



**MINUTES OF THE CURRICULUM AND QUALITY MEETING HELD ON  
TUESDAY 17<sup>TH</sup> FEBRUARY 2015**

Present: Phil Dover (*Chair*), David Grocock, Janet Morgan, Mandie Stravino,  
Graham Schuhmacher

In attendance: Richard Deane, Kate Martin, Anita Straffon, Eileen Swan,  
Heather Simcox (*Clerk*)  
Rose Matthews (Assistant Clerk)

**01/14-15 Elect Chair**

Phil Dover was elected unopposed as Chair of the Committee.

**02/14-15 Apologies for absence**

There were no apologies for absence.

**03/14-15 Declarations of interest, confirmation of eligibility and quorum**

All members were eligible and the meeting was quorate. No new declarations were made.

**03/14-15 Agree Terms of Reference**

The draft Terms of Reference were agreed subject to the addition of a paragraph reflecting the Board's desire to have this committee in light of best practice, albeit having no requirement to do so and also reflecting the role of the committee to review performance and the impact of the curriculum strategy.

The Clerk to circulate the amended Terms of Reference.

Clerk

Feb 15

**04/14-15 Self-Assessment 2013-14: Review of key headlines**

Richard Deane (RD) presented the summary headlines from the 2013-14 SAR following the December Corporation meeting.

The key issues RD highlighted were 16-18 College Based Learning, Level 1 Adults, the gender gap and ethnic minority groups. It was noted that while improvements were made, these were not made at the pace required.

David Grocock said at the December meeting he found the SAR extremely detailed and felt it would be difficult for someone who was not an educationalist to understand the document. He wanted to see an overall summary for the Board which highlighted the improvements made and identifying what further improvement was required.

Graham Schuhmacher made reference to the new Common Inspection Framework which highlighted what information Board

members should be looking at. He suggested a summary page with the following questions on: How many came in; how many completed successfully; were these timely; what was the ethnic mix and the destination.

Mandie Stravino (MS) explained this information is available and has been previously used on the College's KPIs.

Janet Morgan (JM) said there was a lot of data which has not been analysed. She made reference to examples of summary reports which Nick Freeman had brought along to the last Corporation meeting which totalled around 12 pages.

MS said moving forward the QPR document will form the summary SAR. This will be presented at Corporation monthly and will form the basis of this Committee. The SAR will be a culmination of discussions at Corporation each month.

DG was concerned that there was very little time left, the Board need to challenge, but who do they challenge and where do they get the information from.

RD referred to the Improvement Plan and looking at starting points and distance travelled. PD said he wanted to look at the underperforming areas. He said he had looked at the success rates and value added and they are not good enough. He asked what was being done in these areas. RD explained progress was being tracked in Pro-monitor and Markbook for staff to input throughout the year and said he will present this at this next meeting.

RD

Apr 15

Focusing on the areas identified in the SAR as needing improvement PD asked if this was an issue with classroom teachers or the leadership of some teams. MS explained that monthly Special Measures panels are in place at which Faculty Heads and their Team Managers meet with a panel to discuss identified issues, the causes and the actions in place to address.

GS said a key factor was employment. He said that some employers do not want learners to achieve above Level 3. AS agreed explaining Motor Vehicle employers only want their staff employed to Level 2. RD said trends are identified through the curriculum planning process and 'Vector' is used to identify what is best for the learner.

Retention and progression were discussed and reference made to a number of students in Travel and Tourism who all exited the course and gained employment.

JM said she would like the Quality Improvement Plan to clearly show what the areas for improvement are, the action taken and impact.

GS said the College's purpose should be very clear and the curriculum design matched to this. MS said the purpose is to ultimately get each young person into the world of work (directly, via HE etc.). She said the purpose was not to monitor destinations but to get that young person to their destination. She explained AS was working with REED whose role is to get students employment.

DG said he had read the first SAR document and had to read through again to ensure all the points he had raised at the December meeting

had been addressed. He said he would have preferred to have seen a covering note indicating what had been changed.

Governors approved the College Self-Assessment Report.

**05/14-15 Equality and Diversity Annual Report**

RD delivered a presentation on key headlines (copy attached).

The key points highlighted were:

- The Increasing achievement gap for 19+ BME learners increasing by 2% to 4%
- Why 19+ BME learners achievement dropped by 5% in 13/14 (ESOL and certificate courses)
- Staff development training and impact on services available to support learners
- Staff recruitment in line with the local ethnicity profile. Still need to promote further.
- Celebrations, wide range of activities promoting E&D, some missed opportunities in marketing and extremism.

A discussion took place in relation to the social responsibility and MS highlighted a number of colleges were dropping civic courses due to increased financial restraint.

GS said he would like to see destinations included in the report and felt Governors should be taking an interest in this data.

