

**Minutes of a Meeting of the Quality Advisory Group held on Wednesday 23<sup>rd</sup>  
March 2011 at 6.00 p.m. in the Directors' Room**

**Present**                    Mr J Bolt (Chair)  
                                 Ms M Semple (Principal)  
                                 Dr D Ashton  
                                 Ms C Singh

**Also present**            Ms J Clifford  
                                 Ms S Nuttall  
                                 Mr B Elliot

The meeting commenced at 18.00.

**APOLOGIES, DECLARATION OF INTERESTS**

26.     Apologies were received from Mr J Allen, Ms A Patterson and Mr P Marsh. There were no declared interests against any of the agenda items. It was confirmed that the meeting was quorate.

**MINUTES**

27.     It was **RESOLVED** that the minutes of the meeting held 23<sup>rd</sup> March 2011 (Paper 1) be confirmed as a correct record.

**SUMMARY ACTION LIST & MATTERS ARISING**

28.     The two action points from the last meeting (To agree a monitoring framework and to receive confirmation of the process undertaken by the Executive for reviewing curriculum areas) are both agenda items. The rating of "low" against "impact on students" on the front sheet was queried and it was agreed to seek further clarification.

**PERFORMANCE MONITORING FRAMEWORK**

29.     The College report '*Performance Monitoring Framework*' was received (copy attached to the signed minutes). Following the Ofsted inspection in November 2010, it was agreed that the Quality & Equality Group will monitor progress in key areas which were identified for improvement in the Inspection report. At the last meeting of the Committee it was agreed that a performance monitoring Framework should be made available for review at the next meeting that incorporated the following elements

- Synthesis of termly Performance Review meetings
- Outcomes of the two week lesson observations planned for February/March
- Project Plans with milestone dates
- Monitoring of agreed targets covering student experience, teaching and learning.

30.     It was confirmed that the annual Development Plan had already prioritised some of these areas for improvement, and as such there are already targets in place which the Corporation monitors at each meeting. The Quality & Equality Group will analyse progress against these in more depth and will additionally monitor those areas for improvement which were not in the Development Plan. The table below lists the areas identified by Ofsted, alongside the Development Plan objectives to which they are related, and links to the relevant report or project which will be reported on in the framework.

Inspection Report	Development Plan	Indicators in framework
a. Raise success rates on adult programmes in language, literacy and numeracy, especially at entry level, by urgently implementing the recommendations within the subject report.	1.2 Improve success rates by tackling underperforming courses through a robust performance management process	Attendance and retention data from KPI reports and Performance Reviews
b. Raise learners' success rates so they are consistently high in all areas by improving the quality of teaching and learning, assessing learners' progress more sharply and by monitoring outcomes and progress more accurately through quality assurance processes.	1.3 Improve achievement rates by implementing a monitoring process using Markbook to track achievements throughout the year	Report from Performance Reviews
c. Develop teachers' skills so that teachers plan for the individual needs of all learners, and make better use of a range of teaching methods, in order to improve students' progress and outcomes and increase the proportion of good or better lessons.	1.1 Raise the quality of learning and teaching through the development and implementation of learning and teaching strategies in each area which focus on those areas of improvement identified through the self-assessment process	Lesson observation profile  Towards Excellence Project on Improving Teaching and Learning
d. Develop the programme of observation of teaching and learning to evaluate the progress that students make during lessons so that the college's assessment of its teaching and learning is more accurate.		

31. Following review, it was **RESOLVED** to adopt the '*Performance Monitoring Framework*'. It was agreed to bring the predicted success rates to the May meeting of the Quality & Equality Group.

### **SUMMARY OF PERFORMANCE REVIEWS SPRING TERM 2011**

32. From the '*Performance Monitoring Framework*' the following points were noted arising from the summary of performance reviews held during the Spring Term 2011:

- Managers presented strategies for improving attendance in their area. These include incentives, "traffic light" systems, supporting individual students at risk, and generally much closer monitoring which entails a "whole team" approach. The figure for attendance for the whole college is **83%**, 1% above the target. Overall many areas are showing an improvement in attendance over the same time last year. However, there are still areas which remain just on or below the college target of 82%.
- In terms of in-year retention, some areas reported a decrease since January and the college figure is 94% which at 1% below target is now a cause for concern and strategies at curriculum team levels have been put in place to address this

- Achievement data was presented as “best case/worst case” predications based on the teams’ analysis of student progress to date. In areas where worst case was below target, strategies have been put in place to address this.
- Curriculum areas presented progress against their Development Plans. Many positive examples were given of developments which had improved the student learning experience.
- Financial indicators including spend against budget for established staffing and agency staff presented no cause for concern: staff utilisation is good in most areas, and forecast spend is on target.
- Operational risks were outlined for each area: these typically included staffing issues (e.g. replacement of key staff, or staff absence), issues around changes in qualifications, and the potential impact of funding changes.

