

**Minutes of a Meeting of the Quality and Equality Advisory Committee,  
West Thames College, held on Wednesday 21 June 2017**

**Present** Mr J Bolt (Chair)  
Ms C Ajit Singh  
Ms A Patterson  
Ms T Aust (Principal)

**In Attendance** Ms K Lehmann  
Mr G Baker  
Ms B Calvert (Deputy Clerk)

The meeting commenced at 6.00 p.m.

**APOLOGIES, DECLARATION OF INTERESTS**

104. Apologies were received from Mr B Armstrong and Mr J Allen. In the absence of the Chair it was agreed for Mr J Bolt to chair the meeting. Mrs B Calvert was in attendance to clerk the meeting. It was confirmed that the meeting was quorate.

105. There were no declared interests against any of the agenda items.

**MINUTES**

106. Subject to a minor amendment, it was **RESOLVED** that the minutes of the meeting held on 08 February 2017 (Paper 1) be confirmed as a correct record and signed by the Chair.

**SUMMARY ACTION LIST & MATTERS ARISING**

107. The '*Summary Action List*' (Paper 2) confirmed the following updates:

<b>MIN REF</b>	<b>DETAILS OF RESOLUTION/ACTION POINT</b>	<b>COMMENTARY / UPDATE FOR MEETING 21/06/17</b>
59	Performance Monitoring Report: To change the reference 'Requires Improvement' in the progress column to read 'Work in Progress'	Agenda item at this meeting
61	To receive at the next meeting a report on the two visits (English & maths) to be conducted and what actions the College will be taking following the visits.	Agenda item at this meeting
71	To make the available the progress report that was presented to the Executive following the conclusion of the audit on student in-year progress.	Agenda item at this meeting
74	To make available at the next meeting an update on student destination outcomes.	Agenda item at this meeting

108. There were no other matters arising from the minutes

## PERFORMANCE MONITORING REPORT

109. The Committee received a copy of the '*Performance Monitoring Report*' (Paper 3). Against each objective and target set of 2016/17, the report provided a progress update as of May 2017 with an indication given on whether the objective/target is 'On Track' to be met or 'Is in Progress'.

110. Many of the actions proposed against those objectives/targets that are 'On Track' are referred to in more detail in later agenda items at this meeting.

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

## PREDICTED ACHIEVEMENT RATE REPORT

112. The College report '*Predicted Achievement Rates 2016/17*' was received (Paper 4). Directors and Curriculum Quality Team Managers (CQTMs) have worked together to determine final predicted achievement rates in their areas. These predictions have been calculated at individual student level and the data has been aggregated up to qualification outcome and then to Subject Sector Area (SSA). The evidence for these predictions has been based on in-year progress. This activity has been carried three times in 2015-16 (January 2017, March 2017 and May 2017) with predictions refined at each point in the year.

113. The following key points were noted:

- The College timely predicted achievement rate including Functional Skills is currently at 85%, which would represent a 3% increase when compared with the results for 2015-16. However this is below the College target of 88% for timely achievement.
- The College timely predicted achievement rate excluding Functional Skills is currently at 88%.
- Based on the final predictions, 7 out of the 8 Directorates are predicted to secure achievement rates above their 2015-16 achievement rate. These areas are:
  - Business, ICT and Travel
  - Core Skills including ESOL and English and maths
  - Subcontracted provision
  - Inclusion and Progression
  - Skills and Logistics Centre
  - Visual, Performing Arts and Media
- Only the Directorate of Hair, Beauty and Specialist Makeup predict a small decline in achievement rates.
- Cohorts for whom there remains the potential for failing to improve achievement rates for 2016-17 include; ESOL courses for adults, Work and Study courses for adults, Public Services, Sports, Science and Health Care courses for 16-18s and Construction courses for adults and 16-18s. Strategies are being implemented to support the at risk students.
- Predictions for Functional Skills (FS) remain low, especially for maths at levels 1 and 2. The achievement rate for Functional Skills is predicted to be 65% compared to 63% in 2015-16 and below the target of 70%.
- Improvements are predicted at Entry level and for FS English at levels 1 and 2, however predicted achievement in FS maths at levels 1 and 2 are lower than in 2015-16.

