

**Minutes of a Meeting of the Quality and Equality Advisory Committee held on  
Wednesday 09 October 2019**

**Present** Mr B Armstrong (Chair)  
Ms T Aust (Principal)  
Mr J Bolt  
Ms C Singh  
Ms B Sandhu  
Ms S Oloyede  
Mr J Ndokala Makondele

**Also present** Mr J Allen (Clerk)  
Ms S Davies  
Ms K Lehman

The meeting commenced at 6.00 p.m.

**WELCOMES, INTRODUCTIONS, APOLOGIES & DECLARATIONS OF INTEREST**

1 The Chair welcomed everyone to the meeting. Introductions were to Ms Susanne Davies (Interim Vice Principal), Ms Barinder Sandhu (External Governor), Ms Seyi Oloyede (Student Governor), and Mr Jayden Ndokala Makondele (Student Governor). Apologies were received from Mr Dave Evans. There were no declared interests against any of the agenda items.

**CHAIRS OPENING OBSERVATIONS AND COMMENTS**

2. Following the governance review that was undertaken last term, and the resulting governance action plan, the Chair confirmed changes will be made to the structure of the agenda with the focus being to avoid unnecessary duplication. The focus of future meetings will be reviewing key quality KPIs in the Data Dashboard and using the Data Dashboard to drill further down into how curriculum areas are performing against the KPIs.

3. As discussed at the recent Search Committee meeting, this Committee will have responsibility for Student Voice and the Search Committee tasked the Chair of this Committee to take the lead on student voice. To this end, both student governors were welcomed to the meeting and it was confirmed they are to be supported in their governor duties by the Clerk.

4. The Principal informed the Committee that the Development Plan has the objective to further strengthen the student voice by addressing key areas for improvement agreed with the Students' Union Executive and Student Voice Group. In-year improvements secured across all curriculum areas are to be monitored through half-termly meetings of the Executive Team Plus Student Voice Group. As the two Student Governors are members of the Student Voice Group, it was **AGREED** for the Student Governors to make available a presentation at future meetings of the Committee on the work and outcomes of the Student Voice Group.

5. Prior to the start of this meeting training was made available to Governors on the new Ofsted Education Inspection Framework that was introduced from September. The Chair summarised the key outcomes from the training and the areas that need to be subject to further consideration from this Committee. The key

change is the greater emphasis and focus of inspections on student development. It was **AGREED** for the notes of the Ofsted training to be attached to the minutes.

6. As the inspection is imminent, it was **AGREED** for the Executive to update the Governor Inspection Briefing Document to reflect the change in approach of inspections. In particular, for the briefing document to focus more on the '3 Is' of Intent, Implementation and Impact (see attached notes of the Ofsted training) and minutes 26 and 27 from this meeting.

## MINUTES

7 It was **RESOLVED** that the minutes of the meeting held on 13 June 2019 be confirmed as a correct record of the meeting (Paper 1).

## SUMMARY ACTION LIST & MATTERS ARISING

8. 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
50	Governor Link Visit Reports: It was agreed that when all reports have been received for these to be made available to Chair for him to produce a summary of the visits. The summary to be then subject to a facilitated discussion at the scheduled strategy meeting in May to identify common themes and issues arising from the visits.	Actioned at the July Corporation meeting
67	To receive the first draft of a 'considered' HE Strategy paper at the October meeting of the Committee.	Agenda item
85	Governance section in the PIAP - to be reviewed at the July Corporation meeting	Actioned at the July Corporation meeting
99	It was <b>AGREED</b> there would be value of having the Ofsted inspector giving a briefing to Governors in the autumn term on the College's SAR process. This would give the opportunity for Governors to ask questions on the SAR process as a way of obtaining further external validation on the College's approach to self-assessment.	Training made available to Governors 09 October 2019.

