

**Minutes of a Meeting of the Quality and Equality Advisory Committee,
West Thames College, held on Wednesday 07 February 2018**

Present Mr B Armstrong (Chair)
 Ms T Aust (Principal)
 Mrs C Singh
 Ms A Patterson
 Mr M Ahmed

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

47. Apologies were received from Mr J Bolt and Ms N Duszniak.

MINUTES

48 It was **RESOLVED** that the minutes of the meeting held on 11 October 2017 be confirmed as a correct record and signed by the Chair (Paper 1).

49. It was **RESOLVED** that the minutes of the SAR Validation Meeting held on 08 November 2017 be confirmed as a correct record and signed by the Chair (Paper 2).

MATTERS ARISING

50. The only action point from the previous meeting is covered under the agenda item 'Risk Register'. It was agreed, as recruitment also impacts on curriculum, that the risk of lower than planned recruitment should be included in the Risk Register that comes before this Committee.

51. Since the last meeting, the College has been the subject to an Ofsted inspection and it was confirmed the inspection report has since been circulated to all governors. A specially arranged Board strategy meeting was held in January to begin the process of addressing the issues raised in the inspection. Although very disappointed with the outcome, governors acknowledged the inspection report and will seek to ensure that the areas needing improvement are addressed as a matter of top priority.

PERFORMANCE MONITORING REPORT

52. The Committee received a copy of the '*Performance Monitoring Report*' (Paper 3). It was noted that the PMR was compiled during the course of the academic year. In reviewing the report, members of the committee cross-referred the points raised in the Ofsted Report

53. It was confirmed five measures are being used to appraise conducted lesson observations through (1) learner walks, (2) students' attendance, (3) students' progress, (4) assessment, and (5) predicated achievement. Following the Ofsted

inspection, the five measures have been revised and rebased with stretch targets set for teachers.

54. Attendance remains a top priority, with attendance at 84% against the target of 90%. It was confirmed a cross college attendance strategy is being implemented, supported with further targeted interventions. The student governor confirmed that students are now fully aware of the consequences of regular and persistent non-attendance, with the ultimate sanction being the withdrawal of the student from the College.

55. It was **AGREED** to let governors know of any areas of concern with regard attendance in curriculum areas so that this could form the basis of a discussion between the governor and staff member during governor link visits.

56. As reported upon in the Achievement Report, the overall College achievement rate is at 87% against the target of 88%. A more detailed analysis is provided in the Achievement Report, a later agenda item.

57. Against the target of Apprenticeship timely achievement rate to exceed 62%, it was confirmed this is still work in progress. The absolute best case prediction for timely achievement is between 64% - 72%. Clear plans are in place for all apprentices who have fallen out of funding and the current numbers out of funding have significantly reduced from 2016-17.

58. The risk on making good progress towards being outstanding is now a 'Red' risk following the Ofsted inspection outcome. It was confirmed that, following the Board strategy meeting held in January, work is in hand to finalise the Post Inspection Action Plan. As this will be a critical key document for the College and Governors, it was **AGREED** to arrange a special meeting of the Corporation in March to review the draft of the Post Inspection Action Plan.

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 student numbers. It was **AGREED** to keep this risk under regular review.

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.

61. It was **RESOLVED** to note the Performance Monitoring Report.

ACHIEVEMENT RATE REPORT

62. The College report '*Review of Achievement Rates 2016/17*' was received (Paper 3). Final achievement rates for 2016-17 have now been confirmed internally. The terminology used to report results is the same as in the previous year.

63. The National Rates (NR) referenced in this report relate to 2015-16 due to the 2016-17 National Rates not being available as yet. Therefore, the National Rates are likely to change slightly once they have been updated. Historically, the National Rates

have increased by around 1% each year. Members of the committee were of the opinion that comparison with the National Rates may have contributed to senior leaders' "overly optimistic" assessment of performance, as noted in the Ofsted Report and that, rather, there is a need to focus more on the College's own internal set targets as a means of assessing performance, especially as the national targets are not made available until April when the College will be two thirds of the way through the academic year.

Achievement for Classroom Based Learning Education and Training

64. The final achievement rate for 2016-17 is 87% which is 5% above the achievement rate in 2015-16 and 5% above the National Rate (NR) of 82%. This places the West Thames College achievement rates for 2016-17 in the top 20% of 29 London colleges for all ages, and for 16-18 students and in the top 25% of London colleges.

65. The final achievement results show an increase in achievement rates and a return to the high results recorded over the past five years. The most significant increases are at level 1 (5459 leavers) now at 90% compared to 85% in 2015-16 and at level 2 (2526 leavers) now at 79% compared to 74% in 2015-16.

66. For most Directorates, the achievement rates are in-line with, and in some areas above, the predictions that were made in May 2017.

Achievement by Age and Level for 2016-17 Classroom Based Learning Education and Training

Age and Level

16-18s

67. For 16-18s, the college achievement rate is 82% which is a 3% increase compared with the achievement rate in 2015-16 and is 3% above the NR of 78%.

68. The key strength is achievement at level 1 (2157 leavers) showing an 8% increase from 2015-16. Achievement is currently at 85% against a NR of 76%.

69. The achievement rate for level 2 (2526 leavers) has also increased by 3% compared to 2015-16. Achievement is currently at 77%, although this shows a steadily increasing trend over three years and is 1% above the NR; it remains too low and is a key area of focus. 8% (234) of these level 2 leavers are functional skills enrolments.

70. The key area of concern for 16-18s at level 3 (816 leavers). Achievement rates for the institution have declined by 2% and are now at 87%, a drop in performance despite being higher than the latest available National Rate of 85%.

16-18 level 3 programmes have also failed to meet achievement targets for high grades. Only 33% of 16-18s at level 3 achieved a high grade against a target of 40%, compared to 37% in 2015-16.

19+

71. For 19+ students, the college achievement rate (4470 leavers) is 91% which is an increase of 4% compared to the achievement rate in 2015-16. This compares favourably with the NR of 86%.

72. The key strengths for 19+ are at level 1 (3302 leavers) where achievement has improved by 3% to 94%, against a NR of 88% and also at level 3. Achievement rates at level 3 (203 leavers) have risen from 85% in 2015-16 to 87% in 2016-17, although student numbers at this level are comparatively low with only 203 leavers.

73. The area of concern for 19+ achievements is at level 2 (939 leavers). Although achievement has improved, and is now at 82%, an increase of 8% compared to 2015-16, they remain 4% below the NR of 86% and, therefore, a key area of focus. 12% (138) of these leavers are level 2 functional skills enrolments.

English and Maths Results & Functional Skills

74. Results in English and maths have improved for both functional skills and GCSE when compared to 2015-16.

75. The 2016-17 achievement rate for GCSE grades A* to C is 26% (707 leavers) compared to 21% in 2015-16.

- The achievement rate for GCSE maths at A*-C grade is 23% and 1% below the NR of 24%.
- In GCSE English, achievement rates at A*-C are 29% and are at the NR of 29%.

76. Functional skills results have improved by 10% from 63% achievement in 2015-16 (1859 leavers) to 73% in 2016-17 (1999 leavers) and are 5% above the NR of 68%.

Apprenticeship Results

77. In 2016-17, there were 131 timely leavers. The 2016-17 timely achievement rate is 44% which is 22% above the timely achievement rate for 2015-16. Although this shows a significant improvement, it is still below the NR of 64%.

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

TEACHING, LEARNING & ASSESSMENT KPIS

79. Made available were copies of the outcomes of the KPI activity conducted at the recent Board strategy meeting where governors were set the task of proposing a set of KPIS for Teaching, Learning & Assessment (TLA).

80. Made available at the meeting was a suggested approach and target setting for TLA using Learning Walks.

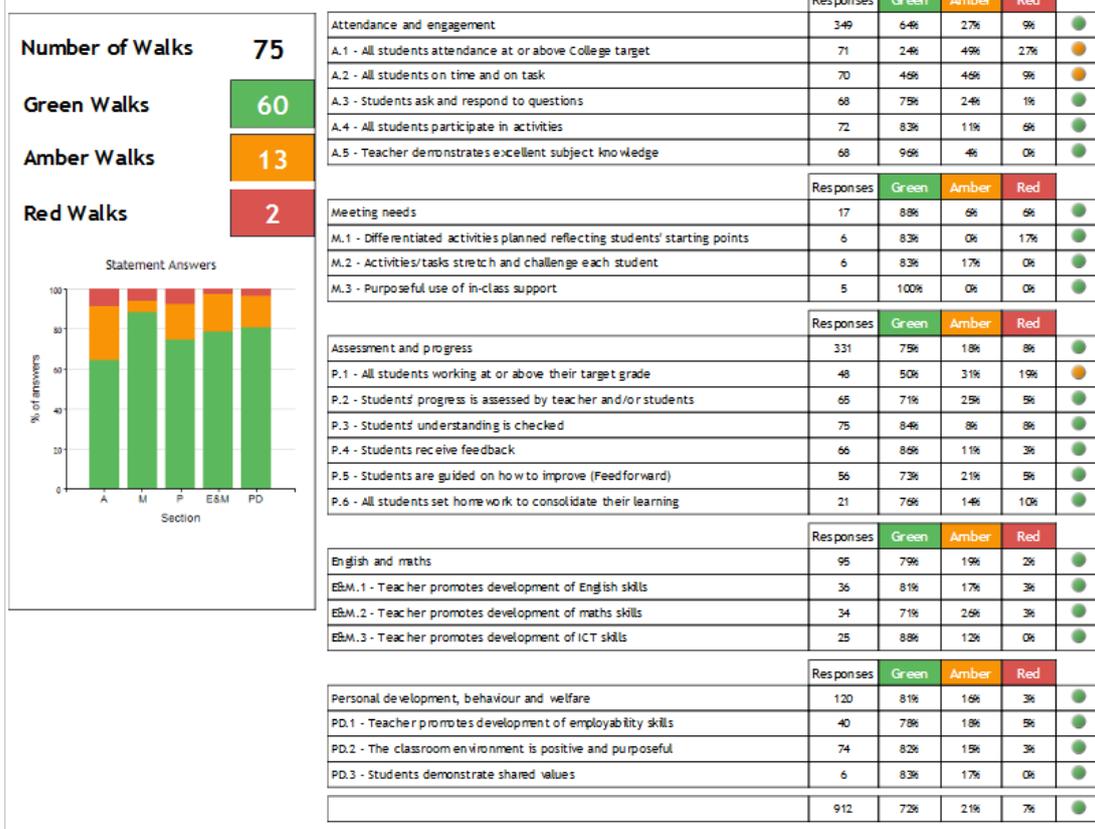
81. The Learning Walks Summary below provides a live snapshot of key points recorded by observers.

Learning Walks Summary

Directorate: --All--

Area: --All--

Section: --All--



82. 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.

83. It was confirmed two Learning Walks will take place for all teachers in advance of the Easter break making use of the updated template. The outcomes of these Learning Walks will be reviewed at ET+ Teaching, Learning & Assessment on 20 February 2018 (Review Point 1) and 24 April 2018 (Review Point 2). At the conclusion of Review 2, there will be a one-to-one meeting with each teacher and a grade profile will be confirmed.

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 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.

These could be supplemented with information at course and curriculum section level for teams with targeted interventions in place

Focus	Key Question	Target – Review Point 1	Target – Review Point 2
Attendance and engagement	All students attendance at or above College target	25% Green 50% Amber	30% Green 55% Amber
Meeting Needs	Differentiated activities planned reflecting students' starting points	90% Green 10% Amber	95% Green 5% Amber
Assessment and progress	All students working at or above their target grade	75% Green 25% Amber	80% Green 20% Amber
English and maths	Overall	90% Green 10% Amber	95% Green 5% Amber
Personal development, behaviour and welfare	Overall	90% Green 10% Amber	95% Green 5% Amber

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.

86. It was confirmed external validation of the process will be used during the second round of Learning Walks.

87. The Committee asked if Curriculum Managers were sufficiently developed to conduct Learning Walks against the assessment criteria. In response, it was stated that CPD has been made available to support managers. The real positive of this new approach is that it is getting managers out and about and in the classroom, hence there is now more direct involvement of managers in TLA.

88. It was confirmed that Learning Walks will also be used to target curriculum areas in need of intervention with outcomes being reported to the Executive.

89. The Committee strongly advised that this new approach must be supported with a tougher approach by the use of more 'Red' and 'Amber' assessments. There must be an honest assessment as to where the College actually is on TLA.

90. The Committee asked the question as to whether assessments should be kept to just '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.

91. The Committee asked as to what will happen if there is no improvement for either individual teachers or courses. It was confirmed that hard decisions would be made to eradicate areas of poor performance.

92. The Chair asked if the Executive was clear as to what they now needed to do. In response, members of the Executive confirmed they would be working on the following:

- Confirming a set of KPIs against the five measures that constitute TLA.
- To continue to strengthen how Learning Walks are to be used to report on KPIs and the five measures.
- Provide to the Committee, through a fixed agenda item on TLA, quantitative information that is complemented by a commentary on the key themes emerging, and the interventions put in place to address any areas for improvement.

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.

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. (Note, the Clerk will provide a draft template to be used by Governors on the link visits / learning walk to ensure consistency of approach and questioning)

RISK REGISTER

95. The College report '*Risk Register*' was received (Paper 5), 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.

96. It was confirmed a new risk has been added following the Ofsted inspection - Failure to demonstrate that students are making at least the expected progress and, on Level 3 courses, the 40% high grade target is achieved. This risk was rated as a high risk.

97. The Committee sought assurances that all the areas for improvement, identified by Ofsted, have been incorporated within the Risk Register. It was confirmed that this was the case.

98. 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.

99. It was **AGREED** to add a specific risk on apprenticeship recruitment and, specifically, logistics.

100. It was **RESOLVED** to note the 'Risk Register', but to review this again once the KPI's and Action Plan have been agreed, to ensure that all areas are covered

ANY OTHER BUSINESS

101. An update was received on the recruitment process for the post of Vice Principal Quality.

DATE OF NEXT MEETINGS

Wednesday 02 May 2018 @ 1800

Wednesday 13 June 2018 @ 1800.

The meeting closed at 20.00.

Signed: _____ Date: _____

(Chair)

SUMMARY ACTION LIST

Min	Action	Review Date
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 between the governor and staff member during governor link visits.	13/06/18
58	It was AGREED to arrange a special meeting of the Corporation in March to review the draft of the Post Inspection Action Plan.	13/06/18
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.	13/06/18
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.	13/06/18
82	Teaching, Learning & Assessment KPIs:	13/06/18

	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.	
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 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.	13/06/18
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.	13/06/18
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.	13/06/18
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.	13/06/18
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.	13/06/18
99	It was AGREED to add a specific risk on apprenticeship recruitment and, specifically, logistics	13/06/18