## LESSON OBSERVATIONS

33. From the ‘*Performance Monitoring Framework*’ the following grade profiles were noted arising from the summary of lesson observations undertaken to-date

- Of the 199 observations to date, 19 (10%) were graded at outstanding
- 87 were graded at good (44%)
- 73 were graded satisfactory (37%)
- 20 were graded as inadequate (10%)

34. The Group agreed with the assessment made by the Executive that the outcomes are disappointing with only 54% of teaching overall graded at good or better, and 10% of lessons graded as unsatisfactory. It was confirmed that the latest national average data available showed a profile of 65% good or better, 30% satisfactory and 5% unsatisfactory. The College is awaiting the full report from the external inspectors which will identify the key themes emerging. This will allow the College to plan for training in the summer term, and to plan training and development for 2011-12. Verbal feedback has indicated that the themes which are emerging are similar to those identified by Ofsted: lack of differentiation, not enough checking of learning, insufficient use of directed questioning.

35. It was **RESOLVED** to bring to the final meeting of the Group this academic year a summary of the action taken with the teachers whose lessons had been unsatisfactory.

## TOWARDS EXCELLENCE PROJECTS

36. From the ‘*Performance Monitoring Framework*’ summaries were made available on the key milestones of the 3 main projects, these being:

- Improve Teaching & Learning
- Target Setting
- Data

37. The Executive Team were asked to provide indices/outputs for the Towards Excellence projects which could be monitored by the Group.

## MONITORING OF CURRICULUM AREAS

38. A flowchart outlining the process being followed by the Executive in monitoring curriculum areas was discussed (copy attached to the signed minutes). A pack of exemplar

materials was provided as an example of the documentation underpinning the process. It was **RESOLVED** to discuss the process in more depth at the next meeting given the volume of material available

## **EQUALITY REPORT**

39. The '*Equality Report 2009/10*' was received (copy attached to the signed minutes). The report provided information on how the College has met its statutory duties relating equality legislation by focusing on student recruitment and student success rates. The report contained information on complaints made by students and on disciplinary action taken against students. The report is intended for the Corporation, the Academic Board, college managers, executive groups and members of the public. It will be scrutinised by college committees and managers to identify areas of policy, procedure and practice where action is needed.

40. The following key points were noted:

- Between 2008-09 and 2009-10 the percentage of full time 16–18 male students increased by 4% as did the percentage of full time 16 – 18 white students. During the same period the percentage of full time 19+ Black African students decreased by 4%. At the same time the percentage of enrolled students who disclosed a disability or learning difficulty increased marginally.
- This report showed that males and females are performing around the national average for success rates for 16-18s and this is true of most ethnic groups within the cohort. For students aged 19+ the success rates are below the national average for both males and females and for most ethnic groups.
- The number of formal complaints increased to 58 in 2009-10 from 53 in 2008-09 to 58. Sixty percent of complaints were made by BME students and 83% were made by female students. Most complaints were made by students aged over 19. Almost 60% of the complaints were up-held or partly upheld.
- During 2009-10 a total of 104 students were invited to attend a stage three hearing for misconduct (campus) compared to 80 the previous year and ten were excluded. Eight of the excluded were white.
- Twenty seven students were excluded under the misconduct (classroom) procedure in 2009-10 compared to 18 the previous year. Two thirds of those excluded were male and two thirds were BME.

41. It was **RESOLVED** to note the report and to seek further clarification on why the applications from people with SLDD were up but that the enrolments were not.

## **COMPARATIVE PERFORMANCE OF LONDON COLLEGES**

42. Tabled for information purposes was a summary analysis of Ofsted grade profiles for FE Colleges inspected in London between September 2009 to February 2011 (copy attached to the signed minutes).

43. Of the 17 Colleges inspected, 14 were assessed by Ofsted as being 'Satisfactory', with 2 being 'Good' and 1 being 'Outstanding (specialist adult community College).

44. It was **RESOLVED** to note the report.

**ANY OTHER BUSINESS**

45. There was no other business.

**DATE OF NEXT MEETINGS**

46. Wednesday 11<sup>th</sup> May 2011 @ 1800  
Wednesday 22 June 2011 @ 1800

The meeting closed at 19.55.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair)