

**THE COLLEGE OF RICHARD COLLYER**  
**MINUTES OF THE MEETING OF THE**  
**QUALITY & CURRICULUM COMMITTEE**  
**HELD ON Tuesday 15 March 2022 at 10.30**

Present: Mr Dan Brown (Student Governor), Ms Hari Gunturu (Student Governor), Mr Dan Lodge (Principal), Dr Grant Powell (Governor), Mrs Clare Ruaux (Staff Governor), Dr David Skipp (Chair of Governors), Mrs Helen Smith (Governor), Mrs Beverley Valley (Parent Governor) via Zoom

In attendance: Members of SMT - Rob Hussey (VP Curriculum), Andrea John (VP Pastoral)

Staff present during relevant items: Mr Ian McAlister (Director Progression HE), Ms Rebecca Adams, (Director Progression CE/Head of EY) Ms Emma Hawkins (EDI Lead), Mr Matt Simpson (Director Student Engagement)

Ms Nicola Whitehead (Clerk), Mrs Russha Sellings (in-coming Clerk)

Chair: Dr Grant Powell

*Members confirmed they were content with the focus on key strategic agenda items (6, 9 & 10) and understood there were no consent items on the agenda.*

*The Chair welcomed everyone to the meeting which opened as scheduled.*

1. **Introductions** additional members of staff invited to present would be introduced during the respective agenda items.
2. **Apologies for Absence** none received.
3. **Declarations of interest** none declared with respect of the items on the agenda.
4. **Minutes** of the meeting held on 23 November 2021 were approved.
5. **Matters Arising Item 5 a) Ofsted Action plan – see min 10.** It was noted the Summer term was the most appropriate point for the review of the Safeguarding Policy in order to reflect the latest KCSiE guidance as discussed with the Safeguarding link Governor at the recent Learning Walk (see Item 12b).

#### **6. Student Progression Report**

*Paper: Progression Annual Report 2020-21*

Mr McAlister and Ms Adams were welcomed to the meeting and shared key updates from their report with members. Members were keen to understand more about the impact of Covid on progression. The College had supported students to focus on destinations, and this was reflected in the data with increased numbers going to university (to include returning gap year students) and a gravitation towards high/medium tariff institutions. The college profile was broadly in line with S7 organisations and outperforming nationally. Ms Adams explained the vision for the new careers support structure which was already making a positive impact. Access to online resources, sign posting and communications with students was significantly improved. The aim was to create a 'progression culture' and for more students to utilise Springpod and build a profile on MyProgress to enable tracking. Members noted staff were also keen to engage with parents/carers in relevant fora.

It was also now prudent to consider appropriate careers guidance and opportunities for work experience for the majority due to the levels of H.E deferment likely arising from the pandemic; 330 students intended to go to university in 2021 but not all started straight away. 16% of students' destinations were

apprenticeship/employment. Covid had impacted networking events and work experience opportunities, however there was now an expectation that all 1A students would participate in work experience week, events were returning, and online resources were much improved. Members asked if the apprenticeship route was well understood and Ms Adams said there was a commitment to staff training to ensure this was the case.

There was a question from a member on the emphasis of medical/dentistry H.E courses and readiness for BMAT; Mr McAlister confirmed it was important to consider subject preparation as well as soft skills such as interview preparation. Ms Adams added more was being done around enrichment opportunities to develop this further.

A robust debate ensued in response to a member's observation that the role of Governors was to ensure leaders were accountable for securing the best outcomes for all learners, in particular, the 37% identified who did not follow a path to H.E. The VP (Pastoral) explained the intention to create more bespoke progression pathways, supported by more robust tracking. Further discussion offline was proposed in response to a recent Teaching, learning and assessment course attended by the Committee Vice-Chair. **(Action i VP (Pastoral) to contact Governor for follow up, ii Clerk to request notes of recent Governor training).**

Members sought the views of the Student Governors at the meeting on the resources available and whether the communications methods were effective to reach all students. A vast amount of information had been made available and UniFROG had been a very useful platform for those applying to university. There was an acknowledgment that for some students, engagement and therefore fostering aspirations was more challenging. Not all students had the same encouragement, work experience opportunities or links through their parents/carers with a suggestion made that some parents might also be able to offer placements. The Parent Forum might also provide an opportunity to promote effective support from parents further to the staff's multiple communication methods. It was concluded this was a wider strategic consideration and was noted in the Ofsted Action Plan.

[11.05 Mr McAlister and Ms Adams were thanked for their updates, and they departed the meeting]

## **7. Equality, Diversity and Inclusion Annual Review 2020/21**

*Papers: E&D Report 2020-21 and self-assessment of Equality Objectives 2020-21 including student, staff and Governor data*

Ms Hawkins presented her findings and directed members to take away for each equality objective in the compliance report. Linked to discussion under Item 6, it was nationally recognised that the gender gap was consistent with lower achievement in males. The Principal added that CAG and TAG results were higher for females but pointed to the consistently higher VA score for male and disadvantaged groups at Collyer's as a key indicator.

In terms of ethnicity, retention and higher grades were often higher for the non- White British contingent with the exception of one small group of non-white males. Whilst not statistically significant overall, a dedicated focus group might be helpful in this instance. Members commented on the retention rate of Chinese students which was attributed to the pandemic. With regard to disability, the evidence was generally positive. For AAMES students the pass rate was higher than the average but the higher grades lower. Members maintained that it was important to continue to engage and consider in-roads potentially with other education providers. In response to a question as to whether there would be enough resources, as the College expands, SMT responded that the College were committed to closing any gaps. Solutions were offered through the Aspire programme where there was not a one size fits all approach. The staff governor also commented on the detailed analysis at a subject level, albeit with scope for further enhancement.

