



MINUTES OF THE QUALITY AND STANDARDS COMMITTEE MEETING

Held At Esher College

Wednesday, 28th November at 6.00 pm.

Present:

Clarissa Wilks (Chair)

Paul Collyer

Dona Gjyshinca

Ian Leigh

Daniel Loughlin

Katie Pattison

Karin Rowsell

Darrell Bate (Co-opted)

Helen Odhams – Deputy Principal (Advising Officer)

Kerry Webb – Clerk

1. BUSINESS INTERESTS IN AGENDA ITEMS

No business interests were declared.

2. APOLOGIES FOR ABSENCE

All Committee members were present.

3. MINUTES OF THE MEETING HELD ON 24TH APRIL 2018

There was a typographical error in Section 4 QS1-003 and the corresponding action point, it should be changed from “Numeracy Strategy” to “Literacy Strategy”. Other than this, the minutes were approved and signed.

4. MATTERS ARISING

QS2-001: Learner Groups: Copies of the Literacy Strategy and Q&A guidelines have been emailed to Governors who requested them – complete.

QS2-002: College Development Groups: Additional SAR documents are now on the Governors’ Portal along with grading guidance (location is Documents/Other/SAR and QIP) – complete.

QS2: Student Retention Report: It was confirmed that the Assistant Principal will clarify how the percentage figures are calculated at the next Committee meeting in April, when the next Student Retention Report will be presented.

QS2-003: AOB – Agenda Items for Next Meeting: Complete.

5. REVIEW OF QUALITY AND STANDARDS COMMITTEE TERMS OF REFERENCE.

It was agreed that Clause 3 would be removed. It was agreed that the Committee Terms of Reference should be revisited once the new Inspection Framework is published. Currently it is expected that the consultation for the new Inspection Framework will take place in January 2019. Once this stage is completed, the evaluation criteria will be produced in March, therefore sufficient information will likely be available to make any necessary amendments to the Terms of Reference for review by this Committee at the next meeting in April.

ACTION: Deputy Clerk to remove Clause 3 from the Terms of Reference and add an agenda item "review Terms of Reference" to next Committee meeting.

6. COLLEGE SELF-ASSESSMENT REPORT 2017-18 AND QUALITY IMPROVEMENT PLAN 2018-19.

The Deputy Principal explained that the College Self-Assessment Report (SAR) is a document that reflects on the College's performance and feeds into the Quality Improvement Plan (QIP). She briefed that the College will be reviewing the SAR in light of the new Inspection Framework, when it is published. She welcomed Governors' feedback on the document.

It was noted that the document is essentially for two 'audiences' and the balance between ensuring it is succinct and focused for Ofsted whilst being a useful management document for Governors needs to be right. The Deputy Principal explained that the S7 Curriculum and Quality group will be supporting each other in reviewing whole college quality systems of which the SAR is part. The following was agreed:

- Content: If in doubt, items should be included within the SAR. As well as highlighted significant developments it is important to document the business items as usual that the College continues to do well.
- Consistency: It is important that there is consistency between the SAR and QIP, the SAR needs to feed into the QIP.
- Context: It was suggested that, for next year, the context could be set at the beginning of the document. It was suggested that each year the review should focus on whether that context is still applicable and then examine the strengths and developments.
- Working document: It is useful for Governors to be familiar with the College SAR as they are the QIP. During an Ofsted Inspection, the Inspectors will want to speak with Governors and it is therefore helpful if they are familiar with the SAR, this demonstrates cohesiveness and collaborative working relations.

With regard to specific areas within the document the following was noted:

6.1 Promotion of equality and diversity across the College

This section is very positive and gives a flavour of what goes on within the College, although the Governors noted that they had first-hand experience of even more activities that have taken place to promote equality and diversity across the College. It was agreed this section should be kept in the document.

6.2 Personal, Behaviour, Development and Welfare

The Deputy Principal wished to record that the Assistant Principal has done a fantastic job in this area and some very positive initiatives are taking place within the College. The Governors agreed that the text reflects this, although noted that more headline key strengths could be identified to be consistent with the rest of the text.

