

**CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 70 HELD ON TUESDAY 27 NOVEMBER 2018**

Present: Jackie Goodman (Chair), John Wilson (Vice-Chair), Dina Lewis (Committee member), Jane Price (Committee member), Paul Britton (Principal & Committee member)

In attendance: Jamie Davies (Assistant Principal), Chris Herring (Assistant Principal), Julie Peaks (Vice-Principal)

Clerk: Fiona Bagchi

70.1 Apologies for absence & declarations of interests

There were no apologies for absence. There were no declarations of interest.

70.2 Election of Chair & Vice-Chair

Jackie Goodman was elected as Chair of the C&Q Committee for 2018/19: proposed John Wilson, seconded Paul Britton.

Jane Price was elected as Vice-Chair of the C&Q Committee for 2018/19: proposed Jackie Goodman, seconded John Wilson.

Minutes & matters arising

70.3 Minutes of meeting 69 held on 26 June 2018

The minutes of meeting 69 held on 26 June 2018, including the confidential minutes, were approved with minor typographical amendments, including. at minute 69.9 (i) 'quantitative' should read 'qualitative' and at minute 69.11 'retention intervention plan' should read 'attendance intervention plan'.

Action: Clerk

70.4 Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

- 1 The minutes of meeting 68 held on 19 Feb. 2018 had been amended, as agreed (69.3).
- 2 The College's pastoral report was on the agenda (69.4).
- 3 It had been agreed, with reference to future reporting, that it would be useful to receive reports on in-house behaviour management and on curriculum areas which had shown significant improvement (69.4).

Action: Clerk/JP/CH

Members noted, with reference to the way in which departmental or staff contributions were currently recognised by the College, that departments achieving ALPs grade 3 or above received a letter of congratulations from the Principal and that staff contributions were celebrated in Teaching, Learning and Assessment workshops in which good practice was shared.

[Confidential minute].

- 4 It was noted that a report on links with local employers and on the Gatsby careers benchmarks would be included in the 2017/18 work experience report, which was due to be presented to the Committee's Feb. 2019 meeting (69.4).
Action: CH/VR
- 5 The College's 2017/18 safeguarding report had been presented to the July 2018 Corporation meeting (69.14).
- 6 The C&Q Committee's revised terms of reference and revised standing agenda item list had been approved by the Corporation at its annual review of committee terms of reference and standing agenda item lists in Sept. 2018 (69.15).
- 7 C&Q Committee meeting dates for 2018/19 had been e-mailed to members (69.20).

70.5 Amendment to the approved minutes of meeting 68 (19 Feb. 2018)

The Clerk reported that: under section 14 (4) of the Instrument of Government 'No resolution of the members may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting'; the C&Q Committee meeting had approved the minutes of C&Q Committee meeting 68, which had been held on 18 Feb. 2018, at its meeting on 26 June 2018 but there had however, been an omission in the sentence at approved minute 68.3 which recorded the approval of the minutes of the meeting held on 7 Dec. 2017 i.e. the words 'were approved' had been omitted in error.

The Committee agreed that the sentence at minute 68.3 of the minutes of the meeting held on 26 June 2018 should be amended to read 'The minutes arising from meeting 67 held on 7 Dec. 2017 were approved'.

Action: Clerk

Curriculum & quality issues

70.6 Exam results: 2017/18 review of outcomes

The Committee received, for information and reference, a copy of the PowerPoint presentation given at the Sept. 2018 Corporation meeting.

70.7 Curriculum course review process for 2018/19 & Level 3 & Level 2 pathways for 2019/20

(i) Curriculum course review process for 2018/19

Julie Peaks (Vice-Principal) presented the curriculum course review process update report, including a RAG-rated table showing progress to date.

Members noted that:

- *[Confidential minute]*;
- The leader of each course under review had weekly meeting with their Head of Faculty/Curriculum Director;
- Courses also had a half-termly review meeting with the Vice-Principal and their Head of Faculty/Curriculum Director, at which they have reported progress against their individual quality improvement plans;
- In addition, each course had completed or had planned a separate student voice activity in addition to the College's main student voice process;
- Each course had also been on or had planned a visit to another centre either in the Venn or the NORVIC groups, to share good practice, with all visits to be completed by

Dec. 2018.

It was noted in response to members' questions concerning the Red-Amber-Green (RAG)-rated table included in the report that:

- With reference to 2 courses, shown as Amber in the table, which had experienced staffing issues at the start of the year, actions taken to date to improve the student experience had resulted in a positive student voice response in both cases
[confidential minute];
- 2 courses which had new leadership were also shown as Amber in the table
[confidential minute];
- Walkthroughs had been undertaken for all courses under review and the first round of lessons observations would be undertaken by the end of autumn term 2018;
- In-house exam results available in early 2019 would also be considered when reviewing the progress of courses under review.

Members noted that progress for other courses under review was shown in the table as Green *[confidential minute]*.

(ii) Level 3 & Level 2 pathways for 2019/20

Julie Peaks (Vice-Principal) presented a report on Level 3 and Level 2 pathways for 2019/20.

Members noted the 2019/20 minimum entry requirements for the following Level 3 pathways: 3 A Levels plus an additional A Level or Extended Project Qualification (EPQ); traditional 3 A Level programme; mixed programmes (2 A Levels, plus one Level 3 BTEC course or 2 BTEC Level 3 courses plus one A level course); the vocational programme i.e. a full BTEC course in Sport, Health and Social Care or IT. Details of subject specific requirements were also received.

It was noted in response to members' questions that:

- Students wishing to study 2 or more Art subjects would require Head of Subject approval;
- Enrolment procedures were being reviewed for 2019/20 to ensure that students received appropriate specialist advice where possible.

Members noted the 2019/20 Foundation Year pathways i.e. the Science, Health & Social Care, Business Studies, Sport pathways. It was noted, with the reference to the Science pathway that the entry requirements were one grade 4 and a minimum of three grade 3s at GCSE (two to include Science and Maths).

It was noted in response to members' questions that a 3-year plan, including progression to Level 3, was agreed for Foundation Year students.

The Committee received reports on the College's curriculum course review process for 2018/19 and on Level 3 and Level 2 pathways for 2019/20.

70.8 Pastoral report 2017/18

Chris Herring (Assistant Principal) presented the College's 2017/18 pastoral report, with the following sections of the report being discussed in detail.

(i) Support for learners

Members noted that

- In 2017/18 there had been 11 progress tutors and 2 Senior Tutors (one of whom was Safeguarding Lead);
- In 2018/18, there were 9 progress tutors, 2 senior Tutors and Chris Herring was the College's Safeguarding Lead, with Rebecca Bolder as Safeguarding Officer;
- Each progress tutor now had 220 students (2017/18: 180 students);
- In 2017/18, students had one main tutorial session, which was dedicated to delivering

content based around a number of themes, and one dedicated to the delivery of notices/college attendance monitoring/a weekly news/current affairs round-up, with both sessions also incorporating a rolling programme of one-to-one sessions;

- In 2018/19, students would have one tutorial session a week, and 1-to-1 session at review points to reflect tutors' increased case load and to give tutors more autonomy over how they handled their students' needs.

(ii) Student retention & progression

The Committee considered first and second year retention, noting a 2 year declining trend from 2015/16 [*confidential minute*]. It was, however, noted that, while Foundation Year-GCSE retention in 2017/18 had also been lower than in 2015/16, it had improved in 2017/18 as a result of actions taken [*confidential minute*].

The Committee noted that progression from Year 1 to Year 2 had also been lower in 2017/18 than in 2016/17 and 2015/16 [*confidential minute*].

