

**Minutes of a Meeting of the Quality and Equality Advisory Committee held on
Wednesday 02 May 2018**

Present Mr B Armstrong (Chair)
 Ms T Aust (Principal)
 Mr J Bolt
 Mr S Wilcox
 Mr A Ward
 Mrs C Singh
 Ms A Patterson
 Mr M Ahmed
 Ms N Duszniak

Also present Mr J Allen (Clerk)
 Ms K Lehmann
 Mr G Baker

The meeting commenced at 6.00 p.m.

WELCOME, APOLOGIES, DECLARATIONS OF INTEREST & ANNOUNCEMENT

- 102. There were no apologies.
- 103. Andrew Ward was welcomed to his first meeting.
- 104. There were no declared interests against any of the agenda items.
- 105. The Chair reminded the Committee that it was agreed at the Corporation meeting to arrange an additional meeting of this Committee in early May to receive the analysis of the two planned Learning Walks that took place in April and before the third planned Learning Walk scheduled for May.

MINUTES

106. Subject to the inclusion of Mr S Wilcox in the attendee list, it was **RESOLVED** that the minutes of the meeting held on 07 February 2018 be confirmed as a correct record and signed by the Chair (Paper 1).

SUMMARY ACTION LIST & MATTERS ARISING

107. The '*Summary Action List*' was received (Paper 2) and the following updates were made available against each of the action points from the previous meeting:

MIN REF	DETAILS OF RESOLUTION/ACTION POINT	COMMENTARY / UPDATE FOR MEETING 02/05/18
55	It was AGREED to let governors know of any areas of concern on attendance in curriculum areas in order that this could form the basis of a discussion	Reported through the College Performance Report & KPIs and PIAP - agenda item at this meeting.

	between the governor and staff member during governor link visits.	
58	It was AGREED to arrange a special meeting of the Corporation in March to review the draft of the Post Inspection Action Plan.	Meeting was held 07 March 2018
59	The risk around achieving planned targets for Logistics was an area of concern, especially as this was a key strategic objective set by the Corporation as one of the strands for future growth in apprenticeship numbers. It was AGREED to keep this risk under regular review.	Risk Register Review is an agenda item at this meeting.
60	The risk on recruitment was noted as a 'Red' risk. Current internal applications are around the 750 mark compared against a 1,000 (this was the end of year position so more students have been made internal offers earlier than last year). Although the number of 'offers' is in line with the figures for this time last year, there is a concern there is a reduced level of applications compared against this time last year. It was confirmed the Executive is receiving weekly reports on application numbers and offers made. It was AGREED to keep this risk under regular review.	Risk Register Review is an agenda item.
82	Teaching, Learning & Assessment KPIs: It was confirmed this information is gathered for each lesson and can be aggregated at curriculum section (i.e., Business), curriculum area (i.e., Business & ICT), directorate (i.e., Business, ICT & Travel), and college level. Key Questions (at College Level) could link directly to the Governors' dashboard. The Committee requested that the information should also be able to be aggregated at course level, in order that detailed course comparisons and analyses may be made.	Agenda item at this meeting.
84	The table below could form part of the information presented at each Quality & Equality Committee with, and similar to student achievement data, subsets by directorate. Members were informed that work was underway on the production of a "Governors' e-Portal", via which all such information would be	Agenda item As reported to the March Corporation meeting, the

	made available to Governors, facilitating the drill down of the data, and it was understood that the first version would be ready around Spring 2018. It was to be hoped that in future meetings of the QEC, the majority of statistical information would be presented using this format.	Governors' Portal to be live by July
85	The Committee agreed that this quantitative information should be complemented by commentary at directorate level on activities, and interventions addressing any areas for improvement, in conjunction with details of good practice sharing/support for other areas where strengths are evident. In addition, the report to the Committee should be used to summarise the key themes merging at College level, ensuring that these correspond to the issues raised by Ofsted, and what is being done to address them and with target dates set for resolution.	Agenda item
90	The Committee asked the question as to whether assessments should be kept to 'Red' and 'Green' as there can be an over reliance on the use of 'Amber' and, indeed, what constitutes an 'Amber' assessment? The set target is either being met or not being met. It was AGREED to have a further discussion on this as the new framework evolves.	To keep under review
93	It was AGREED to arrange an additional meeting of the Committee in early May to receive the analysis of the Learning Walks, following the conclusion of the two planned reviews.	Arranged for 02 May
94	To help inform governors on the new approach on TLA, it was AGREED to encourage governors to use their governor link visits to accompany a curriculum manager when they are conducting a Learning Walk.	Governor Link form has been redesigned to include a section on Learning Walks. The revised form has been issued to governors.
99	It was AGREED to add a specific risk on apprenticeship recruitment and, specifically, logistics	Risk Register Review is an agenda item
Corp 21/3 5	A follow up PIAP will be made available in the summer term for the academic year 2018-19. To be reviewed by the Quality & Curriculum Committee in June and to	June Q&C meeting