ACTION: Deputy Principal to review with the Principal and Assistant Principal to identify any further key strengths. The Deputy Principal confirmed that if any changes are made these will be highlighted

to the Governors at the Corporation meeting.

Q. Why is work experience both a strength and a development point? The College did not previously have work experience initiatives in place for BTEC students and, although there is no requirement to provide it, it was felt it would be very beneficial to offer learners work experience. Currently around half of BTEC Diploma students engage in this work experience initiative and the College recognise there is still more to do, and therefore it is also a development point.

Q. What is “Unifrog”? It is a software package that helps students with careers’ advice and university selection and application. It has a range of different tools including ones to help students with writing personal statements, selecting universities based on grade predictions and careers advice. It also provides apprenticeship information for BTEC students. The College has been gradually introducing this package.

Darrel Bate arrived at 6.35pm

The Deputy Principal sought input from the Governors regarding the last paragraph of this section assessing how the College supports mental health and wellbeing. It was suggested that the following wording be added “we are constantly exploring ways of assessing the long-term impacts of our actions”. It was noted that it is important to try to understand the starting point of students coming into the College and to demonstrate how they have progressed from this point. It was recognised that this was possible where there was baseline data however, this is more difficult if significant factors affecting students’ wellbeing and mental health happen mid-year.

6.3 Outcomes for Learners

LV3A Results: The Deputy Principal explained that she had gone through the exam results in detail at the previous Corporation meeting, but the College now has the L3VA (value-added) results which they received at the end of October. The College has a L3VA “above average” rating which is the highest category for A level, Academic and Applied General. It was also noted that the results are very strong, positive and statistically significant, particularly notable given the College’s inclusive approach and entry criteria. The Governors noted that these value-added results were very good and testament to the holistic work of the College.

Groups of Learners: The College is monitoring and reflecting on outcomes for groups of learners to measure what is shown in performance tables.

Developing Minimum Grades: The College has changed the way that they put minimum grades together, they are no longer using ALIS. It should be the minimum grades that Students should achieve at the end of two years. It was noted that due to the introduction of the reformed GCSEs the College do not have two years’ data and therefore there is an element of unknown in this transitional period. It was clarified that “minimum” grade predictions include a level of aspiration to ensure that they remain motivating for students.

The Higher Education Statistics Agency (HESA) statistics for 2016/17: included within the report do not capture social mobility data. The College’s results for first generation entry students (i.e. students whose parents do not have higher education) are very good. It was noted that if this data is to be included it will be important to use some context, i.e. this group as a percentage of overall students. Similarly, it would be useful to look at other groups, such as students in receipt of Free School Meals (FSM), again this would need to be in context of the whole student population. It was agreed that this would be looked at next year for inclusion within the SAR.

Destination Data: Q: Why has “gap year whilst applying” increased from 4.6% of students in 16/17 to 9.6% of students in 17/18? This is not known fully. It could be potentially that some students are working during a gap year before going onto Higher Education to help fund it, some are taking more time to think about what University and course they will do, particularly in the context of the rising

costs of Higher Education. The Deputy Principal acknowledged it is an area that they need to understand further through a thorough review of the destination data and this is indicated in the QIP. Analysis of destination data can be difficult as we use both students' 'intended' destinations and 'sustained' destinations given to us, and these are for different years.

6.4 Summary Conclusions on College Self-Assessment Report

- The SAR should be written for the College to provide a useful management document but should follow the Common Inspection Framework for Ofsted purposes.
- The SAR should continue to signpost actions for the QIP with QIP being developed from the reflective findings of the SAR.
- It was agreed that it could be useful to include an executive summary of the SAR to highlight the key points with all the contextual information following. This could be a good format to provide to Ofsted.
- The SAR will need to be reviewed and updated once the new Common Inspection Framework is published. Darrell Bate kindly offered to provide assistance to the Deputy Principal with regard to this, if appropriate.

The Deputy Principal was thanked for a very thorough and comprehensive document. The Governors noted that they could not identify any significant issues or changes required.

ACTION: Deputy Principal to investigate introducing an executive summary to the SAR.

6.5 Quality Improvement Plan 2017/18

The Deputy Principal noted the following:

- Target 10 - This has been carried over onto the new QIP
- Target 14 - This has been carried over onto the new QIP
- Target 15 - This has now been achieved.