Members discussed retention and progression with reference to the introduction of linear A Levels, noting the importance of ensuring that students regarded A Levels as 2 year programmes and also noting that students no longer had to apply to progress from Year 1 to Year 2.

It was noted in response to members' questions that published national benchmarks were a year out of date and comparison was now more difficult as not all institutions had exclusively adopted linear A Levels but the published figures indicated that the College's retention was 10-15% below benchmark, although a Sixth Dimensions report which used data from 2013-2015 appeared to indicate that national retention figures for 2017/18 were likely to be similar to the College's figures.

The Committee discussed actions being taken to improve retention and progression, noting that:

- Students leaving the College for medical reasons would now normally suspend their studies;
- The College was working to ensure even more effective guidance at enrolment;
- Course teams would be held to account for retention data;
- College retention reports would in future be assessed with reference to the definition in the Education & Skills Funding Agency (ESFA) Quality Achievement Report (QAR) rather than over one year.

Members discussed whether the need to ensure that students achieved meant that retention could be seen as less important, noting in this context the College's commitment to approving an appropriate suite of key performance indicators which emphasised the importance of both retention and achievement.

(iii) Student attendance

Members noted that:

- Whole college attendance had been just under 92% for the previous 5 years, with the College having a target of 95% attendance for 2018/19.
- Attendance had improved slightly in 2017/18 but remained a concern for 2018/19;
- Possible reasons for attendance issues included the introduction of a 3-course programme which had resulted in gaps in the student day, with the College considering whether study space could be increased through the use of mixed social/study space;
- Attendance was being addressed by the College Management Group (CMG) in 2018/19 and all departments were working together to ensure attendance was vigorously addressed;
- As in previous years, progress tutors monitored weekly each of their tutees attendance;

- It was intended that the College's new behaviour management system would also contribute to addressing course attendance issues.

It was noted in response to members' questions that:

- Areas where students could study when they did not have scheduled classes or tutorials included the library and the e-learning centre in the Ash Building;
- There was strong correlation between attendance and achievement;
- Poor attendance noted at the start of 2018/19 year had been arrested.

Members noted in discussion that, despite the attendance challenges posed by the introduction of a 3-course programme, students who adapted well to the need for more independent study, which it required, would also be well prepared for university level study.

(iv) Guidance and training in the next step & employability

Members noted that:

- All progress tutors followed schemes of work which were suitable for their year group, including sessions which related to progression and the development of appropriate transferable skills that increased employability;
- The College had a Universities & Colleges Admissions Service (UCAS) and careers coordinator and tutors offered guidance on university entry, apprenticeships and employment in tutorials;
- An online system, Next Steps, had been put in place to allow for accurate tracking of students' intended destinations and career aims and to focus the dissemination of information so that it reached the intended target groups.

(v) Student choices about health and well-being

Members noted that, in addition to sessions with their tutor groups, students had the opportunity to experience talks from outside agencies in 2017/18 including: Safer Roads Humber, the Antony Nolan Trust, Restart a Heart, Refresh, MIND, Cornerhouse, and other outside agencies.

(vi) Safeguarding

Members noted that:

- College expectations were made clear at the beginning of the year i.e. with reference to the College Respect agenda, the acceptable IT use policy, support structures, shared responsibility for a safe campus;
- Students were required to wear a lanyard at all times and this was enforced;
- Every room had a poster with details of the College's Safeguarding Officer;
- All students had a progress tutor with whom they could discuss any issues.

The sections in the report on students' understanding of their rights and responsibilities and on their development of skills and knowledge relevant to community cohesion were noted. Progress against agreed actions for 2017/18 was also noted.

The Committee received the College's 2018/19 pastoral report.

70.9 Report on enrolment and induction questionnaire

Jamie Davies (Assistant Principal) presented the 2018 enrolment and induction questionnaire analysis, which had been prepared by the College Registrar, Alex Eslor. Members noted that the questionnaire included a comments section and that, with reference to the main questionnaire, the analysis also provided relevant percentages from the 2017 questionnaire for comparison.

Members noted that:

- The majority of interviews (71%) were held in College but the proportion of interviews held in schools increased, continuing the trend seen in 2017;
- With reference to enrolment, the majority of students (65%) waited between 5 and 15

minutes for an interview and those waiting for longer than 15 minutes went down by 5%.

- 94% of students thought that the waiting area was comfortable, an increase of 6% from 2017;
- The number of students with a long term career aim stayed broadly the same and 91% of students felt this was taken into account when deciding which courses to do;
- 83% students felt that most or all of the guidance and advice given was helpful, which was an increase of 22% from 2017;
- 93% of students thought they were given enough time to make their minds up about courses, an increase of 11% on 2017 but the percentage of students who felt the interviewer helped them make course choices fell to roughly 2016 levels at 65%, after having increased to 74% in 2017;
- Only 3% of respondents reported that the timetable structure preventing them from choosing the courses they wanted, a fall of 6% compared to 2017, with the percentage of students who felt that overall they had enrolled on the best course increasing to 95%;
- 75% of respondents thought that induction day activities were important in getting to know the College but only 37% in 2018 thought the induction helped them to get to know other students compared to 43% in 2017;
- The IT induction format changed in 2018, with 64% of students finding the IT induction useful, which was a decrease of 4% compared to 2017, although 24% of respondents in 2018 reported that they did not take part in the IT induction compared to 2% who reported not taking part in induction generally;
- 92% of respondents thought that the induction gave them the basic information they needed about starting at Wyke;
- 95% of respondents reported that most or all of their teachers had explained what was expected of them in their courses;
- 95% of respondents confirmed that they had received their student handbook, which was a slight increase, with a small increase in the number aware of the College charter compared to 2017.

Members noted in response to members' questions that:

- All new students were invited to complete the questionnaire;
- 220 students had completed the questionnaire in 2018, which was about a fifth of the cohort;
- Respondents indicated which school they had come from when completing the questionnaire but the College did not analyse results by school (e.g. to ascertain whether there were any trends) although this might be considered;
- The comments section indicated that some students would have found it helpful to have a Year 2 'buddy', which was the practice in some departments.

The Committee noted in discussion of the analysis and comments section, the following possible changes to the enrolment process for 2019:

- The College was aiming to reduce interview waiting times further e.g. by removing the Maths assessment;
- With reference to course choices and career aims, the College would review how to best ensure that specialist advice was available, where appropriate;
- Timetabling would be carefully reviewed for 2019 to try to avoid curriculum and enrichment clashes;
- The 2019 questionnaire would include a question which was destination-focused.

Members discussed induction activities with reference to the analysis and comments section of the questionnaire and with reference to changes made to the process in recent years, noting in discussion that:

- Previous questionnaire results had indicated that students thought the emphasis should be more on beginning lessons rather than on getting to know other students but the 6% fall in the number of respondents who thought that induction had helped

them to get to know other students in 2018 compared to 2017 appeared to indicate that the balance may have been adjusted too much in favour of the former;

- Induction currently lasted just under 2 hours on the first day and included, for example, a welcome talk, a computer induction, and information on fire evocation procedures;
- Consideration was being given to including more opportunities in the first few weeks to help students get to know each other and for team building e.g. using curriculum areas to do this.

The Committee received the College's 2018 enrolment and induction questionnaire report.

70.10 Retention quality improvement plan (QIP) 2018/19

70.11 Annual complaints report (2018)

The Committee agreed that the agenda items 10 & 11 should be considered after agenda item 12.

70.12 College Self-Assessment Report & QIP

It was noted that, in line with the College's and the Curriculum & Quality (C&Q) Committee's practice, members of the Committee had been invited to attend the College's 2017/18 Self-Assessment Report (SAR) subject grade moderation meeting on 14 Nov. 2018 i.e. Committee members Jackie Goodman (Chair of the C&Q Committee), John Wilson (Vice-Chair of the C&Q Committee) and Dina Lewis (C&Q Committee member), in addition to the Principal (who was also a C&Q Committee member), had attended the meeting which considered subject grades.

