

THE COLLEGE OF RICHARD COLLYER

MINUTES OF THE MEETING OF THE QUALITY & CURRICULUM COMMITTEE HELD ON Wednesday 27 November 2024 at 16.30

Present: Steve Allen, Roisin Buckley, Ann Donoghue, Dan Lodge (Principal), Dan Griffin, Will Power, Helen Smith, Lauren Smith, Bev Valley

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

Russha Sellings (Director of Governance/GD)

Chair: Helen Smith

1. Chair's Introductions and Apologies for Absence

The Chair opened the meeting and welcomed the new members, Ann Donoghue and Lauren Smith, Safeguarding Governor.

2. Declarations of Interest

None declared with respect of items on the agenda.

3. Minutes of the meeting held on 17 June 2024

The minutes of the previous meeting were approved without amendment.

4. Matters Arising

(not already covered on the agenda)

Item 5d – the Chair referred to the development targets within the SAR/QIP to be discussed in more detail under the next item.

5. Strategy Developments

Papers: Education KPIs, SAR/QIP plus explanatory overview, results overview (summer 24)

a) College SAR/QIP

i) New format

The VP (Curriculum) explained the reformatted SAR/QIP, explicitly aligned with the Ofsted framework thereby ensuring the process of demonstrating quality assurance to inspectors was recorded alongside relevant and detailed evidence. A structural overview showed how the areas were now apportioned. The first three judgements contained the majority of areas managed by the VPs although some aspects now overlapped and were less defined than in the former version. The VP (Curriculum) had added relevant governance committees to signpost areas of oversight.

ii) Self-Assessment Report 23-24 and Quality Improvement Plan 24-25

The revised SAR/QIP also contained visual references, in the introductory section, an overview of the quality assurance process that Governors should find particularly useful.

The VP (Curriculum) wished to highlight that new for 2024 was the opportunity to achieve 'Chartered Teacher Status - a positive addition to CPD. Members were particularly interested in this new initiative, how long it took to become accredited and the link to current development objectives. It was confirmed as a three year research programme paid for by Collyer's, although was completed in the teachers' own time. The Staff Governor was currently undertaking it and said it was possible to align it to a department target.

The VP (Curriculum) drew members' attention to the Quality of Education SAR. Overall achievement remained high, reaching an Alps grade in the region of the top 20-25% of providers. Members noted the College was above national average by subject.

BTECs in particular showed the greatest improvement especially by Value-Add which was confirmed as a response to focused practice of examined units. Members asked about year-on-year comparators where certain BTECs were in scope to be decommissioned. The VP (Curriculum) responded that the situation was not dissimilar to the BTEC assessment reforms and they would find a way to track progress.

Leaders remained mindful of issues relating to attainment data over time in the context of former CAGs and TAGs. There was also a health warning over PR1 data where the mark scheme wasn't always consistently applied (for example Electronics PR3 / PR1 results).

Members robustly challenged the isolated subjects where there remained issues with consistency and further action was needed to reach an Alps 4 or above. Governors had previously questioned how the path to green would be achieved for those underperforming for longer periods. Members reiterated the importance of maintaining the best for students and were keen to understand what other strategies were being explored such as sharing excellence and mentoring and coaching by higher performing subject leaders. A correlation was observed in single-teacher subjects and members queried whether the absence of group support contributed to subject performance. This wasn't necessarily the case in other settings, however it was understood that a community approach to learning was usually beneficial. The VP (Curriculum) acknowledged the challenge and said there was a commitment to informed improvement pathways. Starting with subject scrutiny at SAR/QIP meetings and continuing through Enhanced Subject Support with a developmental approach and action plans for all these subjects. EQRs and IQRs would be the testbed for assurance and suggest areas of good practice. It was also important to focus on achievement alongside retention and significant gains had been made here. While small in number, members noted outcomes of FCM (Free College Meals) students needed monitoring as reflected in the intervention based targets of the QIP.

There was a discussion on Adult Education outcomes and the challenges of quality assurance for evening teaching. A simplified process existed including a reduced SAR/QIP and lesson observation schedule that was more appropriate to the provision (representing 5% of the overall total offer). For self-funded courses, there was an evaluation process to ensure feedback was taken on board and courses represented value for money.

Members observed red RAG ratings for Functional Skills in English and GCSE Maths, yet for GCSE daytime students, results were well above national average. The VP (Curriculum) explained that this year the delivery was hindered by recruitment of specialist part time tutors linked to changes to funding methodology. There had been a big recruitment drive over the summer. In colleges where adult learners attended during the daytime, it was easier to ensure the quality of teaching. Many of the professional qualification courses still delivered strong outcomes and the College had committed to supporting the community; one example being a bespoke English language course created for Ukrainian students. However, the funding model made it increasingly demanding in the current landscape. Members heard that a local authority-funded programme delivered by a third party was no longer able to operate financially. It was agreed that an options appraisal raised with the F&GP Committee, would be shared with this Committee for information next term.

Commentary was received on the Pastoral aligned sections. The VP (Pastoral) spoke of the objectives to refine the support which was considered as strong. The number of targets feeding into the QIP was a commitment to best practice and developed out of collaboration between curriculum and pastoral professionals through the Education Committee. The VP (Pastoral) reflected on the success of earlier interventions which would continue through the QIP and be tracked in KPIs. It was pleasing to note that both progression and retention of high needs students who were performing as well as peers or better. As with FCM, numbers of students was small but had increased from the previous year. It was, however, difficult to benchmark retention data for these groups in college settings.