It was agreed that Target 3, last sentence in the end column should be deleted. All other targets remained the same.

6.6 Quality Improvement Plan 2018/19

The Deputy Principal explained that targets highlighted red are for high priority and action is needed, amber for medium priority and green for low priority.

The following points were made:

- Target 1 – Q. The number of students at the College is an important factor. It is noted that the target date for completion is September 2019, is this too late to respond to any impact? There is varying ongoing analysis, however the final report cannot be prepared until September when we have the final admission numbers for September 2019.
- Target 5 – Change to refer to “Inspection Framework” rather than “Common Inspection Framework”. Deputy Principal to check document throughout for consistency.
- Target 7 - Q. Why is the Quality & Standards Committee responsible for monitoring Target 7? No other targets have a committee responsible for monitoring. Previously the exam results report was made direct to the Corporation, whereas now the report is made to the Quality and Standards Committee. It was therefore decided that the Quality and Standards Committee should be responsible for monitoring. The Governors agreed that the rationale was clear however, it was more a matter of consistency with the monitoring of other targets and whether other targets should be monitored at Committee level rather than Corporation level. The Deputy Principal will consult with the Principal to determine the appropriate approach and report back at the Corporation meeting.
- Target 9 – Q. Why is attendance highlighted as a low priority? Attendance is excellent, the College's attendance levels are 3% above the national average using SFC statistics. However,

there has been a 1% drop in attendance levels since last year. Therefore, whilst the College's overall attendance remains high, we need to understand why it has dipped slightly. This is included in the QIP to ensure thoroughness.

- Target 17 – Change wording to refer to “Inspection Framework”. Q. Is this more important than a “2” rank? We know quality processes are working, results and value-added grades are very good, groups of learners' progress is good, therefore it was deemed a “2” rather than a “1” rank.
- Targets 22 and 23 – The percentages were kept the same as the previous year as we are still in the unknown first year. Students have sat progression exams rather than AS levels. This was agreed.

Q. There are a total of 29 Targets for action on the QIP? Considering the workload involved in actioning and monitoring these is there a way of subsuming some of these targets together and framing and managing them into higher-level strategic areas? This is something that could be looked at as part of the overall review being taken of College quality systems as well as a review of when we look at the new Inspection Framework. It was suggested that for each target the question should be asked “what would be the impact on students at Esher College if we didn't do this?”

ACTION: Deputy Principal to review with the Principal the allocation of monitoring responsibilities in the Quality Improvement Plan for 2018/19 and report back at the next Corporation meeting.

ACTION: Deputy Principal to review with the Principal whether the number of individual targets can be reduced and subsumed into larger strategic areas. Review to be undertaken in conjunction with a review of College quality processes following the publication of the new Inspection Framework.

It was agreed that the College Self-Assessment Report 2017-18 and Quality Improvement Plan 2018-19 be recommended to the Corporation, subject to the agreed amendments.

7. REVIEW OF COMMON INSPECTION FRAMEWORK (CIF) ACTION PLAN PRIORITIES FOR 2018-19

The devised action plan is what the College needs to do to ensure compliance with the CIF. The Deputy Principal reported that she had attended an Ofsted workshop the previous week. When the new Inspection Framework is published the priorities are likely to shift to reflect the new requirements. It was agreed that the CIF Action Plan Priorities would be revisited at this time. It is likely the shift in focus may be towards curriculum intent and implications with less focus on outcomes (impact).

8. DEPARTMENTAL SUPPORT

The Deputy Principal reported that together with the Principal and Assistant Principal, they are supporting four subjects to develop outcomes for students following August exam results. She briefed that there was no standard way of working with a department as in each case, different issues arise, ways of working include lesson and peer observations, detailed data analysis, support for individual teachers and progress review grade scrutiny.

The Chair thanked the Deputy Principal for her report and felt reassured that the areas they said they would focus on are indeed being focused on. She wished to applaud the customised, localised approach that the College takes, reflecting the needs of different groups of learners.

The Deputy Principal concluded that she would be able to report further on results at the next Committee meeting in April.