Jamie Davies (Assistant Principal) presented the College's 2017/18 SAR and Quality Improvement Plan (QIP), which was discussed.

Members noted that:

- The format of the report had been revised from previous years and was based on the areas considered and grades used by Ofsted at inspection under its Common Inspection Framework;
- The SAR 2017/18 recorded an overall effectiveness grade of Good (Grade 2);
- The report recorded the evidence base for the overall effectiveness grade and the individual contributing grades i.e. Grade 2 for the effectiveness of leadership and management, Grade 2 for the quality of teaching, learning and assessment, Grade 2 for outcomes for learners and Grade 1 (Outstanding) for personal development, behaviour and welfare;
- The report explained why the College had been self-assessed as Good, why it had not yet been self-assessed as Outstanding and the 10 key areas for development in the QIP to secure improvements which would make the College Outstanding.

Members discussed the College context, including curricular change at a national level which was changing student choices e.g. the introduction of Linear A-levels, the phased removal of Applied A-levels, the ending of modular GCSEs and the introduction of a new 1-9 GCSE grading scale.

Members noted that:

- While the College was still predominantly an A Level college, more students were taking vocational courses instead of exclusively A Levels e.g. in response to the introduction of 'elective' courses during the transition from a 4 AS modular system to a core 3 A Level programme that the majority of students now followed;
- There had also been some changes to the curriculum offering at the College over the last two years due to changes in application trends, changes to the curriculum offerings of the exam boards, and the College's response to ensuring that its offering

was fit for purpose for the local need, including the addition of BTEC Applied Science, BTEC Performing Arts and BTEC Media Studies.

Members discussed the overall grade and contributing grades in the SAR, noting that the report concluded that the College was Good with Outstanding elements and that there was a need for improvement in under-performing areas, more outstanding teaching and learning and a more consistent and unified approach to move the College from Good to Outstanding.

The Committee considered the 10 areas identified for development in the QIP to make the College outstanding, which were: ensuring that there were clearly defined, articulated and embedded strategic priorities and targets for the College; developing a more consistent and rigorous approach to monitoring cross College progress at the college, course and student level; improving the consistency and rigor of tackling underperformance in a small number of curricular areas; developing the Teaching, Learning & Assessment (TLA) programme and the rigour of the Observation of Teaching, Learning & Assessment /Quality Assurance (OTLA/QA measures) ; further development of the study programmes offered to students to ensure that all were stretched and supported throughout their time and progressed onto positive destination; developing the attendance strategy to identify areas of concern and appropriate interventions; improving the consistency and quality of the provision of additional support and access to additional support including the library, study support areas and access to study skills; engaging parents and carers more in relation to student progress and attainment; improving the outcomes for students so that all were consistently achieving their aims and progressing onto positive destinations; developing a retention strategy to improve awareness of and headline measures of retention.

Members noted that each of the 10 areas for development in the QIP had been assigned to a lead SMT member.

The Committee agreed that an updated on progress against the SAR QIP should be presented to each Committee meeting.

Action: JAD/Clerk

The Committee noted that the SAR grade moderation process had been robust and that the 2017/18 SAR was comprehensive and useful to readers.

The Committee agreed to recommend the College's approved Self-Assessment Report (SAR) 2017/18 and Quality Improvement Plan (QIP), subject to minor typographical amendments, to the Corporation for ratification.

Action: JAD/Chair of C&Q

The Committee agreed that it would be useful for the Corporation to receive an update on progress against the SAR QIP during the academic year.

Action: JAD/Clerk

70.10 Retention quality improvement plan (QIP) 2018/19

Jamie Davies (Assistant Principal) presented the College's retention quality improvement plan (QIP) 2018/19.

Members noted that:

- The College's retention targets included exceeding national benchmarks for retention on all programmes including at least 90% for BTEC courses, developing a cross-college awareness of retention/Qualification Achievement Rate (QAR) measures/factors influencing the measures, developing college reporting processes to better inform stakeholders about retention patterns in year, ensuring a minimum of 1,951 students at the autumn term census date;
- The retention QIP 2018/19 was more operational when compared with the more strategic QIP included with the SAR;
- Progress against the plan had been RAG-rated in the retention QIP update report

presented to the Committee, with Green indicating that the action was on target and Blue indicating, in addition, completed actions;

- A small retention group met every 4-5 weeks to review progress against the plan;
- While there was good practice in relation to retention, this needed to be embedded throughout the College;
- The plan recognised that it was important to ensure that students who did leave the College went to positive destinations.

The Committee received the retention Quality Improvement Plan (QIP) update report for Nov. 2018 and agreed that an update on the retention QIP should be presented to the Feb. 2019 meeting of the Committee.

Action: JAD/Clerk

70.11 Annual complaints report (2018)

It was noted that the Committee reviewed annually a table showing formal complaints dealt with at a Principal level.

It was noted in response to members' questions that: most complaints were dealt with at an informal level; complaints could be from parents, students or others; the current table did not indicate the timescale within which complaints had been dealt with but the College's complaints procedure, including reporting, was currently being reviewed.

The Committee considered and received the complaints report for 2018 to date, noting that the table recorded 4 formal complaints dealt with at Principal level.

The Committee noted that the a comprehensive general complaints policy and procedure, included timescales for dealing with complaints, was being developed for future use, noting that the approved policy would be placed on the College website.

Action: Principal

70.13 Revised Policy for the Improvement of Performance in Learning

It was noted that: under Article of Government 3(b), the Corporation was responsible for approving the College's quality strategy i.e. the *Policy for the Improvement of Performance in Learning*; the responsibility was delegable but the Corporation had not currently delegated responsibility for approving the College's quality strategy; the policy was reviewed annually by the College and the C&Q Committee.

The Principal reported that College policies were currently being reviewed, including the possibility of producing an over-arching quality handbook.

Jamie Davies (Assistant Principal) presented the College's updated *Policy for the Improvement of Performance in Learning*. Members noted that proposed updating changes included: references to the Venn group of colleges, including the level at which information would be shared; the replacement of references to Analyse School Performance (ASP) with reference to Inspection Data Summary Report (ISDR); the removal of references to the ALIS value-added system; updated references to College fora, meetings, and reports, including ARC (attendance, retention and class size) reporting; the SMT review cycle for the College SAR.

The Committee agreed to recommend to the Corporation the College's updated Policy for the Improvement of Performance in Learning.

Action: Chair

70.14 2019/20 College prospectus

The Committee received, for information, the College's 2019/20 prospectus, noting that it was also available on the College website at: <https://wyke.ac.uk/download-a->

(Dina Lewis left the meeting).

Annex A: Committee matters

70.15 Committee matters: C&Q Performance Checklist & PIs

The Committee reviewed its 2017/18 performance checklist and performance indicators (PIs). Members noted that the Committee was fully compliant with its checklist and had met or exceeded its PIs with the following exceptions: the PIs for standing agenda items was 91% in 2017/18 against a target of 100%.

The Committee completed its review of its 2017/18 performance checklist and performance indicators (PIs).

70.16 Corporation annual self-assessment

It was noted that the C&Q Committee reviewed the Corporation's self-assessment questionnaire annually at its autumn term meeting, agreeing grades for recommendation to the Corporation. The Committee received the Corporation's draft self-assessment questionnaire table 2017/18, noting that the questionnaire was based on Ofsted's Common Inspection Framework (CIF) criteria for the effectiveness of leadership and management (in force from Sept. 2015).

