

**MINUTES OF THE MEETING OF THE
QUALITY & CURRICULUM COMMITTEE
held on Tuesday 26th June 2018 at 4.15 p.m.**

Present: Mrs. Sally Bromley (Principal), Dr Melaine Coward (Governor), Mr Reuben Crawford Clarke (Student Governor), Ms Jazmin Demjan (Student Governor), Mr Thom Hodson (Governor), Dr Grant Powell (Governor), Dr David Skipp (Governor),

Apologies received: Mrs. Rebecca Aylett (Parent Governor), Canon Guy Bridgewater (Governor), Mr. Roger Raymond (Staff Governor)

In attendance: Ms Andrea John (Assistant Principal - Student Support), Mr Dan Lodge (Vice Principal – Curriculum and Quality), Mr Steve Martell (Deputy Principal), Mrs. Helen Mayer-Dean, Ms. N Whitehead (Clerk)

Chair: Dr David Skipp

The Chair welcomed the two student governors to their first meeting.

Members were content with the Chair's proposed consent items under Agenda item 7i and those items which merited particular attention – most notably the Safeguarding reports, QIP update and survey results.

1. **Declarations of interests:** None
2. **Minutes of the meeting held on 27th February 2018** were approved.
3. **Matters Arising**

Item 3 (GDPR): The Deputy Principal confirmed that permission to provide access to MyStudent was for two years but there was an opportunity to withdraw consent following discussion with the Head of House.

4. **Safeguarding policy updates and Annual Report 2017-**
Papers: Safeguarding, Safer Recruitment and Child Protection Policies; Safeguarding Annual Report 2018; SEND and Counselling & Well-being Reports 17-18,

i) Safeguarding Policies

Members noted the relatively minor changes to the policies (reflecting staff changes and updates in statutory guidance documents and changes to West Sussex County Council terminology) and that a further update would be necessary for early September following further new guidance which was expected to impact also on procedures. The Disability Statement had also been updated to reflect developments to services and the college estate to provide enhanced access for students with disabilities.

Recommendation: That the Governing Body approve the revised Safeguarding Policy at its next meeting in July.

Resolved: Members approved the changes to the Child Protection and Safer Recruitment policies.

ii) Safeguarding Annual report 2018

Members noted the summary of developments in terms of lead personnel, services and practice during the year and overview of activity/significant incidents. No significant in-year problems with the management of safeguarding referrals had arisen over the year. The Safeguarding Group had been disbanded as it had been found to be too broad in nature and insufficiently responsive when meeting only once a term. Weekly meetings of the Safeguarding Team continued and there were regular safeguarding items on the agendas of the Tutorial Committee, Support Staff Managers and Wellbeing Team.

Having taken up her SMT post in January including that of the Designated Senior Leader (DSL) for safeguarding, the AP explained that she and her deputy DSL (DDSL), had undertaken a wealth of training and sought to deepen their understanding of referral processes to WSCC commissioned services including; the Integrated Prevention Earliest Help (IPEH) Hub, the Child and Adolescent Mental Health Service (CAMHS), the Multi-Agency Safeguarding Hub (MASH) and Youth Emotional Support (YES). This had been challenging but was beginning to pay-off in more efficient communications and successful referrals. Indeed that morning they had had a constructive meeting with IPEH who aimed to bridge the gap between low-level issues and CAMHS. Forging such relationships helped develop a network of support and guidance even where the formal services were hard to secure. Supporting students who had recently turned 18 (or were about to) continued to be a challenge as the 'bridge' between services for young people and adult provision was very weak. The College was also keen to build its relationship with its feeder schools for mutual benefit with particular attention to the support to young men in Years 10 and 11, and most notably where they were not attending school.

In response to questions on the number and nature of referrals, the Assistant Principal (AP) explained that, from her start in January, there had been a referral of a serious kind every week, though not necessarily one requiring the support of external services. Her impression was that fewer external services with more capacity would be useful. There had certainly been a growth in serious mental health issues and the Wellbeing Report gave some quantitative data. As systems developed, she would seek to provide more such data in future reports whilst ensuring confidentiality as appropriate. **(Action: AP)**

iv) Counselling and Well-being and SEND reports

As DDSL and Head of Learning Support, Mrs Mayer-Dean, invited comments on the individual reports on SEND and Counselling. She explained that the mental health White Paper was eagerly awaited but that the team needed to crack on in the meantime. The Counselling & Wellbeing report showed an increase in the number of cases of acute mental health issues - a suicide warning or attempt (MEN 1) but most notably in serious mental health issues such as self-harm or an eating disorder (MEN 2) which had almost doubled on the past two years. These students were likely to require interventions from external agencies but lack of access meant that many students looked to the College for in-house support.

