

**Minutes of a Meeting of the Quality and Equality Advisory Committee,
West Thames College, held on Wednesday 15 June 2016**

Present Mr B Armstrong (Chair)
Ms C Ajit Singh
Ms A Patterson
Mr J Bolt
Ms T Aust (Principal)
Mr A Joshie
Mr M Piwowarski
Ms I Stefan

Also present Ms D See
Mr G Baker
Ms B Calvert (Deputy Clerk)

The meeting commenced at 6.00 p.m.

APOLOGIES, DECLARATION OF INTERESTS

49. Apologies were received from Mr J Allen. It was confirmed that the meeting was quorate.

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

MINUTES

51. It was **RESOLVED** that the minutes of the meeting held on 01 December 2015 be confirmed as a correct record and signed by the Chair.

52. It was noted there was no spring term meeting of the Committee due to the need to use the date arranged for the meeting of this Committee for a special Corporation meeting. Papers that were to be considered at the spring term meeting were considered at the March Corporation meeting.

MATTERS ARISING

53. There were no matters arising from the minutes.

PERFORMANCE MONITORING REPORT

54. The Committee received a copy of the '*Performance Monitoring Report*' (Paper 2). Against each objective and target set of 2015/16, the report provided a progress update as of May 2016 with an indication given on whether the objective/target is 'On Track' to be met or 'Requires Improvement'.

55. The Committee agreed to review the four areas identified as 'Requiring Improvement' and the progress update/actions being taken as summarised in the table below:

Objective/Target	Progress Update
Meet the attendance target	Attendance has declined and is currently at 86.3%

<p>of 90% through implementing those strategies identified as effective in 2014-15</p>	<p>which is 3.7% below target but 1% above the rate at a similar point in time in 2015.</p> <p>Attendance remained at the target of 90% for the Autumn term. An agreed set of attendance strategies were in place from September. These included:</p> <ol style="list-style-type: none"> 1. Induction - getting it right in the 1st 6 weeks, with a consistent team approach. 2. Weekly attendance forums 3. First register call 4. Parental involvement from the outset 5. Letters to students/parents during first week of term, if below 90%. 6. Weekly agenda item at CQEG and with Director/CQTM one to ones <p>An Attend and Achieve campaign was launched in January. 250 plus full time students achieved 100% attendance in this period and awards ceremonies were held at both sites on 2nd March, supported by the Student Union. A further Attend and Achieve campaign is running from May – June 2016; the campaign will focus on maximising student achievement and success in Functional Skills English and maths.</p> <p>The Student Union have also identified attendance as one of their objectives for 15-16. They have attended CQEG and met with Directors to look at strategies currently being used as well as suggesting additional strategies that could be used.</p>
<p>Improve English & maths through effective identification of needs and delivery of an appropriate programme of study</p>	<p>Standardised planning and delivery across GCSE English and maths and at each level of Functional Skills has been put in place alongside weekly English and maths Forum meetings; lead teachers and Directors have been assigned to an English or maths level to support and lead; and additional learning walks are taking place to ensure quality of standardised delivery. English and maths remain a focus for observations.</p>
<p>Establish a long-term sustainable vision for the Skills Centre, building on the plans to offer logistics and to co-ordinate with KS4 of Woodbridge Park</p>	<p>The apprenticeship provision in conjunction with System Training has had a delayed start; Systems has been given a deadline of May 2016 for the sign up of new apprentices. The college is also exploring delivery of further logistics apprenticeships with another partner.</p> <p>The traineeship in logistics has been developed and will start in June 2016.</p>