The Committee agreed to approve draft grades for the Corporation's self-assessment questionnaire 2018/19 by e-mail for recommendation to the Corporation.

Action: Committee/Clerk

Annex B: Documents from outside bodies

70.17 Documents from the ESFA, SFCA, DfE & other outside bodies

The Committee received a BBC report dated 11 Oct. 2018 concerning a recent speech given by Ofsted Chief Inspector, Amanda Spielman, on proposed changes to the inspection framework, including the following new planned judgement headings: personal development, behaviour and attitudes, leadership and management.

The Committee noted that a consultation on the proposed new Ofsted inspection framework was expected early in 2019.

Action: JAD

Final matters

70.18 Any other business

There was no other business not already on the agenda.

70.19 Risk management – items identified at the meeting

The following risks were discussed: risks relating to the delivery of the quality improvement plan (QIP), noting that this was mitigated by review of the QIP by SMT and the C&Q Committee and that academic quality risks were also included in the risk register; risk relating to staffing cover was also included in the risk register.

It was noted that no new risks had been identified at the meeting.

70.20 Date of next meeting

The Committee was next scheduled to meeting on Tues 12 Feb. 2018 at 4.30pm.

Fiona Bagchi
Clerk to the Corporation

**CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 71 HELD ON TUESDAY 12 FEBRUARY 2019**

Present: Jackie Goodman (Chair), John Wilson (Vice-Chair), Jane Price (Committee member), Paul Britton (Principal & Committee member)

In attendance: Jamie Davies (Assistant Principal), Chris Herring (Assistant Principal), Julie Peaks (Vice-Principal)

Clerk: Fiona Bagchi

71.1 Apologies for absence & declarations of interests

Apologies were received from Dina Lewis (Committee member).

There were no declarations of interest.

Minutes & matters arising

71.2 Minutes of meeting 70 held on 27 Nov. 2018

The minutes of meeting 70 held on 27 Nov. 2018, including the confidential minutes, were approved.

71.3 Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

- 1 Reports on in-house behaviour management and curriculum areas which had shown improvement were on the agenda (70.4).
- 2 A report on how links with local employers and on the Gatsby careers benchmarks has been included in the 2017/18 work experience report which was on the agenda (70.4).
- 3 The minute of meeting 68 and 69 had been be amended, as agreed.
- 4 An update on the College's Self-Assessment Report (SAR) Quality Improvement Plan (QIP) was on the agenda and would be a standing agenda item for each C&Q Committee meeting (70.3. &70.5)
Action: JAD
- 5 Minor typographical amendments had been made to the 2017/18 SAR and QIP, as agreed. The Dec. 2018 Corporation meeting agreed to defer consideration of the approved SAR and QIP to its Jan. 2019 meeting, at which it was ratified (70.12).
- 6 It had been agreed that it would be useful for the Corporation to receive an update on progress against the SAR QIP during the academic year (70.12).
Action: Clerk/JAD

- 7 An update on the retention QIP was on the agenda (70.10).
- 8 The Feb. 2019 meeting of the Corporation's Personnel Committee had noted and reviewed the College's new general complaints policy and procedure, including timescales, and noted that it would be placed on the College website following the development of an online form (70.11).
- 9 The College's updated Policy for the Improvement of Performance in Learning had been approved at the Corporation's Dec. 2018 meeting (70.13).
- 10 Most draft grades for the Corporations' self-assessment (SA) questionnaire 2018/19 had been agreed by the Committee by e-mail for recommendation to the Corporation in Dec. 2018. Consideration of the grades for the remaining sections were on the agenda. The Dec. 2018 meeting of the Corporation deferred consideration of the SA questionnaire, which would be placed on the Mar. 2019 agenda, following agreement of remaining grades (70.16).

Action: Clerk
- 11 Details of Ofsted's consultation on the proposed new inspection framework were on the agenda (70.17).

Curriculum & quality issues

71.4 Curriculum plans report

Julie Peaks (Deputy Principal) presented the curriculum plans report, which was considered.

Members noted that:

- From Sept. 2019, the College would offer four level 3 pathways and four level 2 (Foundation) pathways for students enrolling in 2019;
- New courses included Level 2 BTEC Sport, CTEC Engineering and BTEC Dance (in addition to A Level dance);
- *[Confidential minute]*.

The Committee reviewed a table showing progress in relation to 10 courses which had been under review in 2018/19 i.e.

- *[Confidential minute]*.
- The reason for intervention in most cases was either a flat Alps value-added grade or a decline in Alps grades in 2017/18 *[confidential minute]*;
- All courses have had at least one external visit to a college either in the Venn or NorVlc groups and the Deputy Principal had met with course leaders at least each half term, with all subjects having undergone or due to undergo a mid-year review with an SMT member;
- All predictions after Christmas exams, except one, had showed an improvement in Alps grades for 2018/19 *[confidential minute]*; iNext steps included interventions having been put in place for those students underachieving (in all subjects), lunchtime support in place for every course (a minimum of 3 times a week), further learning walks / lesson observations, learner voice questionnaires and forums, final mock examinations in Mar 2019, Year 2 final consultation evening in Apr. 2019, master classes and revision planned for all during the Easter break and May half term, the Deputy Principal continuing half termly reviews.

It was noted in response to members' questions concerning courses which had shown a significant improvement in value-added grades that the Deputy Principal had confidence in the predictions *[confidential minute]*.

The Committee received a report on curriculum plans for 2019/18 and a progress report on subjects under review in 2018/19.

71.5 Report on curriculum areas showing improvement & how excellence is celebrated

The Committee considered various ways of celebrating excellence in curriculum areas showing improvement and agreed that personalised letters, jointly signed by the Principal and the Chair of the Corporation, should be sent out after the College's Self-Assessment Report moderation.

Action: PAB/Chair of Corp.

71.6 Report on Ofsted's new inspection regime

Jamie Davies (Assistant Principal) gave a report on consultation proposals relating to how Ofsted inspects schools, early years settings and further education and skills providers, to take effect from Sept. 2019. The following documents included with the agenda at item 71.16 were also noted in this context: Ofsted 'The education inspection framework - draft for consultation' (Jan. 2019); Ofsted 'Further education and skills inspection handbook - draft for consultation' (Jan. 2019); Ofsted 'Education inspection framework 2019: inspecting the substance of education – consultation document' (Jan. 2019).

Jamie Davies reported that:

- It was proposed that the current Common Inspection Framework (CIF) would be replaced by the Education Inspection Framework (EIF) from Sept. 2019;
- The proposed revised framework would focus inspection on what children learn through the curriculum, rather than over-reliance on performance data;
- The new framework would seek to tackle any 'narrowing' of the educational offer, and inspection would consider whether young people were being offered a rich curriculum which was taught well and led to them achieving their potential;
- When reviewing the quality of education, it was proposed that inspectors would look at intent, implementation and impact;
- The framework, which Ofsted emphasised was researched-based, would apply to all educational providers from primary to FE.

Members noted that the key proposals for consultation included:

- A new 'quality of education' judgement, with the curriculum at its heart
- Looking at outcomes in context and whether they were the result of a coherently planned curriculum, delivered well;
- No longer using schools' internal performance data as inspection evidence, to ensure inspection did not create unnecessary work for teachers
- Separate judgements about learners' 'personal development' and 'behaviour and attitudes';
- Extending on-site time for short inspections of Good schools to 2 days, to ensure inspectors had sufficient opportunity to gather evidence that a school remained Good;
- The 'leadership and management' judgement would remain, and would include looking at how leaders developed teachers and staff, while taking their workload and wellbeing into account;
- Inspectors would continue to make an overall effectiveness judgement about a provider;
- All judgements would still be awarded under the current 4-point grading scale
- The new framework built on Ofsted's existing expertise but marked a change in emphasis towards the substance of education.