AS pointed out a lot of the ESOL learners were from the transient community, with KM adding the curriculum be designed to meet the needs of this community. Concern was raised that these groups could be excluded due to increased rigor by Ofsted.

PD asked if this group could be removed from the data to show how it would look.

RD Apr 15

MS asked that a two page Executive Summary be produced and this report linked to the Equality and Diversity Plan.

RD Apr 15

Governors approved the Equality and Diversity Annual Report.

**06/14-15 Quality Improvement Plan**

Discussed as part of the Self-Assessment review under minute number 04/14-15.

**07/14-15 Teaching and Learning update 2014-15**

MB gave a synopsis on Teaching and Learning. Looking at the six areas for improvement identified by Ofsted, MB has provided an update for each of these.

GS asked if all Academy leads were confident the data was accurate. ES said there are things ongoing in lessons and the observations are just a snapshot at that time. AS said all team managers need to check with their staff members as the document is ongoing.

MB said there was one system for data, which is audited every month. He said the system was much more accurate than before.

AS went on to explain the Scorecard introduced by MB is still embryonic, especially Markbook. It is a developmental system. AS said the teams were checking the data for accuracy and completing the Scorecard. There was initially some resistance to the Scorecard but this has since flipped and teams are positive.

PD said Governors needed to know that systems are in place to ensure target setting is correct and accurate. AS confirmed this was carried out through work scrutiny.

*JM left the meeting at 10.30 am. The meeting remained quorate.*

MB explained targets for all learners are aspirational and one system has been introduced for the vast majority of learners, Pro Monitor and Markbook to record targets and assessments.

88% of learners have a target grade in the system. GS questioned why 12% are not in the system. MB explained some data is recorded elsewhere and some of the 12% is data that needs to be cleansed. KM explained she has a school her area supports, but her academy do not set the targets, the school does, but they show in her data, yet have been excluded from the target to get 100%. She said it could be reported as 95% with the context that the other 5% will never be included.

MS explained that because of these anomalies the management team cannot simply press a button and see the volume of learners are where they need to be. She said by introducing a standard group template that pulls together data it informs the planning of teaching.

Teachers now have to show how they are going to meet the needs of these learners.

Moving on, MB advised a quarter of teachers had their work scrutinised and 77% were good or accurate. 90% of teachers graded less than good have improved and those who haven't have exited the organisation.

72 teachers have been observed as less than good who are currently receiving coaching and support to improve.

GS asked how accurate the figures were to the target profile. He said in-year retention looked good during last year but the final figures were different. Assurance was given the figures were accurate to target profile.

MB reported that significant investment in time and capacity has been made with CPD to ensure teachers are promoting equality and diversity in lessons. Weekly timetabled curriculum CPD sessions are now held.

GS said he would like to see how that investment could be linked to improved lessons and grading, he said it is the year end actual results that are important. MB said the immediate impact was the lesson observation, he said it is always difficult to identify which particular course made the impact but overall it can be acknowledged.

## **08/14-15 Quality Performance Review**

RD discussed the Quality Performance Review.

HLS said JM had asked her to question the attendance figures on page 6 of the report which show a 2% decline compared to this point last year.

AS explained Transitions were significantly down and this was in relation to three students who were extremely ill and completing their studies via distance learning, but are not marked down as attending class. She explained the MIS Director was looking at how this can be reported accurately. Childcare is a tutorial lesson but the learners have not had a personal coach. Business should not be included. Princes Trust have had a 10% attendance drop this year and AS's Team Manager is investigating this further. ESOL attendance has already been discussed earlier.

AS said Motor Vehicle was proving a concern regarding staffing. A number of staff have left and she is currently trying to recruit staff to replace these. She has brought in agency staff which has improved attendance by 4% but has just had another two members of staff hand their notice in. The curriculum offer has been completely redesigned for the coming year.

Workplace learning enrolments are much lower. MS explained that due to out-turn they will always be much lower mid-year.

Discussion took place in relation to data that should have not been included and teams are working with the MIS Director to address.

Attendance is reported overall excluding authorised. However, Ofsted are only interested in all absences, but they do accept a breakdown in persistent absence and need the context.

#### **09/14-15 Ofsted Expectations**

HLS circulated information on action taken since the Ofsted Inspection of May 2014 for the Board's information.

RD also circulated a document focussing on key issues for discussion.

Governors discussed aspirational targets and how they were set and monitored through the monthly QPR.

HLS reminded Governors of the radical shift with the introduction of the scorecard.

The SAR had been looked at in detail by Governors at dedicated sessions and also link Governors now look at the data as part of their meetings.

**10/14-15 Any other business**

MS tabled a Strategy Mind Map, linking from the mission to line of sight to work. She asked if Governors had any feedback to advise her by the end of the week.

ALL

20/02/15

GS said it would be useful after the elections to introduce MP walks.

The meeting finished at 11.40 am

Signed: \_\_\_\_\_ Date: \_\_\_\_\_