

**MINUTES OF THE MEETING OF THE
QUALITY & CURRICULUM COMMITTEE
held on Wednesday 28th November 2018 at 4.30 p.m.**

Present: Mrs. Sally Bromley (Principal), Ms Melaine Coward (Governor), Mr Reuben Crawford Clarke (Student Governor), Ms Jazmin Demjan (Student Governor), Dr Grant Powell (Governor), Mr Roger Raymond (Staff Governor), Dr David Skipp (Chair of Governors)

Apologies received: Mrs. Rebecca Aylett (Parent Governor), Mr Thom Hodson (Governor)

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

Chair: Dr David Skipp

1. Declarations of interest: There were no declarations of interest.

2. Minutes of the meeting held on 26th June were approved.

3. Matters Arising

Item 4: The Assistant Principal (AP) confirmed that she had held a useful introductory meeting with the HE/Safeguarding governor regarding safeguarding and mental health. They had discussed the potential for 2-4 week placements by Surrey mental health nursing undergraduates at times which would be of benefit to both Collyer's and the students whilst avoiding busy nursing course milestones. It was hoped to set up appropriate participation for the New Year such as working with the Student Services and Learning Support teams to signpost support and discuss coping strategies. There was scope for the students to underpin the counselling services which tended to be increasingly busy in the Spring Term as exams approached. As such the undergraduates might be able to facilitate the expansion of academic anxiety workshops and the often related study skills drop-in sessions.

Item 6: The HE/ Safeguarding governor reported that she had raised the issue of T levels with her Marketing, Recruitment and Admissions team and that there was no interest at present in a Health and Science T level pathway. The Vice Principal (VP) confirmed that discussions with the DfE suggested little university buy-in at the current time and that colleges were therefore encouraged to approach universities.

4. Examinations Review of Marking Report

Paper: Examinations Review of Marking Report

The Principal reported on the College's actions on exam marking following discussion with governors the previous year. In 2018 the VP had targeted students who had underachieved particularly at the top grades and encouraged Heads of Subject to contact students to request reviews of marking. As a result there had been an increase in requests for Normal Review of Marking at A level (112 up from 73 requests in 2017). Whilst 25 students were upgraded by 1 grade (23 in 2017), this constituted a smaller proportion of the enquiries. There had been 1 request for Normal Review of Marking at AS level with a successful result. There were 7 requests for Normal Review of Marking at GCSE level (16 in 2017). 2 students were upgraded from 3 to 4. There had been 30 requests for a Priority Review of Marking (14 requests in 2017). 6 students

were upgraded by 1 grade (4 in 2017) and these students were subsequently accepted by their first choice universities. There had however been fewer enquiries and proactive requests for reviews of marking in 2018; the increase was due to prompting from college staff. Students were thought to have been less interested as Universities were offering places to students who had not met their offer owing to the demographic dip. As such students did not place the same value on a review of marking. The targeted approach had helped the college achieve the best ever pass rate at 99% and 60% high grades.

5. DfE performance measures

Paper: DfE performance measure slides

The VP reported that the performance measures for the college were now available, enabling a year on year comparison. In January the government would release all the national information so that college to college comparison would be possible – to be reported to the next Q&C Committee. Members were pleased to note in this data release that all key performance metrics had improved year on year and the data was expected to place Collyer's in a very positive light in terms of local competition. In the previous year Collyer's had been the only 'above average' institution in the area. In 2018 the College's value-added at A level had increased further as had the average grade to B-. Similarly there had been a 0.36 increase in value-added in the new specification BTECs and at Level 2 the College average grade had increased to a 'merit' grade, which was encouraging for progression to Level 3. At GCSE the value-added in Maths of 0.79 of a grade would have been the top performance of any S7 college in 2017.

6. Draft College Self-Assessment Report 2017-18 and Quality Improvement Plan (QIP) 2018-19

Paper: Draft College Self-Assessment Report 2017-18 and College Quality Improvement Plan (QIP) 2018-19

The VP explained that the aim of the SAR process was to enable and support all areas of the College to improve their performance year on year, regardless of their SAR grade and the outcomes and performance data. He welcomed members' agreement at the previous meeting to streamline the documentation allowing a closer focus on the main challenges to the operation and further improvement of the college. This had been reinforced by the introduction of formal faculty SAR reviews, supported by the relevant link governors to whom thanks were owed. The E & D and Safeguarding SAR / QIPs had been closely considered in drawing up the college level documents. In addition each teaching subject and support area SAR / QIP included a section on equality and diversity.

