

**Minutes of a Meeting of the Quality and Equality Advisory Committee held on  
Wednesday 06 March 2019**

**Present**                    Mr B Armstrong (Chair)  
                                 Ms T Aust (Principal)  
                                 Mr J Bolt  
                                 Ms C Singh  
                                 Mr A Hillman  
                                 Ms R Vazdoaga

**Also present**            Mr J Allen (Clerk)  
                                 Mr D Evans  
                                 Mr G Baker

The meeting commenced at 6.00 p.m.

**WELCOME, APOLOGIES & DECLARATIONS OF INTEREST**

14.     Roxana Vazdoaga, the newly appointed student governor, was welcomed to her first meeting. Apologies were received from Ms A Patterson.

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

**MINUTES**

16     It was **RESOLVED** that the minutes of the meeting held on 10 October 2018 be confirmed as a correct record and signed by the Chair (Paper 1).

17.     It was **RESOLVED** that the minutes of the SAR Validation meeting held on 07 November 2019 be confirmed as a correct record and signed by the Chair (Paper 2).

**SUMMARY ACTION LIST & MATTERS ARISING**

18.     The ‘*Summary Action List*’ was received (Paper 3) and the following updates were made available against each of the action points from the previous meeting:

<b>MIN REF</b>	<b>DETAILS OF RESOLUTION/ACTION POINT</b>	<b>COMMENTARY / UPDATE FOR MEETING 06 MARCH 2019</b>
20	Section 7 - ‘Governors have not challenged leaders to improve TLA’ - it was noted that this section needs to be updated with specific examples of challenge and impact from Governors. This to include revised focus on governor visits with learner walks being a significant part of visits; more evidence of challenge recorded in minutes; more focus of the work of	Agenda item

	Governors on teaching, learning and assessment. To take this forward the Chair volunteered to draft an update for this section demonstrating action and impact.	
28	It was agreed there was a need for a strategic review of HE provision and it was <b>RESOLVED</b> to receive a strategy paper for discussion at the spring Board strategy meeting.	Discussed at Strategy Meeting held 13/2/19

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

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

20. As agreed, the Development Plan 2018-19 (Paper 4) 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*).

21. All objectives under Goal 2 - *To be INNOVATIVE and RESPONSIVE to current and future needs of our communities* - were RAG assessed at 'Amber'. Governors asked if there were any concerns on any of the amber assessments. It was reported the key risk remains enrolment for 2018-19 and internal progression from current students to re-enrol. Current internal progression numbers are promising for both. After a slow start, application numbers are in excess of this time last year and progression from current students remains on target. 19+ enrolments are not in line with targets but this is always the case at this time of year.

22. From the research conducted by marketing of a sample of approx. 200 applicants who did not enrol for 2017-18, the following was noted:

- 55% had decided against college with many citing personal reasons including travel or finance concerns
- 39% of respondents went elsewhere (having secured multiple offers)
- 6% had been told we there was 'no space' on the course

23. This final point is being followed up with more clarity being given to curriculum teams to ensure that in future this situation is dealt with appropriately, for example, creating additional cohorts or pointing applicants to similar courses with vacancies.

24. There were no other issues of concern reported to the Committee on the progress being made to fully achieve the objectives set under Goal 2, and the expectation is that by year-end all objectives will be met.

25. All objectives under Goal 3 *To provide an EXCELLENT environment and resources* - were RAG assessed at 'Green'. Gain, no issues of concern were reported to the Committee.

26. It was **RESOLVED** to note the Development Plan 2018-19.

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

27. As agreed, the Post Inspection Action Plan 2018-19 (Paper 5) 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.

28. The revised learning walk cycle, the cycle of drop-ins and the revised five measures are used to drive forward the improvements needed in teaching, learning and assessment supported by appropriate professional development and support and challenge.