In response the College was seeking to develop strategies to help students and measure demand. These included .b Mindfulness support, counselling and drop-in clinics. The latter had been held twice weekly and seen some quite serious cases so the College would now be offering four a week with one focussing on anxiety. Such creativity and adaptability of services was seen as key. A further example could be seen in the flexibility shown to a daytime student with an EHCP who was also accessing Adult Ed classes. WSCC had accepted the College's offer letter which superseded the EHCP. Nevertheless, the small team felt that they were at the edge of the

acceptable threshold of what they could do with 1 in 10 students displaying serious mental health issues when the expectation might have been to see these at a lower level (MEN3). Asked about the classification of students, the DDSL explained that the team felt reliant on and duty bound to respond to the information given to help mitigate risk but could clearly not bring experience as mental health professionals. Members recognised the very thorough response and asked if this did however then create issues during the long summer holidays in particular. The DDSL responded that any break in the college routines was difficult but that they were conscious of anxiety over exam results and returning to college after the summer break. As such there was online support through the Study skills and Wellbeing VLE with signposts to wider services. Students at risk of suicide had agreed safety plans and parents were involved unless not wanted by the student.

Further questions explored the arrangements in the feeder schools and scope for further liaison as well as a student governor concern around students who did not come forward. In such instances the DDSL explained that a member of staff or friend might disclose a concern which the team would follow-up. Staff were vigilant as to potential markers such as drops in attendance or performance or changes in appearance but also needed to respect the wishes of each individual. The support of the Mercers' Company was acknowledged which had allowed for the training on .b and participation in their wider research project with the Anna Freud research. An interim report on the latter was awaited in the autumn term with one year of research yet to go.

Members commented on the comprehensive systems and considerable efforts of the staff to support students. The HE governor expressed no surprise at the figures given her own experience of students on health-related courses who showed some of the highest incidence of mental health issues across university courses. At her own university all first year students were offered a mentor and supported through WhatsApp groups. A coherent approach was welcomed to help students throughout their educational path. Her offer to explore with the AP whether there was any scope for undergraduate and/ or postgraduate mental health student nurses to have placements at the College was welcomed. **(Action: AP and Safeguarding link governor)**

[16.52 Mrs Mayer-Dean left the meeting].

5. **Quality Improvement Plan (QIP)**

Papers: College QIP Review Executive Summary June 18 and full QIP update

a) **Summer Update**

The Vice Principal (VP) explained that the update was intended to enable the Q&C Committee to monitor progress on the key actions underpinning the College's five strategic aims. The QIP had been thoroughly reviewed by SMT and all actions were progressing well. Following discussion at the last meeting, the executive summary used a coloured rating system to highlight levels of progress and then, as with the review in February, highlighted some key cross-college actions that covered multiple targets in the key areas of studentship, raising achievement and broadening the use of ILT.

In terms of studentship, the new Effort grades 1-4 had been used for a second time in March PEARs and staff were very positive about the recalibration of expectations. The AP had developed new Action Plans in consultation with pastoral and curriculum managers that were being launched to staff during INSET in June. The intention was that parents would be able to see these in MyStudent from September. Curriculum areas had started developing key VESPA materials with complete implementation due by the end of the month. These activities were closely linked to further initiatives to raise achievement. For example, the increased reporting to

parents on attendance had already yielded an improvement, particularly since the introduction of letters home. Improved attendance could be expected to impact on results in due course.

Members welcomed the coherent set of measures to help students fulfil their potential, asking however how students coped with this rigour in a short space of time. The VP explained that the students were supported from the start with 'Ready to Learn' coaching and monitored to assess the ease with which they were managing their transition to sixth form. The action plans being piloted were intended to help those who took longer to adapt. The measures would also be, at least in part, familiar from school monitoring. Collyer's was seeking to strengthen its relationship with parents whilst retaining its emphasis on student self-management.

In respect of ILT, the VP explained that the new ILT Steering Group, set up to support the Digital Strategy Group, had considered a wide range of possible ILT initiatives, settling on Microsoft Apps such as Teams, Forms, OneDrive, OneNote and OfficeMix. External staff would be working alongside our IT technicians in training teaching staff with inevitable challenges in addressing different levels of ILT experience. Support staff were also keen to follow-up the potential of these packages. There had also been a whole-college launch of HE and progression website Unifrog. The student governors commented that working through Unifrog together in tutor groups had been very helpful whilst allowing students to pursue avenues specific to each of them both in terms of university choice and wider career planning. Students found it very accessible in its ease of use and lively presentation. The DP added that the package was considered good value in providing long term support to students as well as a vehicle for staff to monitor tutees and pursue subject interests. The College would be monitoring its further potential whilst not wishing to duplicate services already available from UCAS. The remit and structure of ILT Steering Group would also be reviewed at the end of the year.