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

## HIGHER EDUCATION STRATEGY REPORT

10. Ms Lehmann attended this part of the meeting to present the draft of the HE Strategy Report (Paper 6). The following key points were noted from the report:

- There is an extremely competitive HE market with a wide range of choices for perspective HE students.
- There is still a demographic decline in the 18+ population.
- The College will need to work hard to retain the number of students currently recruited by regularly reviewing and updating the HE course offer.
- Even if the College was able to provide courses aimed at the skills gaps identified in the report the College would still not be able to increase current numbers significantly. Therefore, the HE strategy recommends modest recruitment targets between 160-200 HE students only over the coming years.
- The majority of students who study on the full-time Pearson HN courses are local 18-20 year olds progressing internally from the College's level 3 courses. Progressing students choose West Thames as an alternative to university because they like the college and wish to stay in the local area. For these students the progression agreements with local universities are important to enable these students to progress once they have completed their level 4 and 5 and achieve a full degree.
- Strong partnership working is important to get the best opportunities for students and the Executive will continue to work with existing university partners and explore new partnership opportunities.

11. The Committee agreed that the strategy report gave a clear sense of strategic direction for HE provision in the College and thanked the author for the clarity of the report. The Committee endorsed the suggested approach on student numbers and requested that the final draft confirms the HE student number targets for the next three years, detailed by course / programme, with attention being drawn to any provision that may be required to undergo validation processes, or which have operational or resource implications. The Committee endorsed the approach outlined for strong partnerships and again highlighting any procedural or validation requirements, and suggested that the report outlines timescales for dealing with strategic partners. It was also proposed that the HE strategy be subject to annual review at the autumn meeting of the Committee and for this to be confirmed in the HE Strategy document.

12. As the HE report proposes a strategic approach, it was **AGREED** for the final draft of the HE Strategy be made available for Corporation review and approval at the December meeting of the Corporation.

*(Ms Lehmann left the meeting at this point)*

## **DATA DASHBOARD REVIEW**

13. It has been agreed for the Data Dashboard to be the first main agenda item at all meetings of the Committee and for the meeting to review in detail those KPIs that fall under the committee's remit, these being the quality of education. Subsequent agenda items and reports to be linked to the Data Dashboard.

14. It was confirmed some of the KPIs used for 2018-19 are to remain in place for 2019-20. However, some have changed to reflect the new Education Inspection Framework and further work is to be undertaken on KPIs covering the new Ofsted judgement area of quality of education.

15. It was also confirmed that the criteria used for Learning Walks has been amended to reflect the new Ofsted judgment of quality of education. However, in order to track the progress from the previous inspection, the new criteria are mapped alongside the Learning Walk criteria for 2018-19. The new headings for Learning Walk criteria are; **Planning for Learning** (previously Engagement), **Meeting Needs** (Meeting Needs), **Assessment** (previously Assessment and Progress), **English and maths** (English and maths), **Personal Development** (previously Personal Development, Behaviour and Welfare), **Behaviour and Attitudes** (previously Attendance).

16. Ofsted's new approach at inspections is to conduct 'Deep Dives' into curriculum areas and the College has also adopted this approach. Outcomes arising from 'Deep Dives' will be reported on in the Data Dashboard. One curriculum area, English, has this term been subject to a 'Deep Dive'. The 'Deep Dive' consisted of 10 learning walks, a review of student files, student coursework and student individual learning targets. In terms of feedback, the curriculum area will receive a summary sheet feedback against given criteria. The Committee welcomed this addition to the Data Dashboard and suggested that in terms of reporting, a list approach be used rather than reporting on 'Deep Dives' through bar charts.

17. A discussion took place on how Committee members can best make use of the Data Dashboard at future meetings. The following approach was **AGREED**:

- Prior to the meeting, the Executive to ensure the commentary in the Data Dashboard is up to date. This to be done well in advance of the meeting by following the 7-day rule on making papers available prior to meetings.
- Prior to the meeting, Governors to review the Data Dashboard and to note any areas of concern that they want to challenge and explore further with the Executive.
- The Executive to make available at the meeting a brief statement on key issues that they have identified arising from the data and to report on the actions being taken to address areas identified for improvement.
- The review of the Data Dashboard to also review strengths and areas of good performance.
- Subsequent papers at the meeting - such as the Development Plan and Post Inspection Action Plan - to be used as supporting documents for the Data Dashboard.