29. The February 2019 update confirmed the following progress to improve the quality of teaching, learning and assessment:

- In term 1, the total number of Learning Walks carried out was 145. Learning Walk 2 includes joint observations within every Directorate. Managers received observation training in December to standardise judgements, which was supported by joint observations to support the process. Every member of staff will receive a joint observation and every manager has conducted a joint observation to moderate the judgements and develop consistency.
- A detailed analysis of each Curriculum Area has been produced so that managers have a clear understanding of their areas of strength and development. Within this, individual teachers' areas of strength and development are identified. This will ensure that CPD is personalised and identify staff with the expertise to support. Directors and curriculum teams are continuing to share good practice across College.
- The themes for the whole College Development Day in February were identified from the areas of greatest need.
- A TLA coach has been appointed to support the staff at the Skills Centre. TLA coaches continue to support individual staff members and curriculum areas, through sharing good practice and organising workshops on identified need.
- An example of positive impact of improvement is evident within Health & Care, the Learning Walk profile having shifted from amber to green.
- Student observers from all curriculum areas have received observation training and will be used as part of the observation process for Learning Walk 3.
- Governors received observation training in preparation for the Governor Visits.

30. An update was given on the number of staff involved in capability following two red assessments arising from learning walks assessments, despite a programme of CPD having been made available to them. It was confirmed that a

spreadsheet is available to senior managers that summarises the outcomes of all learning walk assessments for all staff. This is a key monitoring tool. The aim is for all staff to achieve a green assessment. Amber and red assessments will result in additional support being made available.

31. Governors asked how do we support students who are being taught by a member of staff on capability? It was acknowledged that this was a challenge but is being addressed through support made available to the students by other staff.

32. Attendance remains a high priority. Managers can now drill down attendance data to individual students, individual courses and curriculum areas. A key priority is to review the curriculum offer to ensure it is meeting the needs of students. A curriculum offer that engages the students should lead to improved attendance. Managers are also awarding student attendance and each curriculum area has a budget to award students.

33. The Chair noted that what is now coming across to the Committee is the ability of senior managers to drill down data to individual students and that managers are using this information more effectively to impact improvement and individual student progression. A key focus of Performance Review meetings is to discuss progress of individual students and the support that is being put in place for those students who require more support. This is a significant step change to this time last year. The student governor confirmed that she knows what her targets are, of what her predicated grade is, and that she is continuously reviewed and supported by her tutors.

34. It was **RESOLVED** to note the PIAP.

**FINAL ACHIEVEMENT RATE 2017-18 REPORT**

35. The ‘*Final Achievement Rate 2017-18 Report*’ was received (Paper 6) was received that reported on QAR data following on from the interim report that was made available at the November meeting of the Committee.

36. Overall College achievement was confirmed as follows with comparisons against previous two years:

	2017/18			2016/17			2015/16		
	WTC Achievement	National Rate (NR) (16/17)	Achievement-National Rate	WTC	NR	Ach-NR	WTC	NR	Ach-NR
Leavers	9065			9081			4899		
Overall Achievement	85.4	83.7	+1.7	86.6	83.7	+2.9	82.2	81.3	+0.9

37. Overall achievement is above the National Rate by 1.7% in 2017/18. College achievement continues to be above the National Rate and has been so for the past 3 years.

38. Ofsted report on achievement by Provision Type as well as by age and the following data was confirmed for Provision Type:

	2017/18	2016/17	2015/16
16-18	81.7	82.3	77.2

19+	88.4	91.3	79.4
HNS	82.9	87.1	68.7
Apprenticeships	51.5	44	23
14-16	97.9	61.5	

39. The following headlines were noted from the data on Provision Type:

- Within 16-18 study programmes, College achievement has remained consistent with 2016/17, which is an increase of 4.5% from 2015/16.
- 19+ achievement remains high at 88.4% despite being a decrease of 2.9% from 2016/17.
- High Needs Students achievement has decreased by 4.2% from 2016/17, but is still an improvement of 14.2% from 2015/16.
- Apprenticeships are following a 3-year improving trend for both timely achievement and overall achievement and further improvements are required.
- 14-16 achievement is very high at 97.8%, an increase of 36.4% from 2016/17 figures.

40. For English, the following data was noted:

- At Entry Level (24% of all English provision) English is 93% in 2017/18, a 5% increase from 2016/17.
- At Level 1 (29% of all English provision) English is 52% in 2017/18, an 11% decrease from 2016/17.
- At Level 2 (14% of all English provision) English is 41% in 2017/18, a 7% decrease from 2016/17.
- In GCSE English (33% of all English provision) GCSE English is 82% grade 1-9, 40% grade 4-9s which is a 10% increase from 2016/17.