Turning to further detailed QIP targets, the VP reported that the vast majority had been achieved with those that were not almost all well in-hand and on track to be achieved by the set deadline. Overall a very significant amount of work had been undertaken in all areas, with several initiatives launched in addition to those anticipated in the QIP agreed in December. Asked whether the aim would be to achieve a '1' (Achieved with evidence) against every target, the VP agreed, commenting that there would be further progress by the end of term (with for example, an Inset Day on 16th July covering several items) and that in several areas the action had been completed but the evidence of its effectiveness would not be clear until the exam results in the summer. Some actions would be ongoing.

Members welcomed the executive summary with its clear presentation, whilst commenting that it had still been useful to refer back to the full QIP document for context. They suggested that 'no longer relevant' might be categorised separately from 'Not started or on track or removed' and a little more detail given on those targets which were outstanding.

b) Plans for 18/19

Looking forward, the VP outlined his plans for 18/19, which were to combine the SAR and QIP with the emphasis on the current Part One to make the document more succinct. Following discussion with the Chair, he proposed to keep the faculty data tables in the top-level document. Parts 2 and 3 would still exist and be examined during the self-assessment process. It was hoped this would assist governors in honing their scrutiny of the key challenges for the college, assisted further by new strategic faculty SAR meetings with governor involvement (following the usual subject SAR meetings to which governors would still be welcome). Members welcomed the VP's ideas on the understanding that key issues arising at the faculty and cross-college level would feature in the top-level document so that there was no risk of losing sight of important matters.

6. T Levels

The VP explained that Collyer's would be one of the first 52 institutions to be allowed to run T levels when they launched in September 2020. The College would develop and deliver 'Education and Childcare' (very similar to the existing Childcare CACHE qualification) and 'Digital (Digital Production, Design and Development)' (with broad similarities to the existing single and double BTECs in IT). A short PowerPoint presentation covered an overview of T Levels and how the college intended to plan for their launch.

Members noted the clear Government commitment to T Levels (Technical Levels) which constituted one half of the technical pathway, alongside apprenticeships, as an alternative to the academic A level route. Including core and occupational content and a significant work placement, they were intended to prepare learners for skilled occupations or further study. All pathways were to be launched by 2024.

Members explored the implications including student choice, work placements and additional costs. A full understanding was yet to emerge particularly in relation to university progression. Whilst T levels were intended as an alternative route, take-up could be stifled if an HE pathway were not available. Student choice could be further impacted if the BTEC qualification were to go as part of the Government's intention to avoid duplication. This could remove also the choice of mixed packages for students who would be forced down a wholly A level route which might not be in their best interests.

High value industry placements, the successful completion of which would be essential to the qualification, would be a key challenge to address. The College would therefore be keen to develop a dialogue with institutions who could help, including the development of content. So far it appeared that there had been significant industry input to the new qualification but HE had largely been out of the loop although some HE courses were highly vocational, e.g. with Nursing relying on BTEC students for half of their intake **(Action: HE/Safeguarding Governor to discuss with her Admissions team whether there might be any interest in e.g. a Health and Science pathway.)**

On funding, there appeared to be acknowledgement by the Government that such technical courses might involve more contact hours and capital costs e.g. for specialist equipment. To enable effective set-up, it would be crucial to gain a commitment to in-year rather than lagged funding. On marketing, DfE and the ESFA were in the process of gathering views on the way forward. Collyer's would be starting to market their proposed courses to current Years 8 and 9. Given the potential turbulence from T levels for example in additional workload and impact on enrolments (with about a quarter of Collyer's students following BTEC courses), these were recognised as a risk in the College's latest risk register. They were however also an opportunity to complement the College's Employability programme and be responsive to student demand. Members thanked the VP for this succinct but comprehensive brief and requested a further update at the next meeting. **(Action: VP).**

7. Social Media Policy

Paper: Social Media Policy

Members noted the minor changes to the policy, to include reference to the Data Protection Act 2018 and GDPR, as part of the three-yearly review.

Resolved: The Quality and Curriculum Policy approved the revisions to the Social Media Policy.

8. **Staff Cover Policy**

Paper: Staff Cover Policy

The VP explained that this new policy comprised procedures that had been developed and implemented around three years ago. In order to ensure consistency of approach across faculties and clarity as to minimum expectations, the procedures had been elevated to a published policy that parents and students would be able to access on the college website. The policy had been reviewed by the Curriculum Committee, SMT and the Staff Management Consultation Group.