18. In terms of when to start this approach for the use of the Data Dashboard, it was **AGREED** to commence this at the SAR Validation meeting on 06 November, with the review of the Data Dashboard to be the first agenda item.

### **PERFORMANCE MONITORING REPORT (DEVELOPMENT PLAN GOAL 2 & GOAL 3)**

19. As agreed, the Development Plan 2019-20 (Paper 3) focuses on Goal 2 (*To be INNOVATIVE and RESPONSIVE to current and future needs of our communities*) and Goal 3 (*To provide an EXCELLENT environment and resources*).

20. It was **RESOLVED** to approve the format of the Development Plan 2019-20.

### **POST INSPECTION ACTION PLAN (GOAL 1)**

21. As agreed, the Post Inspection Action Plan (PIAP) 2019-20 (Paper 4) focuses on Goal 1 (*To provide an OUTSTANDING learning experience for all students*) and is to be kept separate from the Development Plan. This was a strategic decision taken to focus on teaching, learning and assessment.

22. The format follows the same format used for the PIAP 2018-19 with the content being similar. The format lists 2018-19 actuals and 2019-20 targets.

23. It was **RESOLVED** to approve the format of the Post Inspection Action Plan 2019-20.

## **INTERIM ACHIEVEMENT RATE REPORT**

24. The '*Interim Achievement Rate Report*' was received for review (Paper 5). It was confirmed final achievement rates for 2018-19 are almost complete. The overall College achievement rate currently stands at 90%. This compares against last years figure of 85% and the National Rate (NR) of 85.1%.

25. The outcomes for 2018-19 is an excellent evidence of positive IMPACT arising from all the changes introduced through the Post Inspection Action Plan (overseen by this Committee and the Corporation) to improve teaching, learning and assessment and the quality of education.

26. The Principal made reference to the approach being taken within the College on the theme of '3 Is' - **INTENT, IMPLEMENTATION, and IMPACT**.

27. A key priority for Governors was to hold Senior Mangers to account to improve outcomes for Level 2 - a key weakness identified by Ofsted at the last inspection. Current data shows a 9% improvement in outcomes for Level 2. So in terms of **INTENT, IMPLEMENTATION AND IMPACT**, our **INTENT** was to hold Senior Managers to account to improve outcomes for Level 2, through the **IMPLEMENTATION** of agreed improvement strategies agreed in the Post Inspection Action Plan, resulting in a positive **IMPACT** of a 9% improvement in Level 2 outcomes.

28. The following key points were noted following a review of the data:

### 14-16s

- Achievement for direct entry 14-16 ESOL students remains high at 95%.

### 16-18s

- For 16-18s, the College achievement rate is 86% which is a 5% increase compared with achievement rates in 2017-18 and is 4% above the National Rate (NR) of 82%.
- The key strengths are improved achievement at levels 1 and 2, both of which are now 5% above NRs. Level 2 has been a key area of focus with a 9% improvement in 2018-19. Level 3 final results are still to be confirmed but are expected to be in line with previous years. Level 3 high grades have increased by a further 1% in 2018-19.

### 19+

- For 19+ students the College achievement rate is 92% which is an increase of 4% compared to achievement rates in 2017-18. This compares favourably with the NR of 88%. The key strengths are improved achievement at levels 1 and 2. Level 2 has been a key area of focus with a 7% improvement in 2018-19. Level 3 final results are still to be confirmed but are expected to be in line with previous years.

#### High Needs Students (HNS)

- Achievement for HNS is currently 81% compared to 82% in 2017-18. However, there are still results to be claimed and results are expected to be at least in line with 2017-18 results.

#### English & Maths

- Results in English and maths have improved for both functional skills and GCSE when compared to 2017-18. Functional skills have improved by 9% and GCSEs have improved by 4%. In terms of functional skills, entry level remains high and level 1 maths has improved by 6%.
- In terms of GCSEs, high grades in GCSE maths rose by 1% with a 4% increase in high grades for 16-18s at 26%, which compares favourably to the NR for 16-18s at 18%. The key area for improvement is high grades in GCSE English. High grades fell by 9% but the change in entry criteria as detailed above, needs to be factored in. The proportion of high grades for 16-18s in English was 26% which is in line with the NR.