Members worked through the related sections in the two documents noting the key themes of raising aspiration, consistency of intervention both academically and in pastoral support, marketing and the challenge of funding. They appreciated the greater visual presentation of data including the colour-rated progress reports incorporated into the full QIP template. Discussion covered the strengths of the various value-added measures (including the headline messages from Alps, the potential use of the newer L3VA at class level) and the impact of parental reporting in reducing unauthorized and unreported absences.

In terms of **learning and curriculum**, members welcomed the ambitious targets set for both A level and BTEC qualifications, for example for high grades and looked forward to the EQR reports in this regard. The VP commented on the focus on formative assessments and efforts to ensure consistency of excellent practice across the College. Members asked that they have some direct insight into the enhanced management reporting introduced through MyProgress.

(Action: Clerk to liaise with SMT re Learning walk programme to include demonstration of MyProgress)

Turning to **Strategic Aim 2 and the wider student experience**, members noted in particular the growth of student action plans with the intention to build consistency in their use. In terms of

aspiration for progression the student governors fully supported the roll-out of Unifrog which they had found very helpful in researching universities and writing personal statements. The Deputy Principal (DP) commented on Unifrog's wider reach, to apprenticeships for example, the longer term benefits for students in their career planning, and its popularity with staff in encouraging student progression and writing references as well as its value for money.

Discussion of **marketing and the College's strategy for growth (Aim 3)** included new markets and approaches in respect of international students. The Principal reported on the recent staff appointment to the admissions and international student role and the DP the attractiveness of the new T levels from 2020. The links with West Sussex Music were considered a valuable development in terms of recognition as a centre of excellence as the Sports academies were proving to be. A Creative Academy linking Music, Drama and Dance was to be created and the schools visit programme continued to evolve, building for example on subject links and student mentors.

Quality and Staffing (Aim 4) were recognised by members as key to success with the College's ALPs grade 2 at A level, for example, putting Collyer's in the top 10% of institutions in the country, a significant accolade. Members recognised the importance of staff development and welcomed the initiatives to promote Staff well-being including the Principal's proposal to repeat her Working Practices Group to help ensure that the drive for high performance was done in a way which recognised both the inherent pressures, as well as the ensuing success.

Finally in discussing **resource implications (Aim 5)**, members were fully conscious of the funding challenges and plans to ensure that the College estate continued to meet the needs of students and an evolving curriculum as discussed by the Curriculum Board at the College planning day that week.

Members thanked the VP for his comprehensive and outstanding work on the two reports.

Recommendation: That the Governing Body approve the College Self-Assessment Report (SAR) 2017/18 and Quality Improvement Plan (QIP) 2018/19 at its next meeting.

7. Key Performance Indicator (KPI) Health Check Report

Paper: KPI Health Check October 2018

The Principal explained that the KPI Health Check Report was designed to keep governors and senior managers up to date regarding in year and summative annual performance across a range of indicators including student performance, staff appraisal and lesson observation, and key financial indicators. Governors noted in particular that the:

- i) Table on **Recruitment** showed how the college was managing the applications of significantly more students despite the local and regional demographic dip in 16-18 year olds as well as making improvements in retaining students from Year 1 to Year 2. This had been helped by the DP's 'Special cases' activity and included an increase in Level 2 programme completers enrolling on Level 3 programmes, helped by a broader subject offer. More students were being retained year on year between September enrolment and enumeration;
- ii) Table on **Retention** showed a worsening picture regarding course retention which could be affected by students dropping a course which was designated as their primary learning aim on the ILR. The VP and Information Services Manager were looking into the effect of students dropping double BTEC courses. The DP and AP also sought to ensure that support was provided to help students stay on their programme of study;
- iii) **Attendance graph** showed an improvement in attendance in 2017 and 2018 to date, believed to be owing to the AP's new attendance procedure involving emails to parents.

Members welcomed the clear presentation of key data including that comparing years.

8. Safeguarding and Child Protection Policy

Paper: Safeguarding and Child Protection Policy

The AP explained that she had undertaken a significant rewrite of the Safeguarding Policy to incorporate the previously discrete Child Protection Policy. The new policy reflected government updates to the statutory guidance; Keeping Children Safe in Education (KCSiE) which came into force from September 2018. Locating the Child Protection Policy within the Safeguarding Policy was designed to enable more efficient dissemination of guidance and training to staff. This had been undertaken in part at the recent planning day, to be taken forward during summer term inset, and supported by additional resources on SharePoint.