9. ANY OTHER BUSINESS

Q. Area of work around assessment, malpractice, fraud, subjects blocked, where does that end up in terms of accountability for governance? An External B-Tech Nominee undertakes a thorough review. If any external verification reports came back and there were significant issues then this would be reported back to the Quality and Standards Committee.

Q. Why is the Adult Education provision not included within the College SAR? It would be included in the Principal’s Leadership and Management SAR where appropriate which is a separate document. The Governors suggested that consideration should be given to including this within the College SAR to show strength in this area and celebrate its success.

9.1 Retirement of Chair

The Chair concluded the meeting by confirming this was her last meeting as she is unable to attend the Corporation meeting. She thanked the Governors and staff for the support over the years and credited the College with the development and success of her own family members. She wished the College the very best for the future.

The Deputy Principal extended her gratitude, on behalf of all at the College, for her help over her tenure as Governor and for her unique ability to provide invaluable challenge and scrutiny in a very positive and supportive way. She expressed that she would be missed by all and, in particular, the Equality and Diversity team, to whom she has been a great support.

10. DATE OF NEXT MEETING: TUESDAY 30TH APRIL 2019

*The meeting closed at 7.50 pm.
(Attendance was 100%)*

Signed.....

Date.....

SUMMARY OF ACTIONS

| | |
|-----------------|--|
| QS1-001 | Item 5 (Committee Terms of Reference): Deputy Clerk to remove Clause 3 from the Terms of Reference and add an agenda item “review Terms of Reference” to next Committee meeting. |
| QS1-002 | Item 6 (College SAR – Personal, Behaviour, Development and Welfare): Deputy Principal to review with Principal and Assistant Principal to identify any further key strengths. The Deputy Principal confirmed that if any changes are made these will be highlighted to the Governors at the Corporation meeting. |
| QS1-003 | Item 6 (College SAR): Deputy Principal to investigate introducing an executive summary to the SAR. |
| QS1 -004 | Item 7 (Quality Improvement Plan 2018/19): Deputy Principal to review with the Principal the allocation of monitoring responsibilities in the Quality Improvement Plan for 2018/19 and report back at the next Corporation meeting. |
| QS1 -005 | Item 7 (Quality Improvement Plan 2018/19): Deputy Principal to review with the Principal whether the number of individual targets can be reduced and subsumed into larger strategic areas. Review to be undertaken in conjunction with a College-wide review of College quality processes as well as review following the new Inspection Framework publication. |

SUMMARY OF GOVERNOR CHALLENGE [C] /SUPPORT [S]

| C/S | Minute | Topic |
|---------------------|---------------|--|
| S C C | 6 | College Self-Assessment Report 2017/18: The Governors commended the very comprehensive and thorough College SAR document, in which they could identify no significant issues. One of the Governors offered to provide support to the College once the new Inspection Framework was published and the College SAR is revisited. The Governors commended the LV3A value-added results achieved by the College. The Governors provided constructive suggestions for further strengthening of the document by inclusion of further items to demonstrate the strengths of the College. The Governors provided useful guidance on who this document should be targeted at and how to ensure it remained a useful management tool for Governors and linked with the QIP. The Governors queried individual areas such as the increase in “applications whilst on gap year” to further understand the data and trends and to be assured the College was monitoring these. |
| C S C | 6 | Quality Improvement Plan 2018/19: The Governors challenged the number of targets included within the plan and questioned whether they can be subsumed into higher strategic levels. This was done with intention of helping to support the SLT and helping with their workload whilst still achieving the College’s objectives. The Governors queried the process for monitoring and requested that this be reviewed to ensure consistency in approach. |

| | | |
|----------|---|---|
| S | 8 | Departmental Support: The Chair thanked the Deputy Principal for her report and felt reassured that the areas they said they would focus on are indeed being focused on. She wished to applaud the customised, localised approach that the College takes, reflecting the needs of different groups of learners. |
| S | 9 | AOB - Retirement of Clarissa Wilks: Clarissa expressed support for and gratitude to the College. |
| C C&S | 9 | AOB: Governors challenged the Accountability for Governance and procedures in place. Governors questioned why inclusion of Adult Education Provision was not in the College SAR as it was a strength of the College and the success in this area should be celebrated. |