It was noted in response to members' questions that:

- Inspectors would be interested in whether providers had an appropriate and balanced curriculum which led to student progression;
- Personal development, behaviour and welfare had been self-assessed by the College as Outstanding in the 2017-18 SAR, with reference to the current CIF;

- Leadership and management would be a sixth of the final judgement in the EIF;
- There would still be an inspection exemption for Outstanding providers under the new regime;
- Good providers would still need to provide initial evidence that they might be Outstanding during a 2-day inspection in order to have the inspection extended and a grade of Outstanding considered.

Jamie Davies reported that the College would be submitting a response to the consultation.

The Committee received the report and agreed that it should also be submitted to the Corporation to allow Corporation members to contribute towards the College's response, if they wished.

Action: Clerk

**71.7 College Self-Assessment Report (SAR) quality improvement plan (QIP) report and
71.8 Retention QIP report**

Jamie Davies presented the College's SAR QIP update and retention QIP update, noting that the latter was a more detailed and operational version of what was in the SAR QIP on retention. It was noted that the SAR update took account of Dec. 2018 reviews. The Committee noted that both QIPs were being closely monitored by the College.

Members noted that the tables were Red-Amber-Green (RAG) rated to show what progress had been made on actions, with completed actions shown as blue.

It was noted in response to members' questions on retention that:

- Following actions taken, the College expected a significant improvement in retention in 2018/19 compared to 2017/18 (i.e. from 79.9% for overall in 2017/18 to around 90% in 2018/19), with a further smaller improvement in 2019/20;
- The 2017/18 national benchmark for retention would not be available until Mar. 2019.

The Committee received the College's SAR QIP update and retention QIP update.

**71.9 Performance league tables and
71.10 Inspection Data Summary Reports (IDSR): initial report**

Jamie Davies (Assistant Principal) presented the Performance League Tables and Ofsted's Inspection Data Summary Reports (IDSR) initial report for 2017/18.

Members noted the following key accountability measures:

- Attainment (showing the average point score per entry, expressed as a grade and average points);
- Progress (the value added progress measure for academic and applied general qualifications was the main focus of the new accountability system);
- Retention (showing the proportion of students who are retained to the end of their main programme of study);
- English and Maths (showing the average change in grade separately for English and Maths at Level 2);
- Destinations (showing the percentage of students staying in education or employment for at least two terms in the year after completing 16 to 18 study - the report was lagged by two years).

Members noted that the Performance League Tables no longer included BTEC qualifications as the Government wished education institutions to move to T-Levels. Institutions did, however, still offer BTECs but outcomes were now no longer reported nationally.

Members considered Performance League Tables locally filtered by A Level value added which showed that Wyke students were averaging a C+, noting that EPQ had a slightly depressing effect on results.

Members noted that:

- The vision in the College's draft strategic plan included becoming the best sixth form college in the country in terms of progress i.e. for value-added;
- The College's A Level progress score was 0.08 (confidence interval 0.03 to 0.13) i.e. above average (about 17% of schools/colleges in England);
- *[confidential minute]*;
- Points per entry showed that, over the 3 years shown, entry scores for Wyke's applicants had improved.

Members considered Performance League Tables with reference to sixth form colleges nationally, noting that Wyke was in the middle third for progress.

Members noted that the measure relating to facilitating subjects (i.e. Mathematics and Further Mathematics, English Literature, Physics, Biology, Chemistry, Geography, History, Languages (Classical and Modern)) which was not to advantage of institutions which offered a broad curriculum like Wyke.

The Committee noted that the average prior attainment grade distribution showed that Wyke had a weaker cohort at Level 3 than was the case nationally. Members considered the slides showing progress with reference to different characteristics, noting that overall the progress was consistent with the following exceptions: there were some differences between advantaged and disadvantaged students and males with modest prior attainment were shown as under-achieving, which the College was reviewing.

The Committee noted that the College was performing well with reference to the Level 2 English and Maths measure but wished to improve further.

(John Wilson left the meeting).

Members considered the education/employment/training destination measures. It was noted in response to members' questions that the Sixth Form Colleges' Association (SFCA) used Higher Education Statistics Agency (HESA) destinations information to provide a sixth form college destinations measure, with the College either at or just above the SFCA average in the last 3 years.

The Committee received the Performance League Tables and Ofsted's Inspection Data Summary Reports (IDSR) initial report for 2017/18, agreeing that they should be presented to the Corporation.

Action: Clerk/JAD

71.11 UCAS & student destinations & careers strategy report

Chris Herring (Assistant Principal) presented the UCAS & student destinations & careers strategy report, which was considered.

Members noted that:

- The number of students applying to university in 2018 (609) was significantly lower than the number that applied in 2017 (746), primarily due to the reduction in the number of second years on roll (2017: 867 students, 2018:761 students);
- The actual percentage of the cohort that applied was, however, decreasing with 86% of the cohort applying to university in 2017 and 80% of the cohort applying in 2018 (78% currently in 2019);
- The number of students holding at least one offer made and the number of students accepting places had reduced, due to the reduction in roll, while the offer rate (percentage of applicants holding at least one offer on June 30 2018) and acceptance rate (percentage of applicants accepting an offer) increased slightly in 2018;
- The majority of the College's students progressed to higher education via their firm

- choice;
- There had been a reduction (-3%) in the number of conditional offers made during the 2018 cycle, and a 4% rise in the number of unconditional offers made;
- The College wished to encourage the highest aspiration in its students and therefore monitored applications and acceptances by tariff group;
- In 2018, 25.5% of students accepted a place at a Russell Group University, which was an increase of 1% from 2017;
- The College had set a target of 30% of its students attending a Russell Group university by 2020;
- Hull University remained the most popular choice for Wyke students, due to its locality and financial considerations;
- Psychology, law, sport, sociology and media were the most popular courses Wyke students opted for during the 2018 cycle;
- 9 students accepted an Oxbridge place and 9 students accepted a place on a Medical/Dentistry/Veterinary (MDV) course in 2018, which was a record number of students.

Members receive an interim report on the 2019 cycle, noting that:

- The College had sent 628 (626 prior to the UCAS external deadline) UCAS applications this year to date [*confidential minute*];
- 35 students (including 5 ex-students) had applied for early entry, with 17 of these students having applied to Oxbridge [*confidential minute*] and 19 having applied for an MDV course.

It was noted, in response to members' questions concerning the possible de-motivating effect on students of unconditional offers that:

- Most students received conditional offers but unconditional offers were an area of concern for the College, as there was evidence to show that students who held unconditional offers performed less well and the College was therefore closely monitoring this group throughout the current (2019) UCAS cycle.

Members noted that:

- 96% of students (including in-year leavers) had progressed into a positive destination (a 1% decrease from 2017):
- The College's target was 100% of students progressing into a positive destination;
- The College had developed a new careers' tracking system called 'Next Steps', designed to prompt a series of discussions between staff and students at various points of their College life and to allow the College to view students developing career choices and to offer targeted, individualised advice and guidance e.g. a first year careers' evening in June offering sessions on UCAS, Early Entry UCAS and non-UCAS routes.

It was noted in response to members' questions concerning applications for art, music and dance and drama courses that:

- Art students applied as late as possible to enable them to develop their portfolio;
- Music students applied through UCAS Conservatoires (formerly Conservatoires UK (CUKAS)), a specialised online admissions service which processed applications to the majority of undergraduate, postgraduate music, some dance and drama programmes at UK conservatoires.

It was agreed that future reports should include a section on art, music, dance and drama applications.

Action: CH

The Committee received the College's UCAS & student destinations & careers strategy report.

