

CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

DRAFT MINUTES

Date	11 February 2016	Time	11.30
Venue	Executive office Ore Valley		
Chair	Mr Pat Farmer		
Membership: Pat Farmer (Chair); Tony Campbell OBE KSG (Vice Chair); Principal (Clive Cooke); Diana Garnham; Simon Hubbard; Vic Kempner; Chris Pole; Caroline McKiddie (co-opted)			
Apologies: Tony Campbell OBE KSG (Vice Chair); Diana Garnham, Chris Pole; Caroline McKiddie			
Officers: Deputy Principal (James Mettyear); Vice Principal Enterprise, Employment and Skills (Dan Shelley); Assistant Deputy Principal (Jim Sharpe)			
In Attendance: Student Governor (Lawrence Calton)			

No	Item	Action
1.	Apologies Apologies were received from Tony Campbell, Diana Garnham, Caroline McKiddie and Chris Pole. (due to a late date change)	
2.	Declarations of interest The Chair of CQS declared an interest as a member of the Hastings and Rother Task Force. SH declared an interest as an employee of Hastings Borough Council.	
3	Minutes of the previous meetings RESOLVED: The Committee considered and approved the CQS Committee held on 26 November 2015 as a true and accurate record. Proposed: PF; Seconded: SH; CARRIED	
4.	Matters arising The Clerk to send out the Learner Achievement Tracker to the Committee. The monitoring of the ICT strategy on the dashboard is outstanding. The DP noted that the item requires action and an update on the ICT strategy will come to the Committee where required. The lesson observations have been changed on a number of occasions and the Clerk agreed to follow up with KB. The DP confirmed that the College is up to date on observations. All other actions were noted.	Clerk DP Clerk
5.	Curriculum Plan 2016-17 The DP updated as follows: <ul style="list-style-type: none"> There is some more work to be carried out on HE but the plan is mostly finalised 	

No	Item	Action
	<ul style="list-style-type: none"> • Class group size has been increased to 18 for 2016-17. It was 13.3 in 2013-14 and increased to a target of 16 for 2015-16. There are no areas of provision that are not being run and no changes to learning hours. For A levels some hours have been put back into the curriculum for this year. • There are similar 16-18 numbers as last year. The College planned for 1787 in average group sizes of 16 and the average is 15.89 and number of 16-18s is 1730. High levels of accuracy have been achieved and the intention is to plan realistically and rigorously for 2016-17 • The DP passed on his thanks to the AP for leading on the first part of the process in his absence • The Committee questioned whether impact and outcomes of increased class size had been looked at. The DP noted that the College is not yet in a position to review and the current focus is on getting class sizes increased • The Committee questioned whether there is a minimum class size required to run provision? The DP noted that it depends on the provision. SLDD is subsidised 14, 10 or even 8, as is Pathways. The College has been able to rationalise Pathways in sport and has cut down the number of options but not removed the sport provision • The AP reported that AS class size average has gone up to 21. Overall sixth form is 16.9 and it will go up next year as more students are progressing to A2. There has been a 42% increase to sixth form compared to this time last year. Year 2 level 3 was a challenge which has resulted in making the year one classes bigger. 	
6.	<p>Safeguarding update</p> <p>The link governor for safeguarding took the report as read. The annual report and policy review and a focus on the Prevent strategy will come to the March meeting. VK noted that he had no concerns to report. He reported that he liaises with the HR Manager on safer recruitment. The Committee asked that the Prevent Action Plan comes to the next meeting. See report for full details.</p>	
7.	<p>Equality and Diversity</p> <p>The DP reported that the statement fulfils the legal requirements around equality and diversity reporting for the College. At the next meeting a specific QIP covering safeguarding, including Prevent and E&D for the next 12 months will be presented. It was agreed this fits in with the new Ofsted framework. Following the next meeting it will form part of the College QIP.</p> <p>The Vice Chair asked if there were any areas of concerns in the data. There is a marked gap between the performance of adult learners with and without a range of disabilities, particularly mental health. The Committee asked what actions are there to address the gap. The DP explained that there were two options:</p> <ol style="list-style-type: none"> 1. appointing more staff to support adults. But does the College have the finances to support students, or 2. being unable to recruit students with support needs and excluding members of the community because we are not able to meet their needs. <p>It was agreed that the data shows some significant changes but often cohorts are small. The Committee questioned whether they are a significant enough of a cohort to investigate. The DP reported that the data shows small cohorts with fluctuations and there is no particular trend of needs not being met.</p>	

