

**Minutes of a Meeting of the Quality and Equality Advisory Committee held on
Wednesday 13 June 2018**

Present Mr B Armstrong (Chair)
 Ms T Aust (Principal)
 Mr J Bolt
 Mr S Wilcox

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

The meeting commenced at 6.00 p.m.

APOLOGIES & DECLARATIONS OF INTEREST

161. Apologies were received from Ms A Patterson, Mr A Ward, Mrs C Singh, Mr M Ahmed and Ms N Duszniak.

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

MINUTES

163. It was **RESOLVED** that the minutes of the meeting held on 02 May 2018 be confirmed as a correct record and signed by the Chair (Paper 1).

SUMMARY ACTION LIST & MATTERS ARISING

164. 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 13 JUNE 2018
130	PIAP: ➤ 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. ➤ ‘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.	Agenda item
132	The Committee agreed that what would be very useful is to have available for the FEC visit a high-level summary of	These were made available

	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, 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.	Agenda item
137	There was also agreement on the following for 2018-19 link visits: <ul style="list-style-type: none"> (i) To provide, at the start of the next academic year, more comprehensive training for governors in order that they know 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 in order that they complement and inform the PIAP; and (iv) The various link visits to be coordinated by the college 	On-going with further work to be done by the Chair and Clerk
152	It was confirmed the SAR process for drafting the College SAR 2017-18 will be confirmed at the June meeting of the Committee.	Agenda item
157	It was agreed there were no additional matters raised during the meeting needing 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	It was confirmed that no offer of support was forthcoming from the FEC
159	The draft of the PIAP for 2018-19 will be an agenda item at the next meeting of the Committee	Agenda item

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

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

166. The College report was received (Paper 3). 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.

167. 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.

168. Since the last committee meeting in May, further learning walks (Learning Walk 3) have been conducted. Results from these Learning Walks are at early stages with the majority of lessons observed being English and maths.

169. It was reported that, through the Student Experience Group, meetings with the Students' Union Executive and from the most recent Student Parliament, it is clear that students are aware of the increased focus on the introduction of Learning Walks to support improvements in teaching, learning and assessment. Students have been involved in Learning Walk 3 and their feedback will be gathered at course level to be referenced through the self-assessment process at course and curriculum area level. The Committee strongly endorsed the use of student feedback in the learning walk process.

170. The use of Learning Walks and, in particular, the Green/Amber/Red criteria remains work in progress. The ET Plus Teaching, Learning and Assessment Group will review the approach at the end of June and identify further improvements for the 2018-19 academic year.

171. Table 1 in the report showed the current performance position of the Learning Walks and Table 2 showed the criteria used for each of the aspects evaluated through the Learning Walks. It was noted that Table 1 is to be subject to further updating as not all scheduled learning walks in Learning Walk 3 have yet been undertaken.

172. At a College level, the key area for further improvement is the addressing of individual students' learning needs in relation to their starting points. The focus on increasing the proportion of students achieving high grades at level 3 has highlighted the positive impact of a sharper focus on performance on an individual basis. This needs to be extended across other levels and be presented more explicitly in students' progress reviews.

173. It was confirmed the completion of 5 Measures assessment remains work in progress..

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

POST INSPECTION ACTION PLAN (PIAP)

175. The current draft of the '*Post Inspection Action Plan*' (PIAP) was received (Paper 4).

176. As requested at the last meeting, a separate 'Impact' column has been added to the PIAP. In addition, the presentation of the PIAP now ensures that there is a direct response against all actions listed and that progress updates are aligned against each action point. The Committee welcomed these improvements and noted the PIAP clearly now demonstrates the progress made from the last meeting.

177. However, a concern was raised as to the length of the document as updates are added at each review of the PIAP. It was agreed there was a need to review the format for the next PIAP.

178. The PIAP made a lot of reference to poor performance in many areas for Health, Care & Science provision and the Committee sought assurances on the specific actions being taken to improve this curriculum area. It was confirmed external support has been secured for Health, Care and Science. The Director of this area has a good understanding of the issues and is taking appropriate corrective and developmental actions with the team.

179. The current end dates in the PIAP are this July and August. Any incomplete actions from the 2017-18 PIAP will be moved into the 2018/19 PIAP. The 2018/19 PIAP will be produced alongside the 2018/19 Development Plan. The PIAP will in the main cover Goal 1 (Teaching, Learning & Assessment) from the Development Plan and further work will be done on Goal 2 and Goal 3.

180. The 2018/18 PIAP and the 2018/19 Development Plan will be subject to Board approval in the autumn term.

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

PREDICTED ACHIEVEMENT REPORT

182. Directors and Curriculum Quality Team Managers (CQTMs) have worked together to determine final predicted achievement rates in their areas using inspection rules. It was confirmed these predictions have been calculated at individual student level and the data has been aggregated up to qualification outcome and then to Directorate and also Ofsted Provision Type level.

183. The College timely predicted achievement rate, including Functional Skills, is currently at 87.2%, which would represent a 0.5% increase when compared with the results for 2016-17.

184. The Committee suggested that, for better presentation of the current predictions, reference should be made in the report to the recent benchmark data that positions the College very favourably against other London colleges.

185. Predicted achievement for Functional Skills English and maths for adults and 16-18s are higher than in 2016-17, but initial results from Functional Skills examinations at Level 1 and Level 2 show that this remains a challenging area. Strategies are being implemented to support 'at risk' students.