71.12 Work experience & employer engagement report, including Gatsby benchmarks report

Chris Herring (Assistant Principal) presented the work experience, employer engagement and Gatsby benchmark report.

Members noted that:

- The College's Work Experience Coordinator/Careers' Advisor, Vicky Riseham, had been in post for 2 years, with work placements for students having risen from 114 in 2015/16 to 320 in 2017/18;
- All whole programme vocational students (e.g. in Health & Social Care, Sport, IT/computing) were required to complete a work experience placement;
- Placements were scheduled during teacher training days or at the end of the summer term, during study periods (e.g. Wednesday afternoons) or, with authorisation from the Principal, took place during specific weeks e.g. medical, dentistry and veterinary placements and some industry placements;
- The majority of general placements were for students on non-vocational courses and were organised outside of their timetable;
- The College worked with over 250 employers in the local area;
- Employer engagement links included external speakers coming into the College every Friday to talk to students, with the talks advertised through tutorials and open to all students;
- The Next Steps system, implemented in 2018/19, allowed targeted, individualised advice and guidance to be given to students, including invitations to specific employer talks;
- Ex-students were invited in to talk to students about the industries for which they were now working;
- The College's Work Experience Coordinator/Careers' Advisor was co-ordinating the group of 176 students who had not applied for HE and was liaising with the tutorial team to ensure every student was supported;
- Events to support second year students who were not applying to HE included an industry evening on 27 March and a Careers' Fair on the 28 March 2019;
- With reference to the Government's T-levels pilot Capacity and Development Fund(CDF), 5 substantial work placements had been secured in health care and physiotherapy;
- College were planning to visit Greenhead Sixth Form College, where it was understood that every student either had an industry placement week or undertook an industry programme within college.

The Committee noted that the report arising from the use of the Compass assessment tool indicated that the College was Gatsby compliant, but with some more work to be done in relation to benchmark 6 (experience of workplaces) and benchmark 7 (encounters with apprenticeship, FE and HE providers), and was working towards the Careers' Quality Standard. It was noted that the deadline for Gatsby compliance was 2020

The Committee received the College's work experience, employer engagement and Gatsby benchmark report.

71.13 Behaviour management: presentation & policy

Chris Herring (Assistant Principal) presented the College's Behaviour Management Policy, for information, and gave a report on the new behaviour management monitoring system introduced in Sept. 2018.

Members noted that:

- Certain aspects of the College's behaviour management system had changed from the previous system, which had not been considered fully effective, with the former formal verbal warning issued by progress tutors having been replaced with two levels of departmental sanctions i.e. Level 1 (verbal and call home) and Level 2 (written and letter home);

- Beyond these departmental sanctions, requesting a Level 3 warning would trigger a case conference, which was a cross college meeting with student, parent, tutor and relevant teachers, which would either result in a formal College written warning or a de-escalation;
- The mid-year review of the new system indicated that it had given ownership and autonomy in relation to behaviour management to curriculum areas and that training sessions and workshops on the new system provided for staff had been successful;
- Further training sessions and workshops were planned for subject teachers, with further reviews of the system also planned.

It was noted in response to members' questions concerning the importance of parental involvement:

- That the College's parent portal had been improved and was now more used by parents;
- It was easy for parents to make contact with staff by using the parent portal.

The Committee received the College's Behaviour Management Policy and a report on the new behaviour management monitoring system introduced in Sept. 2018.

Committee matters

71.14 Corporation annual self-assessment

The Committee considered final grades for the Corporation's annual self-assessment report.

Members noted that:

- The Corporation's draft self-assessment questionnaire table 2017/18, which was based on Ofsted's Common Inspection Framework (CIF) criteria for the effectiveness of leadership & management, had been considered at the C&Q Committee's Nov. 2018 meeting;
- The questionnaire had been presented to the Dec. 2018 Corporation meeting, together with the College's 2017/18 Self-Assessment Report (SAR), with it being agreed that consideration of both should be deferred to a subsequent meeting;
- The Committee had considered grades for the various sections of the questionnaire at its Nov. 2018 meeting and by e-mail correspondence following the meeting, other than the grades noted below.

The Committee reviewed already agreed grades in the Corporation's annual self-assessment report and agreed grades for the sections in the questionnaire relating to British values, self-assessment, strategic planning, and challenge leaders. The Committee agreed to recommend the following grades to the Corporation: a grade of 2 (Good) in all cases with the following exceptions: Grades of 1 (Outstanding) was proposed for statement 5 (curriculum of appropriate breadth, depth & relevance), statement 10 (promotion of British values), and statement 11 (safeguarding), reflecting the grades approved by the Corporation when it ratified the College's 2017/18 Self-Assessment Report (SAR) in Jan. 2019.

Action: Clerk/Chair

Annexes A & B

- 71.15 (i) Agenda items 2-3 (minutes & action table)
(ii) Agenda items 7-8 (SAR QIP & retention QIP updates)**

It was noted that the above items had been considered earlier on the agenda.

Annex C: Documents/links from outside bodies

- 71.16 Documents/links from the ESFA, SFCA, DfE & other outside bodies**

The Committee received the following documents: Ofsted consultation on the revised inspection framework (Jan. 2019); DfE careers guidance for 6th form colleges (Oct.

2018).

Final matters

71.17 Any other business

There was no other business not already on the agenda.

71.18 Risk management – items identified at the meeting

Members discussed under this item whether the College had procedures in place to ensure that the appropriate proportion of students progressed to HE and that there was appropriate careers guidance for those who chose not to go onto HE, noting that reports received by the Committee appeared to indicate that this was the case.

The Committee identified the following new risk: Ofsted proposed new inspection framework.

Action: Clerk/TW

71.19 Date of next meeting

Members discussed the Committee's annual cycle of meetings, noting that Jamie Davies (Assistant Principal) considered that the Committee should retain 4 meetings annually, although noting also that a lot of DfE reports were published during the spring term (i.e. Jan. to Mar.) but that the Committee's fourth annual meeting was in June.

It was noted that the Committee was next due to meet on Thurs. 20 June 2019 at 4.30pm.

Fiona Bagchi
Clerk to the Corporation

**CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 72 HELD ON 20 JUNE 2019**

Present: Jackie Goodman (Chair), John Wilson, Jane Price (Vice-Chair), Paul Britton (Principal & Committee member)

In attendance: Jamie Davies (Assistant Principal)

Clerk: Fiona Bagchi

72.1 Apologies for absence

Committee members: apologies were received from Dina Lewis.

Senior managers: apologies were received from Julie Peaks (Deputy Principal), Chris Herring (Assistant Principal)

72.2 Declarations of interests

There were no declarations of interest.

Minutes & matters arising

72.3 3 (i) Minutes of meeting 71 held on 12 February 2019

The minutes of meeting 71 held on 12 February 2019 were received and approved.

3 (ii) Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

- 1 It had been agreed that an update on progress against the College's Self-Assessment Report (SAR) Quality Improvement Plan (QIP) should be presented to each Committee meeting from Feb. 2019. It was noted that an update on aspects of the SAR QIP was on the agenda.
- 2 It had been agreed that it would be useful for the Corporation to receive an update on progress against the SAR QIP during the 2018/19 academic year, noting that an update had been presented to the May 2019 Corporation meeting.
- 3 It was noted that the Dec. 2018 meeting of the Corporation had deferred consideration of the Corporation self-assessment questionnaire, with grades approved at its Mar. 2019 meeting.
- 4 It had been agreed that personalised letters, jointly signed by the Principal and the Chair of the Corporation, should be sent out after the College's Self-Assessment Report moderation from 2019/20.
Action: Clerk/Chair/PAB
- 5 A presentation on the Ofsted inspection consultation had been given to the Corporation in Mar. 2019, as agreed.