41. For maths, the following data was noted:

- At Entry Level (35% of all Maths provision) maths is 95% in 2017/18, which is a 2% increase from 2016/17.
- At Level 1 (25% of all Maths provision) maths is 59% in 2017/18, which is a 6% increase from 2016/17.
- At Level 2 (14% of all Maths provision) maths is 47% in 2017/18, which is a 6% decrease from 2016/17.
- In GCSE maths (26% of all maths provision), GCSE maths is 83% grade 1-9, 27% grade 4-9s which is an increase of 4% from 2016/17.

42. Emerging achievement gaps in 2017/18 were confirmed as follows:

- Achievement rates by ethnicity show that 3 groups (Asian, White and Other) out of the 4 significant ethnic groups have achievement rates which are in line with College achievement rates. Further work is required for 1 key ethnic group, Black students (17% cohort) whose achievement rate at 80% is 5% below the College rate. This is primarily at level 1 and level 2 and is partly as a result of English and maths achievement.
- For students that have disclosed a learning difficulty or disability (LDD), there is a 4% gap between their achievement at 81% compared to those

who have not disclosed any learning difficulty or disability at 85%. Analysis shows that this is as a result of lower achievement in English and/or maths.

- There are no significant variation in achievement between male and females.

43. Governors welcomed confirmation from the data of continuous year-on-year improvement in achievement data but sought assurances on where further improvements can be made. In response, the following was confirmed:

- Further improvement in achievement rates for English and maths, but with a particularly focus on Level 1 FS English.
- Improve GCSE high grades (4-9) within English and maths.
- Continue to improve achievement rates at Level 2.
- Continue to improve achievement rate for Level 3 high grades.
- Further improvement in timely apprenticeship achievement is required.
- The following areas have been identified as those requiring further improvement as a result of 2017/18 achievement rates. (Visual Performing Arts and Media; Health, Care and Science and Supported Learning). This will include identified courses within these particular curriculum areas.

44. A governance statement was made available to demonstrate governor challenges as referred to in the action point in the Summary Action List - an earlier agenda item. It was **AGREED** for the June meeting to look at the governance section in the PIAP to review the progress made with specific reference to show how governors have challenged to impact continuous improvement.

45. The Principal reported that the proposed new Ofsted inspection framework that is being introduced from September 2019 will be outlined in the Executive Report at the April Corporation meeting. It was **AGREED** to further support this with a presentation at the May strategy meeting or the July Corporation meeting.

## **HIGHER EDUCATION UPDATE**

46. Following the governor strategy meeting held in February, the Committee received confirmation that a further update is to be made available at the May strategy meeting.

## **GOVERNOR LINK VISIT REPORTS**

47. Under revised guidelines for link visits, Governors are encouraged to participate to participate in learning walks in their allocated curriculum area.

48. Learning walks focus on six key areas:

- Attendance
- Engagement in learning
- Meeting Needs
- Assessment & Progress
- English & Maths

## Personal Development, Behaviour & Welfare

49. Received visit reports were made available for the Committee to review (Paper 7).

50. It was agreed that when all reports have been received for these to be made available to Chair to produce a summary of the visits. The summary to be subject to a facilitated discussion at the scheduled strategy meeting in May to identify common themes and issues arising from the visits. It was also agreed that completed visit reports should be made available to curriculum managers where visits were conducted.

51. It was **RESOLVED** to note the reports.

### **RISK REGISTER**

52. 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.

53. 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.

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

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

### **ANY OTHER BUSINESS**

56. There was no other business

### **DATE OF NEXT MEETING**

57. Wednesday 12 June 2019 @ 1800.

The meeting closed at 19.20

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

### SUMMARY ACTION LIST

Min	Action	Review Date
44	It was <b>AGREED</b> for the June meeting to look at the governance section in the PIAP to review the progress made with specific reference to show how governors have challenged to impact continuous improvement.	12/6/19
45	The Principal reported that the proposed new Ofsted inspection framework that is being introduced from September 2019 will be outlined in the Executive Report at the April Corporation meeting. It was <b>AGREED</b> to further support this with a presentation at the May strategy meeting or the July Corporation meeting.	12/6/19
46	HE: Following the governor strategy meeting held in February, the Committee received confirmation that a further update is to be made available at the May strategy meeting.	12/6/19
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 then be subject to a facilitated discussion at the scheduled strategy meeting in May to identify common themes and issues arising from the visits. It was also agreed that completed visit reports should be made available to curriculum managers where visits were conducted.	12/6/19