No	Item	Action
	<p>The Committee asked whether staff expertise in SLDD could be used to support students with mental health issues. The DP noted that there is some training with teachers and some expertise in Student Services but substantially the problems are significantly higher than the support provision can accommodate.</p> <p>The Committee asked whether schools pass on EDI data. The DP reported that they do and that there are clear statutory responsibilities for the College to fulfil students' needs and some funding is available to support that. For adults there is no support funding.</p> <p>The DP noted that the work of ALS is exemplary but they are stretched. The Student Governor reported that it is only due to ALS that he has distinctions throughout and he praised the high level of support offered by the College. He noted that a nearby College has a poor ALS department.</p> <p>RESOLVED: The Committee noted report and that it will be available on the College website in line with statutory requirements. The EDI Action Plan will come to the next meeting.</p>	
8.	<p>Employability, Work Experience and Social Action Strategy</p> <p>The VP EES reported that following the AoC Conference and the new Common Inspection Framework the strategy has been extended to include social action. Key points included:</p> <ul style="list-style-type: none"> • The college will embed www.myworksearch.co.uk to become the key employability skills development tool for 16-18s • The college will implement work experience in each subject area over the next three years adapting the processes to align them with a 14-19 countywide approach • The college will embed social action across study programmes working with local organisations and the National Citizenship Service (NCS) • The VP EES explained the myworksearch programme. The Committee asked whether less able students will be able to use an IT based search. The VP EES reported that the package can be tailored to be level appropriate. When used by Pathways and SLDD students they would have support from ALS and their tutors to be supported through the use of the technology • Work experience is a key part of a college's curriculum in terms of Ofsted. The VP EES is looking at different ways of teachers owning the work experience and social action that their students will explore. Outside experts to help the thinking and be as creative as possible are coming into the College i.e. Catering students doing meals on wheels, working in hospitals, hair and beauty students going into nursing homes • It is becoming harder for young people to get jobs as the job market is buoyant and the requirements of public liability and unregulated hours • The Committee questioned how the Corporation ensures that the strategy works. The VP EES explained that there will be champions in each area, there are 20 volunteer champions who will use the system and cascade through the College. Time has been provided in study time for staff and students to explore the programme. Changing the mind set of teachers so that it is not just about success rates on core programmes but instead about looking at the whole study programme. Providing the opportunity for peer support and being clear to teachers that this is part of the job and an 	

No	Item	Action
	<p>expectation. The 16-17 teacher self-assessment plan being developed by the DP and AP will include assessment of this area. The Chair asked if the targets and ambitions could be included in the KPI dashboard and it was agreed to incorporate for 2016-17. The DP explained that they are key outcomes which will be monitored monthly and quarterly at PPRs</p> <ul style="list-style-type: none"> • The VP EES noted that the social action programme will do a lot for the perception the community has of the College. Students supporting their local communities as part of their studies will showcase how good young people are. The Committee suggested the College use the opportunity to brand the programme and the VP EES noted that this is already in place • The Chair asked for LSMs to come along and talk about the reality of the programme when it is rolled out and the VP EES agreed to organise <p>The Committee thanked the VP EES and agreed it is a well thought out strategy. RESOLVED: The Committee agreed the Employability, Work Experience and Social Action Strategy. Proposed: PF; Seconded: VK; CARRIED</p>	VP EES
9.	<p>KPI dashboard Key points were considered as follows:</p> <ul style="list-style-type: none"> • Observation grades are difficult to capture on the document. Observations are progressing to plan. There are no grade 4s (compared to 2 last year) • One person in stage 2 of performance management and the DP confirmed this is a teacher • Retention is encouraging, including English and maths • Apprenticeship success rates are looking positive but it is very early with 1000 students still to complete • The FE Choices Employer survey starts at the end of March • Attendance is poor. The English and maths is spiky – in the mid-80s for some areas and 20% below for other areas. There is no comparative data to use from last year. AoC data is being benchmarked and Educational Training Foundation (ETF) mechanisms are being used with mid-60s to high 70s being the benchmark figure • There are big differences between the vocational attendance and that for English and maths • The College is much more robust in reporting absences, attendance intervention officers are in place. Raising confidence and improving aspirations are key areas of work • The DP noted that he was confident of pushing up grades for this year • The AP reported on the ETF health check tool for English and maths provision which he will complete and bring back to a future CQS. It informs strategic needs and will be rolled into the QIP • PPRs will include granular data to see whether there is a correlation between the dynamic of the teacher and attendance in the classroom • Maths teaching is a particular challenge this year, a great deal is being done to train teachers, and the AP noted that the College needs to grow its own teachers • The Chair asked if there is a correlation between attendance and learning difficulties. The DP noted that the agenda is clear that students have managed to get a D and should be able to progress to a C. This does not compensate for the big range for the D grade and the extra support has been given at schools. The AP noted that Stepping Stone qualifications are being used and are enjoyable and more relevant for students and build up their 	AP