Members recognised that cover arrangements for sixth form students were an issue across the sector, noting that, contrary perhaps to perceptions, a cancelled lesson was a rare event. Planned absences enabled appropriate arrangements to be made. With unplanned absences, Collyer's clear aim was for all lessons to be started by a member of staff and work set. In discussion, members questioned whether the policy should be more prescriptive in tone but appreciated that the ability to cover, for example small subject areas, varied across faculties. The student governors commented that, in their experience, whilst occasionally frustrating particularly if a student had a long journey, cover was not a significant concern, with work generally set and followed up. Members accepted therefore that, for the time being at least, there should be ongoing monitoring and review.

Recommendation: That the Governing Body approve the Staff Cover Policy at their next meeting.

9. **KPIs**

Paper: Key Performance Indicators 2017-18

The Principal explained that, with 1599 applicants by end April, the prospects for 2018/19 enrolment were good in spite of a local demographic dip. The target was for 1960 students including internationals, *en route* to the target of 2000 by 2020. The College would be seeking CIF funding for a new GB2 to accommodate such growth.

Following a drop in retention in 2016/17, the SMT had reviewed the data and now included the ILR retention tables in the KPIs in order to demonstrate the impact of any student losses on the retention factor included in the ESFA's funding formula. For 2018/19 the factor would be 0.968 based on retention in 16/17. Going forward she would hope to raise this. A retention factor of 0.974 from 17/18 retention would impact on funding in 2019/20. The finance table showed that the College continued in very good financial health.

10. **Stakeholder Survey Results 2018**

Papers: Student evaluations executive summary 2017/18; Staff Survey on Support Services

i) **Students surveys**

The VP reported on the approach to the surveys including consistent questions for tracking purposes in respect of the Subject, Tutorial and Support surveys. An additional area had been added to include Study Support for all students. In follow-up, the survey results were reviewed by each individual manager and key improvements included in SARs and QIPs as well as reflected in 'you said we did' information. Results were also reviewed by SMT and the Q&C and F&GP committees.

In terms of results, the VP drew attention to the modest reduction in response rate to the subject and tutorial surveys to just below 90% but over 10% increase in the Support survey response

where the interface had been made more intuitive. Overall satisfaction remained consistently high. Analysis of very high levels of satisfaction showed a particularly positive trend in the Subject and Tutorial surveys with the latter having increased nearly nine percentage points over the past three years driven by a review of the tutorial programme content and greater consistency of tutor delivery. The staff survey results generally showed an increase in high and most notably very high satisfaction levels (though potentially more volatile) with a few areas of note to be pursued such as IT Support and Catering which had been discussed further in a focus group.

Members commented on the very high response rate and balance to be struck in encouraging responses given the importance of student access to the much-valued MyProgress. They welcomed the greater consistency of high and very high levels of satisfaction across faculties with three having improved. The marked improvement in satisfaction with tutorial was particularly noteworthy given that this was a challenging area to turn around and demonstrated the impact of the considerable efforts to boost studentship. Inevitably, and indeed intentionally, the survey had invited critical comments but members welcomed the constructive response of, for example, the catering staff in seeking to meet expectations and demand both in terms of the food offered and environmentally friendly containers.

Members noted that the Principal would be sending an e-mail 'Pulse' survey to parents before the end of term covering SEND (not previously covered in the biennial survey) and MyStudent where she was keen better to understand its use following now high levels of sign-up. The next full survey would take place in March 2019.

11. External Quality Reviews

Papers: EQRs for Business and Economics, and Geography

The VP reported that the most recent EQRs once again corroborated the College's own self-assessment of these curriculum areas. Members commented on the particularly positive impression of students' personal development, behaviour and welfare in the Geography report where no areas for improvement had been identified. In response to questions, the VP explained that the Collyer's staff who undertook such reviews were rotated so as to retain experience whilst bringing in new staff. In the light of consistently strong subject reviews, the EQRs in 2018/19 would focus on the cross-college themes of high grades and BTECs.

12. Provider Access Policy

Paper: Provider Access Policy

The Deputy Principal tabled a new Provider Access Policy in response to a statutory requirement for this to be displayed on the website by 1st September 2018 for the attention of any employers and providers who would like to speak to Collyer's students. The policy was consistent with those across all schools and colleges and complied with the Gatsby Benchmark requirements. In view of the timing constraints, members were content to endorse the policy subject to any further feedback prior to submission to the Governing Body on 10th July.

Recommendation: That the Governing Body approve the Provider Access Policy at their next meeting and its future delegation to SMT.

13. Governance Quality Framework: Committee Annual Assessment

Paper: Committee Annual Self-Assessment Questionnaire and Terms of Reference

Members were content with the operation of the committee, its new membership over the past year and the information provided.

14. Date of the next meeting: 28th November 2018 (provisional).

Meeting ended at 6.52 p.m.

Chairman

Date

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