- Predicted grades for GCSE English and maths show an improved position compared to 2015-16: GCSE English grades A-C or 9-4 are predicted to be 35% compared to 20% achievement in 2015-16 but below the target of 40%. GCSE Maths grades A-C or 9-4 are predicted to be 35% compared to 20% achievement in 2015-16 but below the target of 40%.
- Predicted achievement for apprenticeships is expected to show an improved picture for 2016-17 with timely achievement predicted to be 46%. This would represent an improvement from 2015-16 when timely achievement was 23%. This covers all ages, all levels and covers West Thames College provision as well as subcontracted provision. Overall achievement for apprenticeships is predicted to be 66% which is below the target of 70% but slightly above the overall achievement rate of 57% in 2015-16.

114. It was reported that with further work to secure achievements for all students, the College can achieve an improved position for Education and Training provision when compared to 2015-16. However, any increase is likely to be slim and cannot rely on an improved performance in Functional Skills.

115. Whilst the predicted rate shows improvement for timely achievement for apprentices, there is still significant work required to ensure all aspects of the framework are completed as predicted and claimed in a timely way.

116. Following review, it was **RESOLVED**:

- (i) For a comparison of actual achievement rates against predicted achievement rates to be completed and analysed by November 2017 and to be made available to the Committee;
- (ii) For the focus of the Executive and Curriculum Managers to seek improvements in the following key areas:
  - English and maths; Functional skills and GCSE
  - Apprenticeship provision
  - The Directorates that have shown little improvement or indeed decline in 2016-17

117. It was reported that the National Achievement Rate Tables for 2015-16 were published by the DfE in June. Made available for the meeting were comparison tables for West Thames College with London based GFE Colleges with cohorts of more than 1,000 students. For all ages, the College had a timely achievement rate of 81.8% against the national rate of 82.1%, placing the College 14<sup>th</sup> out of 29. For 16-18, the College achieved 78.6% against the national rate of 79.1%, placing the college 9<sup>th</sup> out of 26. For 19+, the College achieved 86.4% against the national rate of 86.1%, placing the College 13<sup>th</sup> out of 27. For Apprenticeships, the College achieved 22.5%.

## **PROPOSALS FOR TEACHING, LEARNING AND ASSESSMENT FOR 2017-18**

117. The report (Paper 5) confirmed the following key objectives for 2017-18:

- Revitalise CILT programme
- Strengthen improvement and targeting of improvement activities
- Revise and update lesson observation scheme
- Establish best practise sharing

118. The report outlined in detail the actions to be taken to ensure the objectives are met and these were summarised as follows:

119. Revitalise CILT

- Establish through Admin Week and August Development Days, CILT theme for 2017/18 – *Feedback and Feedforward* – focussed on students' progress across all aspects of programme of study this will include activities to drive improvements in attendance.
- Plan series of cross-College sessions to take place on Monday afternoons (minimum of x2 each term and starting before half-term in autumn term) introduced and then consolidated through workshops delivered on August, November and February Development Days.

120. Strengthen improvement and targeting of improvement activities

- Assign all members of Quality Improvement team (QIT) to curriculum area teams – established on August Development Days with introduction to *Feedback and Feedforward* and plan team and individual activities using Quality Improvement Plans. In addition, the roles of CQTM's and Directors in improvement activities will be very clearly detailed with progress assessed through Principal's Performance Reviews.
- Support for targeted teams – e.g. Health & Social Care, Science and Construction - to involve securing external subject specialist to work with QI lead and undertake a minimum of 3 review visits over the year to carry out Learning Walks, review students' progress (e.g. marked work), conduct meetings with students and staff and then report and feedback to managers, Directors and Executive.

121. Revise and update lesson observation scheme

- Introduce Learning Walks alongside updated versions of the Peer and Student observations. Both these types of observation have worked well and the observations involving students will be developed further. There has been positive feedback from the students on their involvement in the lesson observation scheme and student involvement will continue as their feedback is highly valued.
- A minimum of 3 Learning Walks to take place in cross-College windows starting in the first autumn half-term, conducted on no-notice basis and continued throughout the academic year. Guidelines for Learning Walks to be finalised and issued in advance of Admin Week including the length of learning walks e.g. 20 minutes.
- All CQTM's, Directors and members of the Exec Team to be trained in conducting Learning Walks, use of video for feedback and to share best practice, and to receive (as a group) clear guidance on identifying any requirement for support for an individual teacher.
- Engagement and discussion with students on a half termly basis should take place in team meetings and as a discreet group to provide reflection and feedback on TLA.
- Process when a requirement for support is identified to be revised and linked to targeted approach outlined above.
- Quality assurance – joint learning walks with QiT, sampling and moderation of videos and feedback reports to take place on a termly basis.
- For further consideration - intensive support may lead to more formal lesson observations (similar to the existing formal observation) as part of performance management.