No	Item	Action
	<p>confidence</p> <ul style="list-style-type: none"> • Attendance will be a theme of PPRs. There are areas who have significantly improved their attendance and other areas where it has declined and it will be explored forensically looking at managers input and dedication to improving attendance • The Committee questioned the amount of parental support around attendance. The DP noted that there is no evidence base but anecdotally there are significant numbers of parents who don't seem to be concerned or don't see what they can do to increase their child's attendance • Bringing in employers and past students to talk about the importance of English and maths is being used and using underutilised teachers to bring their students into English and maths classes to increase attendance is being used by the College. <p>The Committee considered the KPI strategic objectives. The dashboard does not cover all the strategic targets and the Committee asked the SLT to review to see if key objectives can be synched into the front page to help with monitoring.</p>	SLT
10.	<p>QIP</p> <p>The DP reported that the formal updating of the QIP and rag rating will take place at the next meeting. The Committee requested inclusion of the apprenticeship and leadership and management actions and these have been included on the QIP. Actions around Prevent, Safeguarding and EDI will be included in the leadership and management section after the next meeting.</p> <p>The Chair asked for a verbal update on the December actions and main points included:</p> <ul style="list-style-type: none"> • The joint funding bid with East Berkshire College was unsuccessful • All English and maths teachers have been observed • Golden handshakes have been introduced and one maths teacher has been recruited • The Head of HR has an agency looking for English and maths teachers overseas. A campaign including an open day will take place to recruit for 2016-17 The new Head of HR is proactive in using a variety of mechanisms at home and abroad to recruit • Next year Functional Skills delivery will move back into curriculum areas which pushes up success rates for Functional Skills and will help with teaching resource • The Action Tutoring initiative has pulled out of the area. Diana Garnham and the AP are taking it forward without the initiative and are meeting on Monday • A volunteer tutor at Ore is working 2 days a week • The Chair questioned why the development of Moodle is not where it needs to be. The DP reported that there are a variety of reasons and there is a need for capital investment in IT and staff resource. He noted that the English and maths Moodle is up and running but not utilised. For 19+ there is a tendency not to use it but it is being used effectively in the Health and Science pathway for Access. 	
11.	<p>In year retention update</p> <p>The Committee agreed that the item had been covered elsewhere in the agenda.</p>	
12.	<p>Student Survey (of individual teachers)</p> <p>The DP reported that the survey is a key instrument for teachers to listen to learners and reflect on their practice. Response rates were very positive.</p>	