Enrichment linked to personal development and specifically LSIP skills areas to demonstrate careers and employability links. There was a wide variety of opportunities. A member asked how

often activities were refreshed. The VP (Pastoral) confirmed the programme evolved and developed in response to student feedback (survey data, focus groups) and need for example destination data that also informed the offer. Tracking had improved and more students were benefiting from the credit system. Analysis revealed that 52.2% of students were reaching the minimum 12 hours per year and there was a target to increase this. Specifically, there would be focus on students with protected characteristics, for example the cohort of students in the category 'other ethnic backgrounds/arab' and this would be explored in terms of engagement and opportunities. It was positive to observe that the engagement of high needs students was over the College average. There was a question about traveler groups, however this was not recorded.

Members were commended for all the work on drafting the comprehensive document. It was requested that a glossary be included at the front of the document and the EHCP list be revised.

(Action: VP (Curriculum))

Recommendation: The Governing Body approve the College SAR/QIP (once amended).

b) Education KPIs

There was a slight dip in academic high grades at PR1 in the autumn term. The VP (Curriculum) explained that this may be the result of Directors of Faculty encouraging refinements to accuracy at PR stages over the last year. Technical high grades had improved although it was well understood by Governors that the cohorts were smaller. Again, it was observed that high needs students were progressing well. In early indicators, Value-Added showed significant improvement.

In respect of the Pastoral sections, the VP (Pastoral) was pleased with the attendance figures especially for 2A and foundation cohorts. At PR1 there was an uplift for high needs and Adult Education. The only benchmark available was with secondary school published attendance rates, however this was exceeded. The VP (Pastoral) was also delighted to share that the rates of persistent absence (below 90%) had halved in response to early intervention, a target from the previous year.

There were continued efforts to get students to attend tutor sessions which it was hoped would reinforce the importance of enrichment which had a slight decline in attendance this term. Members asked about barriers to enrichment for example, if students had competing commitments such as paid employment. The VP (Pastoral) said bookings were made however not always completed. The Student Governors provided feedback that it remained an issue to cancel a registered booking and it was likely that this was the reason behind the figures. The VP (Pastoral) said this would be addressed by teachers this year. The Student Governors also referred to the earlier intervention stages which were now viewed by students as supportive.

c) Progress on specific subject areas including Adult Education
Covered under Item 5a.

6. Safeguarding

Papers: Termly report (new format)

(i) Termly update

This report formed part of the review of safeguarding reporting to Governors. The dashboard format provided a snapshot of the key data that had been scrutinised by the Safeguarding Governor at meetings this term. The VP (Pastoral) said there were some additional indicators included for this year such as exclusions, bullying, harassment and online responses. In addition, following a model monitoring checklist, the Safeguarding Governor met with the VP (Pastoral) to triangulate evidence of key responsibilities for example that the VP (Pastoral) had conducted a termly SCR check. From this, actions were recorded and would be followed up and the Safeguarding Governor who supported the findings with written commentary in the report.

Members queried whether there had been any improvement in levels of external support and the VP (Pastoral) thought this has likely declined again. She gave an example of support for eating

disorders from a specialist Sussex wide team for which securing a referral was challenging and highly resource intensive on the Student Support team.

It was confirmed following a question that the data included students who left the college reflecting the volume of work such as the transfer of the student file where relevant.

Members also asked whether the termly review reflected the recent incidents in the local park. The VP (Pastoral) pointed to the 19 police incidents in the table, half of which were recorded in relation to the events earlier in the term.

Feedback was received on the new report, which was noted as more streamlined and much clearer. Members thanked the VP (Pastoral) for all the work on this. The Safeguarding Governor who was new to role, wished to thank the Student Support team for being responsive to the challenges and managing capacity where there was limited external support.

(ii) Annual update to GB

As agreed with the process, the Governing Body would receive the annual SAR/QIP in the autumn term which had been reviewed this term by three members of the Committee including the Safeguarding Governor. The SAR/QIP would provide full oversight of the last academic year's work and development targets.

The VP (Pastoral) offered to all Governors that they could discuss safeguarding matters at any point with her.

7. Policies

Papers: Adult Ed policy document and fees and funding guidance, Supporting Learners

(i) Adult Ed policy suite plus fees and funding

There were no comments on the documents which were presented for review following the original drafting the previous year. The funding document was for information only.

Recommendation: The Governing Body approve the Adult Education policies.

(ii) Accessibility Plan (Supporting Learners in Collyer's)

There were no further comments.

Resolved: The Committee approved the policy as drafted.

8. AOB

Members revisited the English Action Plan (matters arising). The VP (Curriculum) said this was how a model action plan would follow through in stages with timescales. In this instance improvements were evident and both related subjects had increased by an Alps grade by the end of the year. Members asked about the next review points which it was confirmed would continue termly until fully achieved.

9. Meeting Assessment

Members remarked on the quality of the SAR/QIP document and thanks were recorded to the VPs and all those involved in both quality assurance and continually improving standards across the College. A new member pointed out that the depth of information on the delivery of education was very useful for Governors to understand.

10. Date of the Next Meeting:

The Committee would meet again on **Tuesday 11 March 2025**, 16.30.

The meeting closed at 18.10

Chair.....
Date

RRS 02-12-24