- 6 The performance league tables and Inspection Data Summary Report (ISDR) had been presented to the Mar. 2019 Corporation meeting, as agreed
- 7 The College's Universities and Colleges Admissions Service (UCAS) report to be presented to the Committee should include a report on art, music, dance and drama applications in future i.e. from Feb. 2020.

Action: CH

- 8 The Ofsted inspection framework had been identified as a new risk.

72.4 Amendment to minutes of meeting 70 held on Nov. 2018

The Clerk reported that: under section 14 (4) of the Instrument of Government 'No resolution of the members may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting'; the Curriculum & Quality (C&Q) Committee meeting had approved the minutes of C&Q Committee meeting 70 at its meeting on 12 Feb. 2019 but it had subsequently been noted that there was a typographical error in the membership list.

The Committee agreed to amend the membership list of the approved minutes of C&Q Committee meeting 70 held on 27 Nov. 2018.

Action: Clerk

72.5 Annual review of confidential minutes

The Committee considered confidential minutes arising from the meetings held between Feb. 2018 and Dec. 2018, agreeing that none should be released from confidentiality.

Curriculum & quality issues

72.6 Curriculum plans report

The Committee noted that the College's curriculum plans were unchanged from the report presented to the Feb. 2019 meeting of the Committee.

72.7 Teaching, Learning & Assessment (TLA) Quality Improvement Plan (QIP) update

Jamie Davies (Assistant Principal) presented the Teaching, Learning & Assessment (TLA) Quality Improvement Plan (QIP) update, which was considered.

Members noted that the TLA QIP table used a Red-Amber-Green (RAG) rating to show what progress had been made on actions, with completed actions shown as blue. It was noted that all actions were shown as completed or on track with the following exceptions:

- A termly Wyke TLA newsletter for all staff containing summaries of research of interest to post-16 teaching had not been implemented in 2018/19;
- A local Teachmeet in 2018/19 had been scheduled for the same evening as a College consultation event but a Venn Teachmeet was now part of the College calendar for 2019/20, with all teaching staff due to be released to attend.

It was noted in response to members' questions that:

- A termly Wyke TLA newsletter would be considered for future implementation;
- With reference to the Observation of Teaching Learning & Assessment (OTLA), a new observation process had been developed in 2018/19;
- Only 3 student assessments were required by the College in 2018/19, with other assessment timetabled and decided by Heads of Departments;
- Departmental homework and assessment policies and practice were recorded in the College's online 'Purple Folder' system and would be reviewed as part of Deep Dives to be undertaken in 2019/20;

- The TLA process for 2018/19 had been discussed during summer term 2018, with the Principal designate, Paul Britton, joining the discussion by video-link;
- With reference to the process to be used in 2019/20, each teaching staff member would have a development plan which would be scrutinised through the SMT structure;
- With reference to TLA reporting to the Committee, there would be less need for TLA as a discrete element from 2019/20, as there would be a whole College plan, with some elements reported to the C&Q Committee through the SAR QIP, with greater emphasis on particular areas of concern;
- With reference to the further development of the SAR process, processes linked to the new Educational Inspection Framework (EIF) would be put into place in 2019/20.

The Committee considered and received the Teaching, Learning & Assessment (TLA) Quality Improvement Plan (QIP) update.

72.8 Retention QIP update, including report on student withdrawals

Jamie Davies (Assistant Principal) presented the retention QIP update, which included a report on student withdrawals, which was considered, noting, in this context, retention issues arising from the QAR report to be considered at agenda item 9.

Members noted that the retention QIP table used a Red-Amber-Green (RAG) rating to show what progress had been made on actions, with completed actions shown as blue. It was noted that all actions were shown as completed or on track with the following exception:

- The possibility of offering short employability qualifications had not been investigated in 2018/19 to date but was currently planned to take place before Sept. 2019, following the appointment of an enrichment coordinator.

It was noted in response to members' questions that:

- The College had significantly improved its processes for the identification of student withdrawals and transfers;
- Students withdrew/undertook external transfers for a variety of reasons (e.g. to return to school, take up an apprenticeship, take up employment, suspend their studies for ill-health reasons), with no trend being discerned with reference to particular courses;
- With reference to students who travelled longer distances to the College, it was noted that transport arrangements/timetables were explained to students at application and no College buses picked up students earlier than 7.30am, with transport issues not appearing to be a particular issue in relation to student withdrawals;
- The College remained committed to ensuring that students were placed on the right courses for them as individuals, with student guidance now seen as something that took place over an extended period during the autumn term rather than something which took place during the formal enrolment and induction period;
- Short employability qualifications (e.g. CV development) included BTEC Level 1 and 2 qualifications and could be of particular value to students who withdrew from the College after a short period of study;
- With reference to 2-year linear A Levels and retention, information provided to students had been updated to reinforce the message that students were on 2 year programmes and this strategy appeared to have been successful.

The Committee considered and received the retention QIP update, including a report on student withdrawals.

72.9 Qualification Achievement Rate (QAR) report

Jamie Davies (Assistant Principal) presented the Qualification Achievement Rate (QAR) report, which was considered.

Members noted that: the report dealt with enrolments to qualifications rather than the number of individual students enrolled; as the report related to 2017/18, it could not be used by the

College for improvement purposes e.g. the retention action plan considered at item 7 above had been developed at the start of the 2018/19 academic year with reference to retention in 2017/18; QAR results were used by Ofsted at inspection.

The Committee considered overall achievement, retention and pass rates, noting that the formula used in the QAR to calculate colleges' achievement rate was retention x pass rate = achievement rate. The following QAR reports were noted, in particular, in discussion:

- The College overall achievement rate of 80.4% for students aged 16-18 in 2017/18 had been below the provider type and national benchmarks (84.1% and 82.1% respectively), mainly as a result of the College's lower retention rate;
- The College' overall retention rate of 81.4% for students aged 16-18 in 2017/18 had been below the provider type and national benchmarks (88.3% and 89.5% respectively);
- The College's overall pass rate of 98.8% for students aged 16-18 in 2017/18 had been above the provider type and national benchmarks (95.2% and 91.6% respectively);
- The College's overall pass rate for students aged 19+ had been 100% in 2017/18 but the overall retention and achievement rates had been significantly below the provider and national benchmarks, noting that this was due to the low number of students aged 19+ at the College i.e. the College had had 5 students aged 19+ in 2017/18, with 2 not being retained;
- With reference to retention data broken down by departments, it was noted that some departments performed better than benchmark, noting actions being taken where departments were below benchmark;
- With reference to retention in relation to equality and diversity data, it was noted that male students had lower retention than female students.

Jamie Davies (Assistant Principal) demonstrated, for information, the College's ARC report, which provided live data on attendance, retention and class size. Members noted the high benchmarks set for individual areas and improvements made in-year e.g. an improvement in attendance during the year as a result of actions taken by the College's pastoral team. It was noted in response to members' questions: concerning the possible effect of staff absence on student results, that it was possible to interrogate ARC on staff absence but the College did not in general have a problem with long-term sickness absence; the average class size was 20 students, with some Extended Project Qualification (EPQ) classes having 12/13 students.

Jamie Davies (Assistant Principal) presented, for information, the student numbers and funding report which was presented at each Finance & General Purposes (F&GP) Committee meeting, noting that the latest report showed that the College had been more successful at retaining individual students in 2018/19 than in 2017/18.

Members noted actions being planned to bring about improvements in retention for 2019/20 e.g. the development of specific departmental retention quality improvement plans; as noted when discussing the 2018/19 retention QIP, ensuring that students were on the right courses by ensuring that guidance took place over an extended period during the autumn term rather than being something which took place during the formal enrolment and induction period.