	Woodbridge Park has moved back the re-location date to October 2016.
<p>Deliver the Apprenticeship Growth Plan</p> <p>Targets as per plan Total: 362 in-house across priority sectors plus Logistics Apprenticeships delivered through a partner</p>	<p>138 out of 362 apprentices enrolled on in-house cross-college apprenticeships with 77 apprentices in the pipeline across all curriculum areas with the aim to enrol by end May 2016. Construction and Hairdressing remain on target as previously reported.</p> <p>Areas prioritised for improvement include Business and Health & Care. To get back on-track the College has targeted the following four large employers to give higher volumes of enrolments.</p> <ul style="list-style-type: none"> • Chelsea & Westminster Hospital (HSC) • Noons (Team Leaders) • ARAMARK UK (Business) • Mears (HSC) <p>In both Business and Care, the College has identified an additional 37 Level 2 Apprentices who are about to complete their programme so they can be enrolled onto a Level 3 apprenticeship in May.</p>

56. In addition, the report provided an update on teaching, learning and assessment and the following key points were noted:

- Across the College there has been improvements in the starts of lessons, effective linking of activities through a lesson and, in the better lessons, some innovative techniques to check learning. However, checking of learning remains an area for further improvement – there remains an over-reliance in some lessons on Q&A at the end without opportunities for students to consolidate or record key points.
- The focus on effective delivery of English and maths has intensified since February. Driven by the ET Plus Teaching, Learning & Assessment Group, the English and maths forum meetings have focussed on teachers working collaboratively to plan and deliver consistent lessons cross-College. Each week updates are shared in Bulletin presenting the topics and themes being delivered in English and maths lessons. These updates are for all teachers and observers have focussed, over the spring and summer terms, on the delivery of English and maths in all sessions.
- Increasing students' levels of satisfaction with the development of employability skills across all their sessions is a key target this year. There are clear signs through Course Reps meetings, Student Parliament and the Student Survey that the College is not there yet. Students presented concerns through observation 2 that took place last term. Cross-College themes will be picked up after the current round of Course Reps meetings through group sessions with students, managers and the Principal. This is to ensure that improvements suggested by students are included in the cross-

College planning for next year. These sessions will cover employability, teaching and learning, and safety at College.

57. The College continues to focus on increasing the volume of outstanding lessons and adopted this year features of lesson observation schemes common in colleges graded outstanding by Ofsted in the last 2 years. These were:

- Peer observations
- Student involvement
- Not grading observations (piloted in Engineering & Motor Vehicle, ESOL and Teacher Education)

58. Peer Observations were well received at the outset however teachers found it difficult or did not make time for feedback when planning these observations. This weakened these observations as an integral part of the scheme. The Committee endorsed the recommendation in the report that peer observations are retained but with clearer guidelines for managers and teachers regarding the organisation and purpose of these observations.

59. Student involvement in observations was less well received. However, these observations have informed the formal observation stage very effectively as well as teaching, learning and assessment reviews. Points made by students have been picked up by teachers and can be tracked through observation reports. The Committee endorsed the recommendation that these observations continue in 2016-17 with greater emphasis placed on the contribution made to improving teaching, learning and assessment by students through showcasing good and improved practice.

60. Not grading lessons observed in ESOL, Engineering and Motor Vehicle, and Teacher Education did not seem to have had either a positive or negative impact on the quality of teaching, learning and assessment in these 3 areas. The lesson observation reports of all 3 teams will be reviewed in the next few weeks. External colleagues working with the Quality Improvement team will assess improvements in the quality of feedback and agree a teaching, learning and assessment grade for the area to guide managers' self-assessment reviews. Reports from these activities will be considered at the next ET Plus meeting in June. The Committee again endorsed the recommendation for the College to continue to widen the number of teams involved in this based on assessment of the risk to each team.

61. It was confirmed teachers will be surveyed again to get their views on the changes made to the lesson observation scheme this year and the introduction of learning walks for next year. Introducing learning walks is a crucial next step in the further development of lesson observations and in preparation for an inspection. Learner walks will be used next year to assess cross-College progress against key themes such as English and maths. Learning walks carried out by OFSTED are considered both more effective and accurate in terms of making an overall judgement of teaching, learning and assessment.

62. The National Achievement (formerly Success) Rate Tables for 2014-15 were published this week by the Skills Funding Agency and were made available at the meeting. These tables are in the public domain and show how well the further education and skills sector performed, at institution level, last year.