	be approved at the July Corporation meeting	
Corp 21/3 5 5(ii)	The targets to be set for teaching, learning and assessment to be reported at the May meeting of the Quality & Equality Committee.	Agenda item
Corp 21/3 5 5(ii)	It was AGREED that the headings of the proposed six KPIs are the correct headings, but what is now NEEDED are the measurements and trends for each KPI.	Agenda item
Corp 21/3 6	The achievement data to be presented in tabular format with a column to be added to show the 2016-17 out-turn against the soon to be published national benchmark data, and for this to be made available to governors via email.	Agenda item
Corp 21/3 11	To RAG colour code target dates in the PIAP to enable governors to identify those dates that have been met (Green), or are still in progress (Amber); or have not been met (Red).	Agenda item
Corp 21/3 11	The Principal outlined the timeline for the review of the self-assessment process with the review commencing in May. Governors sought ASSURANCES that the Curriculum & Quality Committee will be part of the review process and it was CONFIRMED that this would be the case with progress updates and outcomes of the review to be presented to the June meeting of the Committee	May meeting - to receive an outline of the review June meeting - To review progress update and final agreed SAR process
Corp 21/3 11	Governance weakness section in the PIAP: It was AGREED to delegate authority for completing this section of the PIAP to the Chair of the Quality & Equality Committee, the Chair of the Corporation, and the Clerk. It was agreed to add a commentary on the agreed actions for the to implement and for the actions to be added to the minutes of this meeting as well as the PIAP.	Task completed and the PIAP is an agenda item

108. It was **RESOLVED** to note the '*Summary Action List*'.

FE COMMISSION DIAGNOSTIC ASSESSMENT VISIT 9TH & 10TH MAY

109. Confirmation was received on the arrangements that have been put in place for the forthcoming FE Commission visit by two Deputy FE Commissioners on the 9th and 10th of May.

110. The update was noted.

5 MEASURES FOR TEACHING, LEARNING & ASSESSMENT AND LEARNING WALKS CRITERIA

111. The College report was received (Paper 3), and it was agreed that this report was the substantive paper to be considered at this meeting.

112. The key performance indicators agreed for 2017-18 and going forward for teaching, learning and assessment are the 5 Measures interim grades and the proportions of green/amber/reds evaluated through the series of Learning Walks.

113. For 2017-18, the approach to lesson observations was revised to increase the proportion of lessons observed and reduce the focus on a well-prepared lesson for a formal observation. The introduction of Learning Walks through the use of an online application (using green, amber, red for a series of criteria) presented the opportunity to improve the process of in-year feedback and improvement planning, and re-focus teachers and managers on residual areas for improvement – attendance, engagement, meeting needs, assessment and progress, and English and maths.

114. The 5 Measures is a well-established tool used to evaluate the performance of individual teachers and is used by managers to determine teachers' appraisal grades – Role Model/Good/Adequate/Not Satisfactory. Within the 5 Measures, the assessment of the quality of teaching and learning concentrated on the grade(s) awarded through the lesson observation scheme and was weighted at 45% of the 5 Measures grade. This was revised post inspection, to focus attention on the required in-year improvements in attendance, progress (replacing retention) and assessment practice.

115. A minimum of 3 Learning Walks will have been completed by the end of May for all teachers (114) with the information available to teacher/curriculum section (Business), curriculum area (Business & ICT), directorate (Business, ICT & Travel), and college level. Learning Walks are carefully planned by managers working with the Quality Improvement Team to ensure different types of lesson (theory or practical), different groups (willing or challenging), and different levels are covered for teachers. This planning reflects the key points in a Teacher's Improvement Plan.

116. The table on page 5 of the report showed the findings and revisions for the first two rounds of Learning Walks with some further updating and rebalancing of criteria for the final round of Learning Walks to strengthen our response to areas for improvement identified by OFSTED directly. These revisions were discussed and agreed with curriculum managers at the recent Post-Inspection Steering Group meeting.

117. Based on the performance through this year and an assessment of teachers' interim 5 Measures grades after the first 2 rounds of Learning Walks, the following 5

Measures (using the appraisal grades) targets are presented at college level for approval:

Role Model	8%
Good	57%
Satisfactory	30%
Not adequate	5%

118. External consultants with inspection and inspection support experience have worked with the following areas over the spring and into this term – Supported Learning, Visual, Performing Arts & Media (VPAM), Business & ICT, and Health, Care & Science.

119. The Committee sought assurances on the support being given to staff on the new approach being taken on TLA. It was confirmed teachers from all areas have taken part in an intensive behaviour management workshop strengthening strategies to tackle punctuality, attendance and low-level activities that can compromise the effectiveness of a lesson for students. The Committee asked if there was any evidence to demonstrate any positive impact arising from this workshop. It was confirmed key strategies developed are being shared across the College and these are being assessed currently. Managers will expect to see evidence of these strategies being implemented in learning walks.

120. This term, further work will be taken forward with English and maths teachers, the Sport & Public Services team, and individual teachers at the Skills & Logistics Centre. The majority of activities have focussed on theory lessons and this will continue to be the case with effective assessment and feedback activities crucial for students completing final assignments.

121. For Apprenticeships assessors, work based versions of the Learning Walks and 5 Measures are being finalised to bring the current observation process in line with wider college practise. This will enable assessors to work more closely on improvement activities with curriculum teams and prepare for the delivery of the new Apprenticeship standards as they are approved and the frameworks are ‘switched off’.

122. The table on page 3 of the report provided the Committee with a summary of performance at an institutional level for TLA against each of KPIs agreed for each of the 5 measures based on the 114 learner walks conducted. It was confirmed that this table is to be presented at every meeting of the Committee. Assurances were sought, and were given, that the data can, and is being used, to drill down to levels, to individual courses, and down to individual teachers.

123. In terms of future report of this table, the Committee requested that definitions be made available on what constitutes ‘Green’, ‘Amber’ and ‘Red’ for each of the 5 measures.

124. It was **RESOLVED** to approve the targets for each of the 5 measures:

Role Model	8%
Good	57%
Satisfactory	30%
Not adequate	5%

125. The Chair asked the two student governors if they had any comments on the new system. Both confirmed there has been a strong focus on attendance and on their individual progress against their learning goals. There is more active engagement with their teachers on how they are doing.

126. The Principal confirmed that for Learner Walk 3 there will be more involvement of course reps to join the Learner Walk facilitator.

127. One positive outcome that has arisen from the new approach is that all staff are working hard to introduce the new system and real value has been gained through the conversations that are now taking place between Curriculum managers, teachers, and students.

128. The Chair stated that staff must sustain their focus on improving teaching, learning and assessment and the Chair said he will ask the question at the end of the meeting 'Is extra support required to ensure sustainability on a continuing basis?' One of the re-occurring themes the Chair identified in his recent governor link visits was the additional workload being placed on staff on an already a high workload. A balance has to be struck between intervention and remedial action to delivery better teaching, learning and assessment.

POST INSPECTION ACTION PLAN (PIAP)

129. The current draft of the '*Post Inspection Action Plan*' (PIAP) was received (Paper 4). It was noted that many of the key areas in the PIAP were discussed in detail under the last agenda item.

130. During the review of the PIAP, the following points were made:

- There is a need to ensure in the presentation of the PIAP that there is a direct response against all actions listed and that progress updates are aligned against each action point.
- Some actions had been completed but these had not been confirmed in the final column. Therefore the Executive were under selling themselves and the good progress made against these actions. It gives the impression of being too cautious in using 'green' assessments.
- 'Progress' and 'Impact' were being reported on in the same column and in some cases this leads to confusion. The request was made to consider adding an 'Impact' column.

131. The Committee placed on record its appreciation of the significant amount of work that has gone into the PIAP and subsequent action planning and asked for the Principal to feed this back to all curriculum managers and staff.

132. The Committee agreed that what would be very useful is to have available for the FEC visit a high-level summary of the actions taken since the Ofsted inspection and the key successes made, such as attendance and the progress made on some aspects of teaching, learning and assessment.

133. It was **RESOLVED** to note the QIAP.

GOVERNOR LINK VISIT REPORTS

134. A number of Governor Link Visit reports were received (Paper 5).

135. To help inform governors on the new approach on teaching, learning and assessment, it was agreed at the last Board meeting to encourage governors to use their governor link visits to accompany a curriculum manager when they were conducting a Learning Walk. The Governor Link form has been redesigned to include a section on Learning Walks.

136. The Chair proposed that instead of going through each Link Visit Report in detail, that he would undertake a summary analysis of the visit forms to highlight common themes and any emerging issues, and his summary would be made available for the June meeting. This suggested approach was agreed.

137. There was also agreement on the following for 2018-19 governor link visits:

- (i) To provide in the autumn term a more comprehensive training for governors so they knew how to conduct a Learning Walk;
- (ii) The Chair and Clerk to work on a more detailed template for link visits to include a 'standard' list of questions linked to the PIAP;
- (iii) The timings of link visits would to be arranged so that they complement and inform the PIAP; and
- (iv) The various link visits to be coordinated by the college

ACHIEVEMENT RATE REPORT

138. It was confirmed the National Achievement Rates (NR) for 2016-17 have now been published and the report presented the College's achievement rates against the new NRs (Paper 6).

139. The final achievement rate for 2016-17 is 87% which is 5% increase on the College's achievement rate in 2015-16 and is 3% above the National Rate (NR) of 84%. This is 1% below the set achievement rate target of 88%.

140. It was confirmed that this placed the West Thames College achievement rates for 2016-17, when ranked against 25 London Colleges, as follows:

- 8th highest for all ages – upper 50th percentile
- 8th for 16-18 students – upper 50th percentile
- 4th for 19+ - upper 25th percentile
- Level 1 and Level 3 – are all in the upper 25th percentile
- Of concern, is Level 2 – which is in the lower 50th percentile overall

141. The following achievement data against NR was made available:

All college rates based on timely measures. Please use timely when comparing data in Pro Achieve.			Actuals				Ranking out of 25 London colleges
			Nat Rate	15/16	16/17	Diff NR	
All Ages	All Levels	Leavers		7,966	9,079		
		Achievement	83.7	82.1	86.6	2.9	upper 50th
	Level 1	Leavers		4,427	5,508		
		Achievement	85.2	84.6	90.1	4.9	upper 25th
	Level 2	Leavers		2,275	2,525		
		Achievement	81.9	74.3	78.8	-3.1	lower 50th
	Level 3	Leavers		1,260	1,019		
		Achievement	84.2	87.8	87.0	2.8	upper 10th
16-18	All Levels	Leavers		4,468	4,559		
		Achievement	81.1	78.6	82.3	1.2	upper 50th
	Level 1	Leavers		2,024	2,156		
		Achievement	78.3	77.3	84.7	6.4	upper 25th
	Level 2	Leavers		1,549	1,586		
		Achievement	80	74.2	76.5	-3.5	upper 50th
	Level 3	Leavers		895	816		
		Achievement	85.3	88.8	87.0	1.7	upper 25th
19+	All Levels	Leavers		3,498	4,520		
		Achievement	86.8	86.7	91.0	4.2	upper 25th
	Level 1	Leavers		2,403	3,352		
		Achievement	89.7	90.7	93.6	3.9	upper 25th
	Level 2	Leavers		726	939		
		Achievement	84.3	74.4	82.7	-1.6	lower 50th
	Level 3	Leavers		365	203		
		Achievement	79	85.2	87.2	8.2	upper 25

142. The Committee welcomed confirmation that the final achievement results show an increase in achievement rates and a return to the high results recorded over the past five years. Of the 12 areas in the table above, only 2 areas are down compared against the 2015/16 data, these being 'All Ages Level 3' down from 87.8% to 88% (but still 2.8% above NR); and '16-18 Level 3' down from 88.8% to 87% (but still 1.7% above NR).

143. Level 2 remains the area of concern with both 16-18 and 19+ Level 2 results being below the NR, and as already reported, this is being addressed in detail in the Post Inspection Action Plan. From a student perspective, the College believes that it is now the right time for students to undertake GCSE rather than Functional Skills Level 2 which has proven to be a more substantially difficult programme compared to GCSE. This is now the course of action being taken with the ultimate aim of benefiting the student.

144. Members have accepted the recent judgements made by Ofsted on the College's provision, but welcomed this source of evidence that showed and confirmed against NRs that the College is doing things well for the benefit of its students.

145. In 2016-17, the College had 131 apprenticeship timely leavers with a timely achievement rate of 44%, 22% above the timely achievement rate for 2015-16. Although this shows a significant improvement it is still below the NR of 64%.

146. The overall achievement rate for apprenticeships is 59%, this is an increase of 2% compared to 57% in 2015-16.

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

COLLEGE SELF ASSESSMENT REPORT

148. A verbal update was received on the process to be followed for the drafting of the College Self Assessment Report 2017-18.