122. Establish best practice sharing

- The most effective sharing of best practice at West Thames in recent years, has taken place through marketplace activities in the Atrium.
- It is proposed these are scheduled to take place each term in 2017/18 on a cross-College basis linked directly to CILT sessions and based on having 'done something differently' as a team or as a group working across teams.
- The recording of Learning Walks should also lend itself to sharing of best practice and a collaborative forum will be setup on Sharepoint.

123. The Committee endorsed the range of actions to be taken and re-emphasised the need was for IMPACT of these actions.

**PROPOSALS FOR SELF-ASSESSMENT FOR 2017-18**

124. A verbal update was given on the process to be followed for the College's Self-Assessment for 2017-18. The Governor Validation Panel meeting on the Self-Assessment Report is scheduled to take place on Wednesday 15 November 2017 commencing at 2pm.

**STUDENT DESTINATION REPORT**

125. The following progression data was received and noted (Paper 6):

## Progressions & Destinations 15/16

Lvl	Age Group	15/16	Re-Enrolled										Not Re-Enrolled										Has Positive Destination/P progression			
			No	%	Returning Level								No	%	UCAS Placed	Actual Destination (non returners)					Intended Destination			Dest Not Known		
					X	E	1	2	3	3.5	4	EDU				EMP	GAP	NPE	VOL	EDU	EMP	NPE				
E	14-15	50	47	94%		60%	34%							3	6%										6%	94%
	16-18	188	158	84%		51%	27%	4%	3%					30	16%					1%			1%		15%	84%
	19+	261	138	53%		35%	16%	2%	0%					123	47%		2%	2%		3%	1%	2%			38%	57%
	Total	499	343	69%		43%	22%	3%	1%					156	31%		1%	1%		2%	0%	1%	0%		26%	71%
1	14-15	3	3	100%			67%		33%					0	0%											100%
	16-18	293	216	74%		1%	13%	33%	26%					77	26%		2%	3%	0%	2%	0%	4%	1%		13%	79%
	19+	967	132	14%	0%	0%	6%	7%	0%					835	86%							0%			86%	14%
	Total	1,263	351	28%	0%	0%	8%	13%	6%					912	72%		0%	1%	0%	1%	0%	1%	0%		69%	29%
2	16-18	481	255	53%	0%	0%	1%	8%	43%		0%			226	47%		9%	4%		5%		8%	3%		17%	67%
	19+	377	115	31%	0%		3%	9%	18%					262	69%	0%				0%		0%	5%	0%	63%	31%
	Total	858	370	43%	0%	0%	2%	9%	32%		0%			488	57%	0%	5%	2%		3%		5%	4%	0%	38%	51%
3	16-18	747	331	44%		0%	0%	2%	4%	35%	3%			416	56%	19%	6%	10%	1%	3%		6%	4%		7%	80%
	19+	381	96	25%	1%		1%	4%	5%	6%	9%			285	75%	27%	2%	8%	0%	2%		8%	6%	0%	23%	62%
	Total	1,128	427	38%	0%	0%	0%	3%	4%	25%	5%			701	62%	22%	5%	9%	1%	3%		6%	5%	0%	12%	74%
4	19+	4	0	0%										4	100%										100%	0%
	Total	4	0	0%										4	100%										100%	0%
14-15			53	50	94%		57%	36%		2%				3	6%										6%	94%
16-18			1,709	960	56%	0%	6%	6%	9%	19%	15%	1%		749	44%	8%	5%	6%	0%	3%	0%	5%	3%		12%	77%
19+			1,990	481	24%	0%	5%	6%	6%	5%	1%	2%		1,509	76%	5%	1%	2%	0%	1%	0%	2%	2%	0%	63%	32%
Total			3,752	1,491	40%	0%	6%	6%	7%	11%	8%	1%		2,261	60%	7%	3%	4%	0%	2%	0%	3%	2%	0%	39%	53%

126. It was noted that the report is still being tested with some working being done to more accurately capture adult and part-time students on short courses in particular. Further developments will include parameters by age (16-18, 19+) and mode of study (e.g. part-time, full-time, workplace learning) and for all students or by 'inspection rules'.