63. For West Thames the education and training tables present a very positive picture when compared to colleges in local enterprise partnership (LEP) area. This includes colleges across London. The key headlines noted by the Committee were as follows:

- Climbing from 11th in our region to 4th for all students at all levels and joining the top 50 colleges (49th) across the country
- Moving up from 10th in our region to 2nd for the performance of our 16-18 year olds across all levels
- Improving from 10th in our region to 3rd for Level 3 provision for 16-18 year olds
- Being the best provider (1st) in our region for adults on Level 1 courses (up from 10th last year) and moving into the top 50 (43rd) across England for students aged over 19 across all levels

64. There were areas where the College's performance against the national picture could improve further. This is most significant for 16-18 students studying level 2 courses. Performance declined last year and is just below a declining national rate.

65. National Rates for 16-18 year olds decreased across level 1 and level 2 and indicate the continued importance of doing everything that can be done to ensure students are successful across all aspects of their programmes, in particular English and maths.

66. The Committee welcomed the positive information on the College's published success rates and reaffirmed the need to ensure students are successful across all areas of their programme with particular focus on English and maths and improving overall attendance.

67. It was **RESOLVED** to note the '*Performance Monitoring Report*' and the published '*Education & Training Tables*' made available at the meeting.

PREDICTED SUCCESS RATE REPORT

68. The College report '*Predicted Success Rates 2015/16*' was received (Paper 3). Directors and Curriculum Quality Team Managers (CQTM)s have worked together to determine final predicted success 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 (November 2015, January 2016 and May 2016) with predictions refined at both points in the year.

69. For classroom based learning, the overall predicted success rate is currently at 87.2%, which would represent a 1.7% increase when compared with the results for 2014-15. This would be above the 75th percentile for overall success by 0.9% (86.3%) based on the 2013-14 National Success Rate Tables (NSRT), which remain the most recent national benchmarks available. The overall target for success for 2015-16 is 88% overall including Functional Skills,

70. For 16-18s, the predicted success rate is expected to be 85.5%. This is 4.3% above the 2014-15 College success rate for 16-18s for all qualifications (81.2%). This is 1.9% above the 75th percentile (83.6%) for 2013-14 based on NSRT.

71. For 19+, predicted success rate is expected to 89.8%. This is 0.7% above the 2014-15 College rate (89.1%) and 0.7% above the 75th percentile (89.1%) for 2013-14 based on NSRT.

72. Overall predicted success for apprenticeships is expected to show an improved picture for 2015-16 with timely success predicted to be 49%. This would represent an improvement from 2014-15 when timely success was 37%.

73. It was noted the predicted success rate process has been refined during the course of the year. Further work is needed to ensure that predictions are accurate and validated thoroughly at all rounds of this activity. A particular focus will be on the accuracy of the predicted success for Functional Skills through the use of a more robust evidence base; for example, the regular review of course work and mock exams.

74. In terms of recommendations for 2016-17, the following were **AGREED**:

- (i) A comparison of actual achievement rates against predicted success rates to be completed by November 2016. This analysis will be used as part of the predicted success rate process for 2016-17.
- (ii) To continue to focus on the following key areas for improvement:
 - Apprenticeship provision
 - The SSAs that have shown little improvement or indeed decline in 2015-16
 - Functional skills and GCSE English and maths (although achievement for these qualifications is predicted to improve)

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

RISK REGISTER

76. The College report '*Risk Register*' was received (Paper 4), highlighting the areas of focus relevant to the Committee. 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.

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

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

DEVELOPMENT PLAN 2016/17

79. The Committee was invited to provide a steer on what they would want to see in the development objectives under Goal 1 for 2016/17. The Committee

welcomed and endorsed the continued focus on teaching, learning & assessment; apprenticeships; attendance and punctuality, and English & maths.

ANY OTHER BUSINESS

80. There was no other business.

DATE OF NEXT MEETING

81. Wednesday 09 November 2016

The meeting closed at 19.30

Signed: _____ Date: _____

(Chair)