149. It was confirmed the Executive are reviewing the volume of the SAR and in future SARs will report against types of provision in line with how Ofsted now reports.

150. Two external consultants will be used instead of just the one. A consultant will be used to review the format and presentation of the SAR and the other will attend the curriculum panel meetings to provide external perspective and challenge. The Committee sought assurances that the consultants will be appropriately qualified and experienced and it was confirmed both consultants have appropriate Ofsted experience.

151. The other matter being considered is the use of another College for peer assessment and the Committee welcomed this idea.

152. It was confirmed the SAR process for drafting the College SAR 2017-18 will be confirmed at the June meeting of the Committee.

RISK REGISTER

153. The College report '*Risk Register*' was received (Paper 7), highlighting the areas of focus relevant to the Committee. The Audit Committee had requested that each Committee be asked to review as to whether there are sufficient and robust sources of 'Independent Assurances' against each risk that falls under the terms of reference of the Committee, and whether identified 'Governor Oversight' arrangements are adequate and fit for purpose.

154. The Clerk advised that the Committee could also add to the Risk Register as to whether any new risks had been identified through discussions during the meeting.

155. It was agreed no new risks had been identified at this meeting.

156. It was **RESOLVED** to note the '*Risk Register*'.

ANY OTHER BUSINESS

157. It was agreed that there were no additional matters raised during the meeting that need to be brought to the attention of the FEC team when they visit next week, but it was agreed to see if the FEC can advise on what help and support might be available to the College in two key areas - apprenticeships, and English & maths.

158. The Committee placed on record its thanks to students and staff for their excellent work in the recent Commonwealth Lunch event.

159. The Chair concluded by again stating that significant efforts have been put into action planning for this year and sought assurances that plans are in place preparing for action planning for 2018-19. The Principal responded to confirm that the May Strategy Board meeting, that will be attended by Curriculum Managers, will start to review the actions required during 2018-19 and the draft of the PIAP for 2018-19 will be an agenda item at the next meeting of the Committee.

DATE OF NEXT MEETING

160. Wednesday 13 June 2018 @ 1800.

The meeting closed at 20.00.

Signed: _____ Date: _____
(Chair)

SUMMARY ACTION LIST

Min	Action	Review Date
130	<p>PIAP:</p> <ul style="list-style-type: none">➤ There is a need to ensure in the presentation of the PIAP that there is a direct response against all actions listed and that progress updates are aligned against each action point.➤ Some actions had been completed but these had not been confirmed in the final column. Therefore the Executive were under selling themselves and the good progress made against these actions. It gives the impression of being too cautious in using 'green' assessments.➤ 'Progress' and 'Impact' were being reported on in the same column and in some cases this leads to confusion. The request was made to consider adding an 'Impact' column.	13/6/18

	<p>➤ An explanation and a strong case needs to be prepared and presented on why the set attendance target rate of 87% has been lowered to 85%. With a sound explanation the College is at risk of being accused of lowering targets so that they become more achievable.</p>	
132	The Committee agreed that what would be very useful is to have available for the FEC visit a high-level summary of the actions taken since the Ofsted inspection and the key successes made, such as attendance and the progress made on some aspects of teaching, learning and assessment.	
136	The Chair proposed that instead of going through each Link Visit Report in detail, that he would undertake a summary analysis of the visit forms to highlight common themes and any emerging issues, and his summary would be made available for the June meeting. This suggested approach was agreed.	13/6/18
137	<p>There was also agreement on the following for 2018-19 link visits:</p> <ul style="list-style-type: none"> (i) To provide at the start of the next academic year a more comprehensive training for governors so they knew how to conduct a Learning Walk; (ii) The Chair and Clerk to work on a more detailed template for link visits to include a 'standard' list of questions linked to the PIAP; (iii) The timings of link visits would to be arranged so that they complement and inform the PIAP; and (iv) The various link visits to be coordinated by the college 	13/6/18
152	It was confirmed the SAR process for drafting the College SAR 2017-18 will be confirmed at the June meeting of the Committee.	13/6/18
157	It was agreed that there were no additional matters raised during the meeting that need to be brought to the attention of the FEC team when they visit next week, but it was agreed to see if they can provide any help and support in two key areas - apprenticeships, and English & maths	13/6/18
159	The draft of the PIAP for 2018-19 will be an agenda item at the next meeting of the Committee	13/6/18