The Committee considered and received the Qualification Achievement Rate (QAR) report.

72.10 Inspection Data Summary Reports (IDSR)

Jamie Davies (Assistant Principal) presented the final version of the Inspection Data Summary Report (IDSR), which was considered.

It was noted that the IDSR included the following key accountability measures: Attainment (showing the average point score per entry, expressed as a grade and average points); Progress (the value added progress measure for academic and applied general qualifications

was the main focus of the new accountability system); Retention (showing the proportion of students who are retained to the end of their main programme of study); English and Maths (showing the average change in grade separately for English and Maths at Level 2); Destinations (showing the percentage of students staying in education or employment for at least two terms in the year after completing 16 to 18 study, with the report lagged by two years). Members noted that the Performance League Tables no longer included BTEC qualifications as the Government wished education institutions to move to T-Levels.

It was noted that the Committee had reviewed the interim Inspection Data Summary Report (IDSR) for 2017/18 at its Feb. 2019 meeting, with progress measures in the final version unchanged from the interim version. Members considered and discussed the new data on retention included in the final version of the report, noting that:

- The retention tables on page 13 of the report showed that the College's overall A Level retention data, retention data for those returning for a second year and data for those retained and assessed was just below the national figures;
- Data for Applied General qualifications on page 13 related only to one course (applied criminology);
- On page 14 of report, the male retention at A Level was shown as slightly below that for female retention;
- Progress scores for Maths and English at Level 2 were above the national figures.

The Committee considered and received the Inspection Data Summary Reports (IDSR).

72.11 Listening to Learners report

Jamie Davies (Assistant Principal) presented the Listening to Learners report, including Parent Voice report, which was considered.

The Committee noted that the Learner Voice (including Pastoral and Parent Voice) collection process had changed in 2018/19, with a move from the College's in-house system, which included more qualitative questions on feedback/assessment/course delivery, to use of the QDP online questionnaire software, which provided a more quantifiable measure while still providing the opportunity for free comments.

It was noted that use of the QDP system had provided:

- A significant amount of data collected in relation to student feedback on curriculum and pastoral matters;
- Benchmarking against the results of the other sixth form colleges which used it;
- in-year comparisons, including 'distance travelled' by areas between collection points;
- The ability to analyse outcomes at College/departmental/individual staff member levels.

Members noted that the key learner voice elements used by the College in 2018/19 included:

- 2 formal learner voice windows paired with departmental forums;
- The fourth year of collecting parent voice through a questionnaire on the parent portal;
- Pastoral learner voice considering College-wide issues raised by students and student focus groups;
- The enrolment/induction questionnaire;
- Embedded learner voice within departments;
- Learner voice forums with subjects under review.

The Committee noted that: the 7 curriculum learner voice had taken place in Nov. 2018 and Mar. 2019 (with both having response rates above 75%), pastoral learner voice in Jan. 2019 and parent voice in Feb. 2019; focus forums had taken place following each learner voice period; learner voice had become an embedded part of Assistant Principal/Head of Subject curriculum review meetings (Jan. and end of year) and allowed actions to be taken in-year where necessary.

It was noted in response to members' questions that: the wording of questions could be changed if necessary (e.g. 'VLE' in the Nov. 2018 questionnaire had been changed to the more familiar 'Moodle' in the Mar. 2019 questionnaire, which had resulted in an improved response rate); with reference to 'distance travelled', all curriculum learner voice measures had shown improvement; in 2019/20, pastoral voice would be conducted twice in the year and paired with pastoral forums (to align with the curriculum learner voice process); the score for learners recommending the College was higher than the score for enjoying being at the College, which would be reviewed in 2019/20 e.g. through questions in pastoral voice forums; other actions for 2019/20 would include Principal forums following each learner voice window, parent voice to be conducted twice a year, and the College's online 'Purple Folders system being further refined to allow departments to record their responses to learner voice feedback.

Members noted that the analysis of comments from the parent voice questionnaire had included issues relating to transport and students having big gaps in their timetables, which the College had been able to address.

The Committee considered and received the Listening to Learners report.

Committee & governance matters

72.12 Checklist of items required to be published on website

The Clerk reported that:

- During summer term 2018, the C&Q Committee had reviewed the development of a checklist of items where there was a mandatory requirement for information/documents to be published/placed on the College website (e.g. a Department for Education (DfE), an Education & Skills Funding Agency (ESFA), or other legal requirement), considering the checklist with particular reference to curriculum and quality items;
- The mandatory checklist for 2018/19 had been further developed to include all items included in the DfE Guidance *What academies, free schools and colleges should publish*, with other changes for 2018/19 including the provision of a link in the 'Information to be published column' on where the requirement to publish could be found and the development of a checklist of items which the DfE recommended/encouraged colleges to place on their websites but where publication on the website was not mandatory.
- The full draft checklist for 2018/19 had been reviewed by the Audit Committee at its June 2019 meeting and extracts relating to HR items had been considered by the June 2019 Personnel Committee meeting.

The Committee considered the draft 2018/19 checklists of mandatory and non-mandatory items to be placed/published on the College website, with particular reference to curriculum & quality matters, noting:

- General areas which required updating for 2019/20;
- With reference to non-mandatory website item A (admissions information published on the website) that the College did not give priority to applications from pupils enrolled at particular schools;
- With reference to mandatory website item 9, that the College used the Gatsby benchmarks to measure the impact of the careers programme although this information was not currently on the website;
- The final version of the checklist would be presented to the Dec. 2019 Audit Committee meeting.

Action: Clerk/JAD/CH

The Committee completed its review of the College's checklist of items published on website.

72.13 Review Committee terms of reference

The Committee completed its annual review of its terms of reference agreeing one minor updating amendment to the Committee's terms of reference i.e. the replacement of 'Vice-Principal (Curriculum)' with 'Deputy Principal'.

The Committee approved a minor updating amendment to its terms of reference for recommendation to the Corporation.

Action: Clerk/Chair

72.14 Report on development of 2019/20 standing agenda item list

The Committee undertook its annual review of its standing agenda item list.

The Committee agreed an initial revised standing agenda item list for 2019/20 for recommendation to the Corporation, agreeing to report to the Corporation that the effectiveness of the list would continue to be reviewed during the year and that it should therefore be considered as a working document.

Action: Clerk/Chair/JAD

72.15 Corporation's annual self-assessment 2018/19

The Committee noted that Corporation self-assessment for 2018/19 would be considered by the Governance Working Group at its meeting on 25 June 2019.

Action: Clerk

Annexes A & B

72.16-18 *It was noted that agenda items 3-5 (minutes/action table/confidential minutes) had been considered earlier on the agenda and that agenda item 18 (Charter monitoring report) would be considered at agenda item 20.*

It was noted with reference to OLTA/TLA reporting that this had been reviewed as part of the Teaching, Learning & Assessment (TLA) Quality Improvement Plan (QIP) update which had been considered at agenda item 7.

Annex C: Documents/links from outside bodies

72.19 Documents/links from the DfE, ESFA, SFCA, & other outside bodies

The Committee noted that the Ofsted FE & Skills Inspection Handbook (May 2019) was available for information at:

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>:

Deferred items

72.20 *It was noted that presentation of the following item had been deferred: charter monitoring report.*

Action: Clerk

Final matters

72.21 *Any other business*

There was no other business.

72.22 *Risk management – items identified at the meeting*

No new risks were identified at the meeting.

72.23 *Date of next year's meeting*

It was noted that meeting dates for 2019/20 would be e-mailed to members and would take into account proposed changes to the Committee's standing agenda item list for 2019/20.

Action: Clerk/JAD

Fiona Bagchi
Clerk to the Corporation