127. The Committee welcomed the report albeit that further work was required to refine the report and it was **RESOLVED** to note the report.

## **MATHS & ENGLISH VISITS REPORT**

128. The report on English & maths visits at two Colleges who are renowned for having good practice in these areas was received (Paper 7). It was confirmed points of good practice from these visits have become part of the West Thames College English and maths strategy, and these were summarised as follows:

### **West Herts College - GEM Great English and Maths**

#### College approach; points that West Thames will adopt

- High quality teaching and learning for English and maths. The College GEM team consists of vocational teachers who have trained to become English or maths teachers and now teach English or maths for 50% of their timetable. Vocational teachers can apply to become GEM teachers and there is a financial incentive for retraining. Only the best vocational teachers are selected for the GEM team. The GEM team are highly regarded within the College and many teachers aspire to be part of the GEM team.
- Lessons focus on the students' areas of need and do not repeat the entire syllabus, as most students have already gained some skills from school.
- English and maths are well timetabled, in the middle of the day or in the mornings after 10am.
- There is a dedicated English and maths study zone within the learning resource centre.
- High quality on-line resources to support English and maths are available to students for independent study sessions or to use at home.
- There is a whole College approach to promoting the benefits of English and maths qualifications. 'When you are good at English and maths life gets really interesting'.

### **West Suffolk College- It's all about ME**

#### College approach; points that West Thames will adopt

- Well-organised structures, English and maths are at the heart of the programme of study. Lessons are well timetabled, in the middle of the day or mornings after 10am. No English or maths classes take place on Friday afternoon.
- GCSE classes are no longer than 2 hours in duration.
- Efficient streaming of FS and GCSEs. Understanding the students starting point from the beginning. Ensuring students are in the correct English and maths group right at the start of the term to minimise disruption and settle students in swiftly.
- Effective use of BKSB to assess students' starting points and identify needs.
- Dedicated English and maths classrooms that contain the relevant resources in the English and maths zone. Each teacher has their own classroom, or set of classrooms that are close to each other which prevents teachers from having to move across the campus between classes.
- Whole College approach to promoting ME- it's all about ME campaign; Positive promotion of English and maths across the college. ME poster campaign. Understanding students' barriers to English and maths and building confidence.

129. The Committee welcomed both the outcomes and benefits arising from the visits conducted and welcomed the sharing of good practice.

## **RISK REGISTER**

130. The College report '*Risk Register*' was received (Paper 4), highlighting the areas of focus relevant to the Committee. The Committee were in agreement with the 2 risks where the overall score had increased. These were risk 14 - attendance and risk 45 – failure to improve achievement rates in English and maths. The Audit Committee had requested that each Committee be asked to review if there are sufficient and robust sources of 'Independent Assurances' against each risk that falls under the terms of reference of the Committee, and if identified 'Governor Oversight' arrangements are adequate and fit for purpose.

131. The Committee was also advised they could add to the Risk Register if any new risks were identified through discussions during the meeting.

132. The Committee agreed that the risks discussed at this meeting are confirmed in the Risk Register – these being apprenticeships, learner attendance and achievement rates.

### **DEVELOPMENT PLAN 2017/18**

133. The Committee was invited to provide a steer on what they would want to see in the development objectives under Goal 1 for 2017/18. The Committee welcomed and endorsed the continued focus on teaching, learning & assessment; apprenticeships; attendance and punctuality, and English & maths.

134. It was confirmed the draft of the Development Plan 2017/18 is an agenda item at the July Board meeting with the final version to be approved in the autumn term.

### **ANY OTHER BUSINESS**

135. There was no other business.

### **DATE OF NEXT MEETING**

- Quality Meeting: Wednesday 11 October 2017 @ 6pm
- SAR Validation Meeting: Wednesday 15 November 2017 @ 2pm

The meeting closed at 20.00

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Chair)

### **Action Point:**

Minute 116(ii):

For a comparison of actual achievement rates against predicted achievement rates to be completed and analysed by November 2017 and to be made available to the Committee;