#### Timely Achievement for 2018 -19 for Apprenticeships

- There were 88 timely leavers in 2018-19. The timely achievement rate as at 9th October 2019 was 49% which is a 3% decrease from 2017-18. The key factor for performance not being in line with targets was due to the inaccurate assessment of the impact of withdrawals made in 2017-18.

In terms of the key areas for improvement in 2019-20, the PIAP focuses on:

- Further improve achievement rates for English and maths for all ages, with a particular focus on level 1 functional skills in English and GCSE high grades
- Increase Timely Achievement rates for Apprenticeships.
- Bring underperforming curriculum areas up to required standards including Health and Care, Construction and Work and Study courses.

29. In conclusion, the Committee asked the Principal to pass on the Committees thanks and congratulations to all staff for the excellent achievement rates for 2018-19. The Committee also asked for the Principal to ensure that at the forthcoming Ofsted inspection to make sure that inspectors take full account of the achievement rates for 2018-19.

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

#### **RISK REGISTER**

31. 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.

32. 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.

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

34. It was **AGREED** that once validated achievement data has been finally confirmed, the Executive to review would be undertaken on the scores and risks in the Risk Register.

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

**ANY OTHER BUSINESS**

36. There was no other business

**DATE OF NEXT MEETING**

37. The SAR validation meeting to take place on 06 November 2019 commencing at 2pm.

The meeting closed at 19.20

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

**SUMMARY ACTION LIST**

<b>Min</b>	<b>Action</b>	<b>Review Date</b>
4	Student governors to make available a presentation at future meetings of the Committee on the work and outcomes of the Student Voice Group	Spring and summer term meetings
5	It was <b>AGREED</b> for the notes of the Ofsted training to be attached to the minutes.	Attached
6	As the inspection is imminent, it was <b>AGREED</b> for the Executive to update the Governor Inspection Briefing Document to reflect the change in approach of inspections. In particular, for the briefing document to focus more on the 3 Is of Intent, Implementation and Impact (see attached notes of the Ofsted training).	ASAP - a Priority
11	HE Strategy:	Corporation

	The Committee endorsed the suggested approach on student numbers and requested that the final draft confirms the HE student number targets for the next three years, detailed by course / programme, with attention being drawn to any provision that may be required to undergo validation processes, or which have operational or resource implications. The Committee endorsed the approach outlined for strong partnerships and again highlighting any procedural or validation requirements, and suggested that the report outlines timescales for dealing with strategic partners. It was also proposed that the HE strategy be subject to annual review at the autumn meeting of the Committee and for this to be confirmed in the HE Strategy document.	meeting 04/12/19
12	As the HE report proposes a strategic approach, it was <b>AGREED</b> for the final draft of the HE Strategy be made available for Corporation review and approval at the December meeting of the Corporation.	Corporation meeting 04/12/19
17	The following approach was <b>AGREED</b> for the use of the data Dashboard <ul style="list-style-type: none"> <li>• Prior to the meeting, the Executive to ensure the commentary in the Data Dashboard is up to date. This to be done well in advance of the meeting by following the 7-day rule on making papers available prior to meetings.</li> <li>• Prior to the meeting, Governors to review the Data Dashboard and to note any areas of concern that they want to challenge and explore further with the Executive.</li> <li>• The Executive to make available at the meeting a brief statement on key issues that they have identified arising from the data and to report on the actions being taken to address areas identified for improvement.</li> <li>• The review of the Data Dashboard to also review strengths and areas of good performance.</li> <li>• Subsequent papers at the meeting - such as the Development Plan and Post Inspection Action Plan to be used for information purposes and supporting documents for the Data Dashboard.</li> </ul>	6/11/19
18	In terms of when to start this approach for the use of the Data Dashboard, it was <b>AGREED</b> to commence this at the SAR Validation meeting on 06 November with the review of the Data Dashboard to be the first agenda item.	6/11/19
34	It was <b>AGREED</b> that once validated achievement data has been finally confirmed, the Executive to review would be undertaken on the scores and risks in the Risk Register	



**Governor Ofsted Training**  
**09 October 2019**

Under the new Common Inspection Framework effective from September 2019, inspectors will make an overall effectiveness judgement and key judgements on:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management.

