors commented on the amount of support and activities provided for staff.

A Hurrell

AHurrell to add more in the report on governance.

A Hurrell

Governors expressed their thanks, "Well done to you and the team for detail in the report"

Validation of Gradings

Upon receipt of the final report, governors will recommend the report to the Board. Governors accepted the changes proposed and thanks were expressed to colleagues for the clear presentation.

SDaley would normally be expecting to see all actions signed off this time of year, but due to Covid-19 some are being deferred. AHurrell provided a summary. Will focus on further development of teaching and learning assessment and changes due to Covid-19 with a focus on blended learning. Continuing to share good practice across the curriculum team. Will review curriculum intent and implementation. Will continue to monitor programmes and student engagement in blended learning. Will continue to develop learning around behaviour and attitudes. Will do quality reviews and these will continue to identify gaps and address smart targets.

SDaley agreed that governors can sign off last year's QIP. In response to a query from AMaltpress, it will include a Covid-19 section.

Overall Effectiveness

All agreed to the 1 assessed for overall effectiveness. Will move forward pulling out key areas for focus by the committee.

SDaley asked NSavvas, are you happy with the SAR? NSavvas stated that it's getting better every year, and now absolutely comfortable that we are an outstanding college and can still get even better and we know how to do this. It is collective work, done by outstanding colleagues. SDaley stated, "Thanks to all of you".

8 Any Other Business

There was no other business declared

Date of next meeting

Monday 30th November 2020 at 4.00pm.

The meeting closed at 5.04pm.