



MINUTES

**of the meeting of the Quality and Standards Committee
held on Wednesday 23 November 2016**

Present: - Mr Igor Andronov (Chair)
Mrs Val Ainsworth
Mrs Debbie Lambert
Mrs Elizabeth Patrick
Mr Ian Peake (Principal)

In attendance: - Mrs Debra Baldwin (Director of Personnel)
Mr David Williams (Deputy Principal)
Mrs Linda Watkins (Clerk to the Corporation)

The meeting was quorate as five Members were present.

1. Apologies for Absence

No apologies.

2. Declaration of Interests

None declared.

3. I. Approval of the Minutes of the last Meeting

The Chair signed the minutes of the meeting held on 15 June 2016 as a true record.

II. Matters arising from the Minutes and Action List

No matters arising.

4. Student Outcomes and Student Experience

The Deputy Principal presented the reports.

I. Qualification Achievement Rates 2015/16

These were reported using SFA's new reporting methodology to calculate success rates. An explanation of the methodology was provided in the report. Headline rates were presented which were overall extremely encouraging showing the majority were above benchmark with many qualifications exceeding last year's achievement rates. Data showing the College's performance against national averages would be available in January. This was likely to show the College in the top decile. Members asked for explanations about qualifications which were below benchmark. Predominantly these were Functional Skills which had declined this year and reflected the national picture. Members were reminded that all students who have not achieved GCSE grade A*-C in English and maths are required to take a GCSE or Functional Skills. The headline achievement rates for GCSE compared favourably with national averages; however, 16-18 study programme learners had achieved 44%

Action

in English and 11% in maths (the latter expected to be well below national benchmark). Members asked reasons for this and strategies to ensure students' achievement of maths improved. The Deputy Principal is working with the Maths team to address issues including low attendance. Strategies have been implemented to engage learners. Members agreed that this was a serious weakness and asked if it was possible to address in the timescale to improve 2017 results. Strategies had been implemented from September including more appropriate group timetables and absence management. Vocational teachers are responsible to follow up on non-attendance.

A Member asked if achievement by grades was available. This was reported in the value added data. The breakdown of grades is tracked for students throughout the year with final grades predicted.

Apprenticeship provision showed 70% overall achievement and 55% timely achievement including County Training. Results were significantly better than last year. A breakdown by Hereford, Ludlow College and County Training provision was noted. There was challenge from Members on actions to improve achievement this year. The Deputy Principal confirmed that he would manage apprentices across the College to ensure higher levels of achievement.

II. Value Added 2015/16

Value added is the measure of progress learners on graded level 3 programmes make whilst at College. The College uses Alps data analysis service to measure value added. The report showed Ludlow College A Level courses achieved an Alps grade 3 in 2015/16 which was in the top quartile. A breakdown of individual courses was provided with comparisons made with the previous year. A Member asked how under-performance is managed; this is managed by the Assistant Principal. AS Level performance was extremely good at grade 2 and was expected to be reflected in this year's A Level results.

Extended Diplomas showed mixed performance in courses delivered at Herefordshire campuses and Ludlow College, which was slightly below average. 90 credit programmes are performing well against their starting points.

The College had done substantial work to change the culture to improve value added. A Member asked if fluctuations could be due to small numbers on some programmes and it was acknowledged that this meant some grades were not necessarily a true reflection of value added.

DFE were improving progress reporting for programmes. The methodology would be reported with contextual data once available.

D Williams

III. Courses identified in serious concern

[Recorded in a confidential minute]

The Committee agreed: -

- To note the reports
- A briefing on the DfE's methodology for value added would be provided

5. Teaching, Learning and Assessment

I. Observation, Teaching and Learning Assessment (OTLA) Review 2015/16:

The Deputy Principal reported that there were 29% grade 1 and 63% grade 2 lessons last year. During this period, more practical lessons had been observed. Findings had mirrored student feedback. Members' attention was drawn to the summary of strengths and areas for development with a question from a Member as to how weaknesses are addressed. Staff development activities were focussed on areas for development. There was a further question about the difference between differentiation and stretch and challenge noting that differentiation ensures teaching and learning is appropriate and varied to cover all abilities in the group' whereas stretch and challenge focuses on tasks for the more able.

II. Arrangements for 2016/17

Lesson observations would follow the same processes used last year. The observation team had been given guidance on embedding maths in lessons by the maths team. The process to allocate observations had changed with managers undertaking more observations in their own areas to ensure lessons are fairly observed based on the observers' specialist knowledge. Learning walks will take place in January and February with Governors would be invited to see these in operation.

L Watkins

The Committee agreed: -

- To note the report on lesson observations for 2015/16 showing 92% of lessons were judged as good or outstanding, an increase from the previous year
- Governors would be invited to see learning walks in operation

6. Leadership and Management

I. Equality and Diversity (Presented by the Director of Personnel).

- a. Equality and Diversity Annual Report 2015/16: County Training Business Development Coordinator has joined the E&D Committee with established practices in the College being disseminated to County Training. The Hereford University Centre Coordinator had also joined whilst covering maternity leave for the Learner Services Coordinator. Learner progress by protected characteristics was discussed concluding that there was high performance of ethnic groups compared to white British learners and only a minor difference by socio-economic background. The trend showed performance of males on Level 1 programmes was lower than females; this mirrored previous reports submitted to Governors throughout 2015/16 and reasons identified. Looked after children and vulnerable students were a smaller group than the previous year agreeing that the success rates were extremely encouraging based on some of the challenging issues that these learners faced. Equality and diversity events are publicised widely.
- b. Single Equality Scheme 2016/17: The College was still meeting its Equality Duty ensuring that any discrimination to individuals within the nine protected characteristics did not take place. The College addresses this within the Single Equality Scheme (SES) for staff and students. The SES included also the addition of County Training and progress to embed the Prevent Agenda.