The quality of education covers two judgements from the previous Common Inspection Framework - teaching, learning and assessment; and outcomes.

The quality of education is the 'big' judgement - this will drive the overall effectiveness grade.

Ofsted are taking a more holistic approach on the personal development of the learner. Outcomes are important, but Ofsted will be looking more broadly on learner progress.

A key question for Governors to ask is 'How well are students developing?' This is not an area where definitive quantitative data is readily available. The following are examples of where Governors can get a feel on students' progress. Each of these bullet points relate to exemplars of students' development which is the responsibility of academic colleagues in the College (as opposed to the Governors) to evaluate and monitor, and which they may report to Governors as evidence of students' satisfactory personal development.

- Learners confidence
- Learners attendance
- Learners communication skills
- Are learners 'active citizens'?
- How is learners attendance for English & maths compared to their curriculum attendance
- Are curriculum managers pushing their students to attend English and maths?
- Disciplinary system - reporting on disciplinary stage 1, stage 2, stage 3, and how many stage 1 learners get back on track
- Suspensions/exclusions
- Which curriculum area has the best behaviour and how do you know?
- Which curriculum area has been worse at getting their students to attend English & maths?
- Progression from Level 1 to Level 2, from Level 2 to Level 3
- Progression into HE
- Progression into employment
- Value added data for Level 3 - is it measured? Is the data shared with Governors?
- Proportion of 'High Grades' and how is the College setting targets for 'High Grades'
- Proportion of Apprenticeships who get promotion on achievement
- Does the curriculum offer meet/respond to local/national priorities?

- Curriculum intent - what is it designed for? Is it successful? Does it lead to jobs linked to the curriculum area studied by learners?

## **Governance**

Inspectors will seek evidence of the impact of those responsible for governance. They will determine whether they provide confident, strategic leadership and create strong accountability for, and oversight and assurance of, educational performance to ensure continuous and sustainable improvement.

Inspectors should consider whether those responsible for governance:

- know the provider and understand its strengths and weaknesses
- support and strengthen the provider's leadership and contribute to shaping its strategic direction
- ensure that the provider meets its statutory responsibilities
- provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems.

Inspectors will satisfy themselves that those responsible for governance understand their responsibilities and are ensuring that these are carried out appropriately within the provider. They are not expected to review a list of duties with inspectors.

It's important that Governors are clear about both strengths and weaknesses (from the Self Assessment Report), are clear about current vulnerabilities that could impact on the strategic direction of the College, and the progress made in addressing weaknesses identified by Ofsted at the last inspection.

Specific examples need to be referred to on how Governors support and strengthen and contribute to shaping strategic direction - i.e., Realignment of the curriculum offer at the Skills Centre to meet the local/national priority by making available logistics training.

Meeting statutory responsibilities include Safeguarding and Prevent. Have Governors undertaken Safeguarding and Prevent training? Is there a lead Governor for Safeguarding?

Provide challenge and hold senior leaders and managers to account - specific examples to be made available where Governors have challenged, held senior managers to account, and what was the resulting **IMPACT** to improve the quality of learning.

### **THINK 3Is: INTENT, IMPLEMENTATION AND IMPACT**

A key priority for Governors was to hold Senior Managers to account to improve outcomes for Level 2 - a key weakness identified by Ofsted at the last inspection. Current data shows a 9% improvement in outcomes for Level 2. So in terms of **INTENT, IMPLEMENTATION AND IMPACT**, our **INTENT** was to hold Senior Managers to account to improve outcomes for Level 2, through the **IMPLEMENTATION** of agreed improvement strategies agreed in the Post Inspection Action Plan, resulting in a positive **IMPACT** of a 9% improvement in Level 2 outcomes.