In response to a question on staff diversity figures, the Principal said there was no conscious age related bias towards applicants, however SMT were committed to further exploration of the lower recruitment in

the 25-34 age range. It was noted as a future action due to a change in the leadership structure and once a new HR Manager was appointed.

[11.25 Ms Hawkins was thanked for the updates and contributions and departed the meeting]

## **8. KPIs: Education**

*Paper: Education KPIs*

The VP (Curriculum) was delighted to report to members the anticipated higher outcomes against the same criteria pre-pandemic. As such the College expected to take a favorable position in league tables in terms of success rates. As previously discussed, students' previous outcomes at GCSE during the pandemic presented some challenges in terms of L2 transition courses and L3 Value Added as might full conversion to the new specifications for BTECs. Collyer's GCSE grades were exceptionally high (double national average and higher still in English). Members noted there would be no national L3VA figures until January 2025 reflecting summer 2024 results. Members praised the work of College staff and resilience of students throughout the difficult pandemic period.

## **9. College Quality Improvement Plan (QIP) 2021-22 update**

*Paper: QIP 2021-22*

Updates were provided by the VP (Curriculum) to reflect the good progress overall. One area yet to be resolved was the role of transfer exams as a means of progression to the second year. Members enquired about what constituted a fail grade and the next steps where a student who did not pass the transfer exam, especially in cases where progress did not marry with exam performance. The VP (Pastoral) advised this was on average around 6% and quality assurance was built in to ensure issues were identified early. The proportion by subject was moderated and cross checked by SMT. Alternative options were explored for each student and during the Covid period, allowances had been made.

The Student Governors confided in members the students' apprehensions of formal exams having not previously sat GCSEs due to the pandemic.

## **10. Ofsted Action Plan**

*Paper: Ofsted Action Plan 2022*

Updates were provided by the VP (Curriculum) on areas supplementing the QIP focusing on 3 core areas: Adult Ed, Enrichment and the lesson observation scheme. Plans were in hand to provide greater coherence with daytime provision in the quality assurance processes for Adult Ed. There was good progress to note around enrichment and the Collyer's 360 programme due to launch in Autumn 2022; the Student Governors presented feedback on incentivising all students to actively engage in activities and welcomed the greater scope for individual tracking. Members also commented on the importance of balancing enrichment onsite with extracurricular activities outside of College (See also min 12 re lesson observations).

Following robust challenge from members on the positioning of the plan, the VP (Curriculum) agreed to amend prior to submission to the Governing Body (*Action VP Curriculum*).

[12.15 Ms Gunturu left the meeting]

*It was agreed to bring Item 12a forward to allow Mr Simpson to present the Code of Conduct.*

## **11. Policies:**

*Paper: Student Code of Conduct 2022-23*

a) Code of Conduct (Student)

Mr Simpson explained the rationale for the review which aimed to increase accessibility. It was also considered important to address low level behaviour issues arising post-pandemic.

Following a member question, it was confirmed that the guidance on hours for part time working could not be enforced and was good practice guidance for students.

Members approved the revised Code of Conduct subject to the following amends:

- Clarification on dress code where specific clothing was required for H&S purposes
- Expectations of conduct online – this was confirmed as an intended annex to the new Behaviour Policy, link to be included in the Code of Conduct to signpost.

**Resolved: The Q&C Committee approved Student Code of Conduct subject to agreed amends.**

*[12.30 Mrs Ruaux left the meeting]*

**12. External Quality Review (EQR): Lesson observations**

*Paper: EQR Nov 2021*

This trial had commenced prior to the Ofsted inspection. Models had been adapted from two Outstanding colleges with a peer review approach. SMT were reviewing whether the new process improved the quality of T&L and the assessment of group teacher appraisal system. Members asked how this might be reflected in the SAR and the impact on staff CPD. SMT believed the appraisal process remained central and contained training targets. Review was currently ongoing to ensure the process was more individualised.

**13. Polices (cont.)**

a) Safeguarding Policy/KCSiE

The VP (Pastoral) informed members of anticipated statutory guidance for 2022, currently under consultation, hence the agreement by the Safeguarding linked Governor to defer the review.

b) Admissions

*Paper: Admissions Policy Feb 2022*

Members were notified of the addition of 3 partner schools.

**Recommendation: The Governing Body approve the Admissions Policy.**

**14. Any Other Business**

Position with link school in China to be discussed with the F&GP Committee including cost benefit analysis and profitability to be prepared **(Action Principal to discuss with DP)**.

**15. Governance Quality Framework: Meeting Assessment**

Members understood the need to review the process of strategic reporting and asked that this includes a greater focus on areas for development e.g. subject-specific concerns.

The bar charts for Item 7 could in future be referred to on the College website with reference made in the narrative of the reports. Feedback to the Governing Body on the EQR could be linked to the Ofsted plan.

It was important to allow sufficient time for member questioning on key topic areas and although the meeting had overrun, there had been a good level of debate and challenge.

**16. Date of the Next Meeting:** confirmed as 27 June 2022, 16.00.

*Meeting ended at 12.54*

Chair .....

Date .....

RRS 17-03-22