No	Item	Action
	<p>The next survey in May will inform teacher self-assessment and sub faculty self-assessment. Teacher feedback was mainly positive.</p> <p>The issue around not setting enough homework is a big focus for next year.</p> <p>The Student Governor agreed to provide the DP with an idea for further questions for next year.</p> <p>The Committee agreed that the response rate was excellent and the DP reported that a lot of work had been invested in getting responses from students.</p>	Student governor
13.	<p>The Acquire project update</p> <p>The VP EES reported on the project and the Committee considered the report.</p> <p>Points raised:</p> <ul style="list-style-type: none"> • The project is a commercial venture with associated risks • Both CQS and F&HR recognise that there is a risk associated with the success rates because of the planned volumes of learners which will affect 16-17 success rates • There are 300 learners this year which is a relatively small impact on success rates • Next year if the numbers increase as planned up to 2500 adult learners will be enrolled on a level 3 programme which is significant • The system and the VLE is liked by students • The College has direct claim status and Acquire are very happy with the pilot. There are a series of processes in the system before students are live, including Right Choice and a wide range of support mechanisms in place from Acquire and the College team of tutors, administrators and the project manager. • The risk of not growing funding and opportunities are the risks to balance against the risks of the project. • The Committee questioned the current retention. The VP EES reported it is 95% after the 42 days. There have been 17 withdrawals and 4 successes so far. The majority of students are due for completion in May and June 2016. Around 100-200 start in the trial and 50 or 60 continue through to the course. The College lose 40% within the trial period. The VLE tracks the number of logons and each student's e portfolio can be viewed. • Enrolment takes place monthly • The course costs £2000 per student which produces significant figures of income • College staff are in place to manage increased numbers. College tutors are able to work for the project in addition to their usual college hours • Management of the project has been taken on as a secondment by Hayley Robertson (Work Based Learning Coordinator) until the end of the year and a bigger team under her will be developed. In the two weeks since her appointment the process has improved substantially • Helpful comments were received from Richard Moore (see report) • The VP EES outlined how the College can leave the project (p.3 of annex 1), if all controls fail and the data becomes high risk • The project is a risk worth taking if the performance of the rest of the College is good • Opportunity to expand into other areas of provision is huge 	
14.	<p>Review of risks delegated to the Committee will take place at the 3 March meeting. The VP EES noted that the Committee's delegated risks are already covered on the agenda for the meeting.</p>	

No	Item	Action
15.	AOB The Student Governor asked if the College is looking at other revenue streams for example international work. The VP EES noted that there is an International team in place.	
	Meeting Dates for 2015-16 3 March 2016; 23 June 2016 (14.00 start).	
	Meeting closed at 13.00	

Attendance for 2015-16: 57%
Length of meeting: 1hr 30mins

Impact of governance - Challenge and support at the meeting:

Matters arising - The **monitoring of the ICT strategy** on the dashboard is outstanding and governors requested that a mechanism is required. The DP agreed that an update on the ICT strategy will come to the Committee where required

Lesson observations – the Committee noted there had been a number of changes to observations and questioned whether this was an issue throughout the College. The DP noted lesson observations were on target

Item 5 – Curriculum Plan – close look at class size across curriculum areas

Item 6 – safeguarding update for governors. Request for the Prevent Action Plan for the next meeting

Item 7 – Equality and Diversity – drilling down in data to see if there are areas of significant change in data. Issues around limited support for increasing numbers of adults with mental health needs, discussion but no action taken

Item 8 - Employability, Work Experience and Social Action Strategy The Committee questioned how the strategy could be monitored by the Corporation and asked for LSMs to present to the Committee on the implementation of the strategy for staff and students.

Item 9 – KPI dashboard. The Committee asked SLT to review the dashboard to see if key objectives can be included on the front sheet for effective monitoring. The Committee questioned what interventions are taking place to address decline in attendance (focus of PPRs, attendance intervention officers in place)

Item 10 – QIP - The Chair questioned why the development of Moodle is not where it needs to be. Report back when further progress is achieved

Item 12 – Student Survey. The student governor to contribute questions for the next survey to the DP

Item 13 – Acquire project update – details around quality and finance presented to the committee to assess the risk of the project

English and maths – A strategic discussion and ideas about raising standards and aspirations in English and maths took place at the meeting. The Action Tutoring initiative has been postponed but the AP and Diana Garnham will continue with the work independently. Report back to the next meeting.

On-going actions from previous meeting:

The Chair of Corporation asked the DP to follow up on external moderation sessions.

Item 12 Equality and Diversity update –The Committee to monitor closely to ensure the SLT are promoting effectively