KCSiE 2018 included more detail and guidance on a range of safeguarding risks and considerations than previous versions of the document including; child on child sexual violence or sexual harassment, peer on peer abuse, contextual safeguarding and use of reasonable force. The new policy reflected KCSiE 2018 by including more specific detail on the management of these safeguarding risks and considerations.

Members commented on the clear policy, particularly concerning the referral process, the range of issues being addressed by staff as well as the read-across to other policies. They acknowledged the dedication and professionalism of the Collyer's well-being team and progress made in building external contacts whilst noting that securing timely expert support remained challenging. Members noted that a Prevent adviser was due to visit the College in January. The safeguarding link governor advised that some of the latest Prevent training was hard-hitting and needed to be disseminated carefully. The AP reported positively on increasing coherence with Millais ref fitness to study procedures which should help with student transition to Collyer's. However there had been an upward trend in the severity of mental health issues being presented by students. WSCC had been seeking to co-ordinate discussion amongst mental health leads in response to the Government's Green Paper but progress towards a White Paper had been slow and there was as yet no sign of the additional money promised by the Government filtering through to schools and colleges.

Recommendation: That the Governing Body approve the new Safeguarding & Child Protection Policy

9. Student Disciplinary Policy

Paper: Student Disciplinary Policy

The AP reported that, whilst the central principles and tone of the policy remained the same, it had been updated to reflect changes to curriculum and pastoral intervention processes including the introduction of Student Action Plans, developments to MyProgress and changes to parent engagement via MyStudent. Staff training on Action Plans had been delivered during Summer Inset in June 18. Further updates on the policy and procedures would be rolled out through curriculum and pastoral meetings during the year and as part of the summer term inset 2019.

Members noted that either students or staff could initiate the action plans and that the online system facilitated effective tracking. The Chair welcomed the inclusion of a definition of 'gross misconduct' and explored the nature of investigations concerning disciplinary matters. Members noted that these would include verbatim or written statements, use of MyProgress, CCTV and bodycam evidence as detailed, for example, in the Bullying and Harassment Policy. Finally members noted the safeguards in keeping sensitive data secure.

Resolved: The Q&C Committee approved the revised Student Disciplinary Policy.

10. T Levels update

Paper: T Levels update

Since the initial overview presentation on T Levels in the June 2018 meeting, the VP explained that there had been a lot of preparatory and monitoring activity including a monitoring visit from 4 DfE officials on 16th November. The Government appeared open to making funding available to help develop, launch and support the new qualifications. Members discussed the challenges in establishing and timetabling industry placements which could number c. 325 by 2025 particularly given the prevalence of SMEs rather than large companies in the local area. They noted too that T Levels were anticipated as having SEND implications due to the nature of the qualification and the requirement for 45 days industry placement. These needs would need to be met to ensure learners could access courses relevant to their progress goals. Members also touched on the currency issue for any qualifications being phased out by the new T levels. **(Action: Clerk to include update as regular agenda item.)**

11. Parent Pulse Survey update

Paper: questionnaire responses including comments

The Principal explained that the biennial **Parents' Survey** was an example of best practice to ensure that a key stakeholder in the College's effectiveness had a voice in how this was being achieved. The Action Plan was monitored by SMT and lodged on the parent area of the college website. Parents' Surveys had been carried out in 2015 and 2017 with an interim 'Pulse' Survey in 2018 focusing on Special Educational Needs, in response to feedback from a parent.

Members noted that the response rate had been disappointing relative to the number of students in receipt of SEND support. As such the Staff Management Consultation Group suggested a more targeted approach to disseminating the questionnaire i.e. directly sending to the parents of students with Educational and Health Care Plans. A SEND question would also be added to the full Parent Survey for 2019. In examining the detailed comments, members recognised the College's wish to support the increased independence of students. A student governor suggested the use of non-gendered language in the questions posed.

(Action: Principal)

12. Any other business None

13. Meeting Assessment

Members commented that the meeting had enabled members to be assured that the College's self-assessment processes remained robust. They welcomed the greater focus in identifying priority targets which would in turn facilitate effective tracking.

14. Date of the next meeting: Wednesday, 13th March 2018 at 16.30.

Meeting ended at 18.25 p.m.

Chair

Date

NCW 10-12-18