Staff profiles and turnover had changed to reflect County Training staff. The ethnicity profile of job applicants showed 23 had applied but no one from this group was appointed; the Director of Personnel would investigate this further. The learner profile was discussed by protected characteristics showing that there were no major anomalies. The equality objectives action plan was regularly monitored by the E&D Committee; this had also been revised to incorporate the Prevent Duty.

- c. Minutes of the Equality and Diversity Meeting: 21 September 2016: These were issued for information.

II. **Safeguarding and Child Protection Report** (Presented by the Director of Personnel).

- a. Child Protection and Safeguarding Annual Report 2015/16: Membership of the panel had been extended to include the Business Development Coordinator at County Training and the Vice Chair of Governors. Extensive topics covered by the Safeguarding Panel were noted along with an analysis of the number of incidents recorded, breakdown by gender and categories with three year trends.
- b. Minutes of the Safeguarding Meeting: 20 September 2016: These were issued for information. 'Smoothwall' software generates weekly reports to the Director of Personnel and IT department identifying access by computers to inappropriate sites. The IT Manager was working on a system to identify users so that help and support could be provided if appropriate.
- c. Safeguarding Annual Plan 2016/17: Actions specifically relating to the Prevent Duty were highlighted in red text. The Safeguarding Panel would continue to review progress of the annual plan at each meeting.
- d. Prevent Agenda Strategy Action Plan 2015/16-2016/17: Ofsted had reviewed the action plan and confirmed that the College had taken positive actions to address the Prevent Agenda. RSM, Internal Audit Service, had audited procedures and given a positive opinion.
- e. Prevent Risk Assessment 2015/16-2016/17: A Member enquired if there had been reports from external organisations on the effectiveness of the Prevent Agenda. It was confirmed that the Police and Channel Panel issue reports; however, these are confidential.
- f. Minutes of Prevent Sub Group: 20 September 2016: These were noted showing that there had been significant discussion about the lockdown procedure at Ludlow College and County Training. There had also been discussion on the process to log Prevent incidents at County Training.

III. **Student Discipline and Complaints** (Presented by the Deputy Principal).

- a. Student Discipline Annual Report 2015/16: A summary of incidents and outcomes addressed using stages 2 to 5 of the student disciplinary procedure was outlined anonymously in the report. 22 incidents had reached level 5 of the procedure. The Deputy Principal had liaised closely with students and their parents or guardians in an attempt to seek alternative ways the College could support the students. The College Management

Team regularly discusses incidents. The positive atmosphere in College was acknowledged which had been recognised by Ofsted.

- b. Student Disciplinary Procedures: Revisions to 5.2 were denoted in red text to include procedures to address disciplinary matters involving Looked After Children, Young Carer and students with Education Health Care Plans. Members agreed that these were sensible and necessary changes and approved the revised policy.
- c. Student Complaints Annual Report 2015/16: Members noted the complaints log which had been anonymised. This included complaints from learners and parents evidencing that all complaints had been addressed with actions recorded.

IV. Quality (Presented by the Deputy Principal)

- a. Self Assessment Report (SAR): The first draft had been completed and moderated by an Ofsted consultant who had provided positive feedback. Governors would be invited to the final moderation of the SAR on 5 and 6 December. The SAR would also be used to identify any additional courses to be categorised in serious concerns. The executive summary would be presented at the Board meeting for approval in December. The SAR would be issued to Governors at the earliest opportunity, however, it was noted that this would be a tight timescale following moderation. The Skills Funding Agency's gateway is no longer active; Ofsted have provided an email address and requested a copy of the SAR. The format of the SAR had been changed and condensed to single reports by areas as opposed to each specialist subject area. County Training would be included in the executive summary with a separate SAR provided using their existing proforma to provide a detailed analysis this year. Next year, County Training would be incorporated into the College's SAR.
- b. HEFCE new operating model for quality assessment of Higher Education: The Committee were asked to approve the Principal as Accounting Officer to sign off Annex B on behalf of Governors which confirmed that Governors had assurance that there were robust quality standards for the College's HE provision.

L Watkins

The Committee agreed: -

- To note informative annual reports which would be issued to Governors for information
- To recommend that the Board approve the Single Equality Scheme
- To approve the revised Student Disciplinary Procedures
- Governors would be invited to participate in the SAR moderation
- The Principal would sign annex B of the HEFCE new operating model for quality assessment

7. Any other business

No items.

8. Date and time of next meeting

The next meeting was arranged for Wednesday 22 March 2017 commencing at 3.30 pm.

9. Process Review

The Principal had conducted the process review which had met all indicators.

Signed as a true record of proceedings

Chair: **Date:**



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10. Apologies for Absence

No apologies.

**11. 4.IV Student Outcomes and Student Experience
Courses identified in serious concern**

The Deputy Principal outlined courses which had been identified in serious concern. Members asked questions which were duly answered.

The Committee agreed: -

- To note the report showing actions to address courses identified in serious concern and progress to date

Action

Signed as a true record of proceedings

Chair: **Date:**