

**STANDARDS AND EXCELLENCE COMMITTEE**

**Minutes of the virtual meeting held on Monday 14 June 2021 at 4.00pm**

<b>Present:</b>	N Savvas, CEO	S Daley, Chair
<b>In Attendance:</b>	A Hurrell, Quality Manager A Maltpress, Observer A Wright, Head of Admissions C Durrant, Head of Pastoral Support C Marshall, Executive Director C Shaw, Principal Sixth Form Provision D Barton, Head of Adult Skills	D Coomes, Executive Director G Jefferson, Executive Director K Points, Observer L Moody, Vice Principal EE (part) R Boast, Director of Maths & English S Gales, Board Secretary S Graham, Group Director HR (part)
<b>Apologies:</b>	D Tappin, Executive Director J Wakelam, Governor	P Stittle, Executive Director T Elkin, Clerk
<b>Absent:</b>	D Jugg, FE Student Governor	P Hickman, Staff Governor

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

**1 Apologies for absence**

Apologies for absence were received from DTappin, JWakelam, PStittle and TElkin. The Committee noted the absence of DJugg and PHickman.

The quorate for the Committee is 3 Members so the meeting was not quorate but continued as there were no pressing items upon which to vote on.

**2 Minutes of the meeting held on 26 April 2021**

The minutes of the meeting held on 26 April 2021 were **agreed** as a correct record, subject to written approval from an additional Committee member.

**3 Matters Arising from the meeting on 26 April 2021**

The matters arising were complete or else an update will be provided at the next meeting.

MA1 Implementation of the new HR system (iTrent) has been delayed.

MA2SGraham to circulate a draft appraisal report with the Committee, for feedback and comments.

**Action**

SGales

SGraham  
All

*LMoody and JWakelam joined the meeting at 4.05pm.*

**INTENT**

**4 2020/21 Quality Improvement Plan Update**

The Committee received and considered the update report summarising the key actions taken since the last report. This included:

- Preparations for Ofsted, inc. completion of the Spring Performance Reviews, deep dives, and lesson observations, governors observing sessions and the sharing of best practice and aligning of quality assurance policies and documentation across the Group.
- Curriculum teams continue to adapt the Intent and Implementation to support students and to develop high quality digital learning resources to engage and inspire students and to prepare students for industry with industry guest speakers throughout the year
- Over 50% of adult functional skills maths and English students are choosing to study “fully online” and this preference / change in demand is shaping delivery plans for 2021/22.
- The Digital Steering Group met to discuss the digital survey outcomes to use the information to drive the digital strategy forward.
- Further work has been developed to support online learning and student accessibility.
- Further bespoke Continual Professional Learning training has taken place to develop excellence in Teaching, Learning and Assessment.

- PPD session continue to implement the broader curriculum and effectively build on student's knowledge, skills, and behaviours through scaffolding.
- A broad range of opportunities have been taken to highlight and embed Fundamental British Values and equality, diversity, and inclusion within the curriculum inc. via EDI ambassadors and by embedding Black History throughout the curriculum scheme of work.
- Monitoring of student engagement and response to learning continues through analysis of assessment completion, attendance, KPI register compliance and weekly 1:1 review between ED's and Curriculum Managers/Director of English and maths.
- Quality Assurance continues to be monitored through the deep dive process, themed learning walks, student voice, and lesson observation collaboration.
- The student and parent lockdown survey were completed during March and in May the end of year survey will be rolled out to students.
- A College Centre Quality Assurance document has been completed, which has been shared with curriculum managers and sent to awarding organisations to ensure that we follow a standardised approach to awarding Teacher Assessed Grades for Summer 2021.

AHurrell also summarised the future actions planned including:

- Further work to complete standardisation of TAGs for Summer 2021.
- Further curriculum review to ensure that the college curriculum intent and implementation meets students' needs to ensure progression from entry point to Higher Education.

The Committee queried if, following the recent surveys and the switch towards virtual learning and working, there is a lasting post-Covid effect on the curriculum and therefore a need for a different staffing structure. SGraham answered that we continue to consider this as part of our operational planning to ensure the best deployment of staff to suit our curriculum; and for support staff we are exploring more remote working to maximise the onsite facilities available to student facing activities.

*SGraham left the meeting at 4.20pm.*

## 5 **Gatsby Benchmarking**

The Committee received and considered the report summarising the progress against the 8 benchmarks (BM):

- BM1 100% completion
- BM2 100% completion
- BM3 100% completion
- BM4 100% completion
- BM5 100% completion
- BM6 100% completion (increased from 75% in January 2021)
- BM7 100% completion
- BM8 100% completion

AWright also summarised the work undertaken since February 2021 to further support work experience and information, advice, and guidance.