186. Predicted grades for GCSE English and maths show an improved position compared to 2016-17:

187. GCSE English grades 9-4 are predicted to be 31% compared to 29% achievement in 2016-17

188. GCSE Maths grades 9-4 are predicted to be 24% compared to 23% achievement in 2016-17

189. Predicted achievement for apprenticeships is expected to show an improved picture for 2016-17. The whole College timely achievement remains currently on track to reach the 64% target; this is 20% higher than the 44% timely achievement rate in 2016-17.

190. Cohorts for whom there remains the potential for failing to improve achievement rates for 2017-18 include Level 2 Sports and Level 2 Media.

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

GOVERNOR LINK VISIT REPORTS & ANALYSIS

192. A number of governor link visit reports were received and the reports were subject to analysis by the Chair of the Committee (Paper 6).

193. In terms of the purpose of link visits, the following was re-affirmed:

- To encourage better governor and collective understanding at Board level as to how the College operates
- A tool for governors to assure themselves of the actions outlined and reported by the Executive Team and of their impact

194. It was agreed that it was not the role of governors to undertake a monitoring role through their link visits. However, link visits should and could be used for governors to review cross college areas where there may be concerns or a high risk as identified in the PIAP and College Development Plan - such as attendance, English & maths, work placements - as identified in the College SAR.

195. In terms of the summary analysis made available by the Chair, it was noted and welcomed that the various issues and themes raised in the link reports were issues already identified by the Executive and had been subject to detailed discussion, and monitored through the work of this Committee.

196. For 2018-19, the following was **AGREED**:

- (i) To provide, at the start of the next academic year, more comprehensive training for governors in order that they know how to conduct a Learning Walk;
- (ii) Link visits to be conducted, after the validation of the SAR in October and by the end of February, with an evaluation of the visits conducted to be made available to the spring meeting of the Committee; and
- (iii) For the schedule and organising of link visits to be co-ordinated by the College on behalf of governors.

SELF ASSESSMENT PROCESS

197. The report (Paper 7) confirmed the self-assessment process to be followed for 2017-18. It has been agreed to have the College Self-Assessment Review completed and available for validation by late September 2018.

200. All proposed changes reflect key areas for improvement identified at inspection in November 2017 in conjunction with the most up to date common inspection framework: education, skills and early years (September 2015) and further education and skills inspection handbook (updated April 2018 – most recent updates relate to data required prior to inspection and inspection activities). Data, used across each stage of the proposed process, will be presented using the types of provision identified by Ofsted.

201. It was confirmed the College SAR for 2017-18 will be more concise and is to be structured as follows:

- Context including scope and range of provision with a table showing volumes by provision type and level
- Key Strengths and Areas Requiring Improvement (The College is good because/The College is not yet outstanding because)
- Key Strengths and Areas Requiring Improvement (tabular format including evidence) for Leadership and Management, Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare, and Outcomes
- Curriculum Areas, Apprenticeships and 14-16 Summaries (including grades)

202. It was further confirmed there is to be strengthening of the involvement of consultants appropriately qualified and with appropriate Ofsted experience, and this will be achieved by the use of:

- A current inspector (tends to inspect leadership and management and/or programmes of study) has been secured to conduct a desk-based review of the Curriculum Area SARs in July. Availability to be confirmed for the Panel activity.
- A former (recent) principal and current outstanding teaching, learning and assessment mentor for the AoC is also available to provide external review of the College SAR.

203. There will be involvement of another college for peer assessment.

It has been agreed with Brooklands College to establish a peer review process within the College's self-assessment review processes – this summer will see this commence through sharing documentation, approaches and curriculum area reviews.

204. In terms of governor validation of the College SAR, this will continue to be done, firstly by this Committee, with the final College SAR then approved by the Corporation. The Committee's validation meeting will be moved forward to early October with the main meeting of the Committee now taking place in November.

205. It was **RESOLVED** to note the report and to endorse the revised self assessment process.

RISK REGISTER

206. The College report '*Risk Register*' was received (Paper 8), 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.

207. 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.

208. It was **AGREED** to request the Executive to review Risk 7 as the risk on achievement rates is now more specific to English and maths which is covered under risk 43.

209. The poor performance in Health Care & Science had been identified during the meeting as a risk area but it was agreed this risk is covered under risk 9.

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

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

ANY OTHER BUSINESS

212. The Chair sought assurances that the Governors' Portal will be available for the July Board meeting and it was confirmed it would be available.

213. There was no other business

DATE OF NEXT MEETING

214. Wednesday 10 October 2018 - SAR Validation Panel Meeting from 1400.
Wednesday 07 November 2018 @ 1800

The meeting closed at 20.00.

Signed: _____ Date: _____

(Chair)

SUMMARY ACTION LIST

Min	Action	Review Date
177	The length of the PIAP - It was agreed there is a need to review the format for the next PIAP.	7/11/18
180	The 2018/18 PIAP and the 2018/19 Development Plan will be subject to Board approval in the autumn term.	7/11/18
196	Learner Walks: For 2018-19, the following was AGREED : (i) To provide at the start of the next academic year	7/11/18

	<p>more comprehensive training for governors in order that they know how to conduct a Learning Walk;</p> <p>(ii) Link visits to be conducted, after the validation of the SAR in November and by the end of February, with an evaluation of the visits conducted to be made available to the spring meeting of the Committee; and</p> <p>(iii) For the schedule and organising of link visits to be co-ordinated by the College on behalf of governors.</p>	
208	It was agreed to request the Executive to review Risk 7 as the risk on achievement rates is now more specific to English and maths which is covered under risk 45.	7/11/18