## **IMPLEMENTATION**

### 6 **Maths and English Update**

#### 6i **16-18**

The Committee received and considered the report. Attendance remains constant at 77% for English and 73% for maths; and the Teacher-Assessed Grades forecast achievement for GCSE English 57% (vs. 52% in 2019/20) and, for GCSE Maths 52% (vs. 43% in 2019/20). Forecast achievement for Functions Skills English is Entry 3 74%, Level 1 63% and Level 2 49%, with approximately 30 students still continuing with revision in readiness for assessments in the Autumn term. Forecast achievement for Functions Skills maths is Entry 2 77%, Entry 3 66%, Level 1 26% and Level 2 is 10%. The Committee noted that Functional Skills maths remains a significant concern as these are the least able students and have been disadvantaged by virtue of loss of face to face teaching time and the fact that Functional Skills are not subject to QTAGs as other qualifications; but support and scaffolding has been/continues to be provided to these students.

The Committee discussed Functional Skills and that, regionally, many providers are considering whether to continue to run Level 2 Functional Skills. RBoast noted that despite its drawbacks, Functional Skills 2 is a valuable steppingstone between Level 1 Functional Skills and GCSE, which supports students' progress.

*NSavvas left the meeting at 4.43pm.*

## **6ii Adult**

The Committee received and considered the report. Attendance remains high at 87% for GCSE English and 92% for GCSE maths; and the Teacher-Assessed Grades forecast achievement for GCSE English 88% (vs. 65% last year) and GCSE Maths 89% (vs. 67% last year). Forecast Functional Skills achievement for 2020/21 based on achievements to date are:

- English Level 1 70%
- English Level 2 75%
- Maths Level 1 80%
- Maths Level 2 75%

Forecast results for English Functional Skills are in line with last academic year and for Maths show an increase of 14% at Level 1 and 4% at Level 2. Forecast ESOL Speaking & Listening and Reading achievement rate is currently greater than 90% and students are continuing to complete learning and live assessments online and in centres.

In Year Retention rate for ESOL is currently 97% (3% above the national rate of 94%) and the pass rates for Speaking and Listening and Reading units are currently 94%.

Survey results for maths and English and show:

- 96% of students agreed that they would recommend the Adult Education courses at WSC to a friend.
- 93% of students agreed that the course had given them the confidence to progress to further learning.
- 94% of students agreed that the course would improve their future career prospects.

## **IMPACT**

### **7 Key Performance Indications**

The Committee received and considered the report. Overall attendance remains strong at 89% for 16-18 and 93% for 19+ cohorts, which is an improvement at the same position last year. Student retention is strong for both 16–18 (95%) and 19+ cohorts (96%) and withdrawals have been mainly due to mental health issues, or to progress into an Apprenticeship or into employment; and course teams continue to support students to help them engage with their studies and to be successful. Assessment progress is in strong in a high majority of areas and progress is either on or ahead of target, and students are supported to catch up where appropriate.

AHurrell noted that, since the report was written, there has been additional assessment progress both via the TAG process, exams and module submission.

16-18 classroom-based forecast achievement (exc. English and maths) is 93% (an increase of 2% on last year) and for 19+ classroom-based forecast achievement is 96% (an increase of 10% on last year). Overall achievement for Apprentices is currently 62% with a Best Case achievement of 78% and a minimum/planned achievement rate of 73% (which is realistic in the current climate as apprentices are unable to go through EPA, because of restrictions, not being in work and or progress not being where it needs to be by the planned end date).

DCoomes noted that, at the Build Environment Campus, face to face delivery continues in order to continue to evidence progress in accordance with the City and Guilds and Gateway Qualifications frameworks.

### **8 Early Leavers and Withdrawals Report**

The Committee received and considered the report. There have been 118 withdrawals from the 16-18 cohort (up from 78 in March 2021, though down from previous years [190 last year

and 200 in 2018/19]). Of the withdrawals over the last 2 months; 17 were from Hair and Beauty and 13 from Construction Crafts and analysis of the data shows many have gained full time employment, have transferred to other courses or withdrew to mental health reasons. The Committee noted that whilst the College has put in significant internal wrap-around support for students, throughout lockdown the demand nationally for mental health support has grown and students have reported long delays in being able to access external specialist mental health support, which has contributed to withdrawals.

*NSavvas re-joined the meeting at 5.05pm.*

There have been 18 withdrawals from the 19+ cohorts (up from 12 in March 2021). Of the withdrawals over the last 2 months, 5 were from the Access to HE courses and analysis of the data shows these were due to gaining employment, personal reasons and altered family commitments; the final withdrawal was from Supported Learning as a result of an exclusion

We continue to support students, with a positive intervention plan, to support students to re-engage before they decide to withdraw, and this continues to prove effective.

## **9 Lesson Observations/Deep Dives/Staff Development**

The Committee received and considered the report which summarised the progress since the last meeting including:

- Updating our mentoring process in line with current research to be rolled out in September.
- Training of the Innovation Coaches to upskill in mentoring, coaching, prowise, and digital accessibility.
- Digital steering group focused on surveying curriculum areas on 'where we are and where we want to be'.
- Pilot of the Advanced Digital Practitioner role in preparation for roll out in September.
- bespoke bitesize training to curriculum teams on guidance to Digital Accessibility.
- Updated guides for Teams, Outlook, Excel, and Word guides, with Apple training planned.
- Creation of a Learning Lounge with a Digital Playroom, for staff to come and try out different digital tech and PD.
- Equality, Diversity, and Inclusion developments within TLA with the introduction of the EDI and Character Strengths ambassadors.
- Updated induction course for new teaching staff including a video on EDI.
- Staff EDI training has taken place across Pathway to Achieve and the Built Environment, with more specific professional learning on LGBTQ+ offered to the PSTs.
- Managers have completed collaborative lesson observations across departments to focus of sharing good practice across teams.
- Successful lesson observation collaboration for Quality Team and ED's has taken place, with former HMI and Regional Quality Lead and current Ofsted inspector.
- Governors observed lessons across the English and maths provision.
- Over 300 lesson observations and learning walks have been completed this academic year to data and include: 60 learning walks by the Innovation Coaches, with themed learning walks completed this term. 41 lesson by the quality team through 5 deep dives, (21 online observations carried out through lock down and 20 face-to-face), and manager learning walks and development observations.
- There have been 11 innovation coach referrals following manager development observations and deep dives.

Since the last report a further two deep dives have taken place within Culinary Arts and Health Care and Social Sciences, to include both Classroom-Based, and Apprenticeship. Areas of good practice seen across all curriculum areas as discussed within the report and areas for development highlighted and monitored.

## **10 Complaints and Compliments**

During March to May 2021 there have been 3 complaints and 80 compliments. Of the complaints, there were no common themes emerging and, where appropriate, lessons learned from the complaints have been used to help improve our services in the future.

## **11 Stakeholder Survey Reports**

### **11i Student**

During 2020-2021 we completed three student surveys (induction survey, student lockdown pilot, and end of year survey) though did not complete the FE Choices survey as this was cancelled in February 2020 and 2021.

The induction survey results were presented to the Committee in February 2021 and showed student satisfaction in:

- Teaching and Learning at 94% (increase of 2% from last year)
- Behaviours and Attitudes at 97% (increase of 1% from last year)
- Personal Development at 96%
- Leadership and Management at 95%
- Overall perception rate of 94% (increase of 1% from last year).
- Learning experiences of 96% (increase of 2% from last year).
- 96% of students would recommend the college (increase of 2% last year and 7% above external benchmark).
- 100% of students stated that they know how to stay safe online.
- 96% of students stated they feel safe.

The Student Lockdown pilot survey results showed:

- 93% of students stated they would recommend the college
- 91% feel that their safety and well-being are a college priority.
- 83% are aware of alternative plans that have been put in place to support their learning
- 89% feel the feedback they receive tells them what they are doing well and where they need to improve.
- 85% of students state that they have had the help and guidance I needed to take my next steps.
- 86% agreed that teaching and learning methods suit them.
- 82% of students stated that the quality of digital learning and teaching online has been to a high standard.
- 87% of students know how to get additional learning support if needed.
- The College provides good support for students with mental health issues, and I know who to ask for help (75%).

AHurrell summarised the action taken as a result of these results, how they tallied with student comments and feedback from Reps and through the Student Voice meetings, and the process for future monitoring of progress.

AHurrell also summarised how student voice has been captured this academic year and the plans for student voice for 2021/22.

### **11ii Parent/Carer**

During 2020/21 we piloted and completed a lockdown survey sent out to parents and carers via email in March 2021; with 294 parent/carers responses (+34 vs. 2019/20, and +92 2018/19). The results showed:

- 94% parent/carers satisfaction to the Quality of Education being provided, during the beginning of the academic year and our response to Covid-19 and lockdown.
- 96% I have found the College staff to be professional in their approach
- 95% The college provides high quality learning opportunities
- 94% I feel my son/daughter is safe and well supported by the College
- 100% My son/daughter is aware of how to keep themselves safe online
- 94% I am confident in the Colleges approach to social distancing and the following of Covid 19 measurements.

- 89% I feel that my son/daughter is making good progress
- 91% I feel that the college communicated with me well
- 89% I am happy with the College response to an online provision
- 94% I would recommend the College to others
- How would you like to be formally communicated with regarding your son/daughter's progress?
  - o 25% formal parent report termly
  - o 12% Individual online consultations with course directors termly
  - o 63% a blend of the above

AHurrell summarised the action taken as a result of these results, how they tallied with other parent/carer feedback, and the process for future monitoring.

## 12 **External Verification Activity Report**

The Committee received and considered the report which outlined the visits from Awarding Organisations: City and Guilds (CGLI), The Institute of the Motor Industry (IMI), National Council for Further Education (NCFE), Assessment and Qualification Alliance (AQA), University of Arts London (UAL), Training Qualifications UK (TQUK), and Edexcel. The Committee noted that good practice has been identified and no risks have been reported/highlighted.

## 10 **Any Other Business**

- **Invite to Self-Assessment Review meetings**

The Committee noted that SGales circulated a list of SAR meetings which Governors are invited to attend.

- **DfE's Review of sexual abuse in schools and colleges**

The Committee discussed the recent Review of sexual abuse in schools and colleges publications from the DfE and the publishing of data on the Everyone's Invited website and noted that the College currently is not listed. S-LNeesam and GChittock-Nash are creating a plan for the Group to support and educate students, parents and staff.

### **Date of next meeting**

- TBC

The meeting closed at 5.38pm