

**Minutes of the  
Academic Standards and Quality Development Committee  
held on Thursday 6 December 2018 at 8.00am  
in Room 814 at the Matthew Boulton Campus**

<b>Present:</b>	<b>Apologies:</b>
Keith Horton (KH) (Chair)	Daniel Millington (DM)
Veronica Docherty (VD)	
Cliff Hall (CH) Principal	
Angela Myers (AM)	
Jane Smith (JS) Staff Governor	
Sam Coles (SC) Staff Governor	
<b>In Attendance:</b>	
Louise Jones (LJ)	
Liam Nevin (LN)	
Elaine Bonar (EB)	
Kim Vaughan (KV) (for item 7)	
Tony Dennant (TD) (for item 11)	
Gill Coldicott (for item 10)	
Hazrat Islam (HI) (ESFA Observer)	

**Apologies for Absence**

Apologies were received from Daniel Millington.

**Declarations of Interest**

There were none save for those already recorded in the Register of Interests.

**Item 1 - Minutes of Meeting held on 21 June 2018, Action Log and Matters Arising**

The minutes were agreed as a true and accurate record.

VD stated that the minutes reflected a discussion around performance data that needed to be revisited in the context of the Ofsted findings.

The Chair advised that items 3 and 4 on the agenda would be taken together.

**Item 2 – Ofsted Report**

LJ summarised the key findings from the Ofsted report published in the previous week. The standard of teaching and learning had improved but was not yet consistent across all areas, there was insufficient progress from starting points, especially on level 3 courses, and teachers were not always using student starting points to assess progress, or using appropriate questioning techniques.

It was also found that governors were not getting sufficient information on student progress and not all students were getting appropriate work experience. The report did reflect a lot of progress from the last inspection but there was a need to embed consistently good practice across all areas.

VD observed that the Ofsted inspector had pressed governors on the different measures of progress that were presented to them for example Markbook and lesson observation scores and EB explained that one of the improvements in the Post Inspection Action Plan was to clearly explain the different measurement tools being used.

CH stated that it was also necessary to provide the committee with more granularity in respect of areas where student progress was not developing at the right pace

EB stated that the information reported to the Committee was "top level" but that further information by college and provision type was provided to the Executive and Curriculum managers.

Reflecting on an Ofsted observation KH stated that being able to judge the starting point and progress from that suggested a level of granularity that showed the focus of the inspectors. However, the PIAP was too big a document and needed a rethink to focus on the core areas that give confidence that the College is progressing at the right pace and which facilitated constructive challenge.

AM stated that a more careful focus was needed, recognising good provision but putting this to one side and then focussing attention on the key things that will make a difference. She added that she was surprised that the College had been recording such a high level of "good" classroom observations and she questioned whether there were any changes being made to the College approach.

EB advised that the observation staff had made the same judgements as the inspection team but the latter had adopted a different approach which involved drilling down into student targets, assessing marked work and discussions with students about progress. The students interviewed had not been able to articulate well the extent of their own progress. The College approach would now be adapted in light of this so that observations were shorter but with time to look at these other measures and make a more holistic judgement.

VD pointed out that differentiation had been a long standing issue for the College and she noted that the Committee had previously expressed an interest in performance data for areas that were underachieving.

KH stated that the report contained five areas that required improvement and three that were good which illustrated that there was some way to go before the College was "good" overall. The report had highlighted a number of areas, including the adequacy of checking of understanding amongst students, clarity of progress from starting points and a strong narrative around the quality of teaching in the classroom.

CH advised that RI grades were to an extent interdependent as it was not possible to achieve a good for "leadership and management" if teaching and learning was "requires improvement." It was also important to recognise that there were some big improvements in the report; for example attendance was high, a culture of respect was embedded in the College and students were ready to learn. However, it may be necessary to consider the approach to observations so that the focus was more broadly on teaching and learning including differentiation.

AM stated that consistency would come if there was a clearer and more specific focus on areas for improvement. For example, the questioning that she had observed on learning walks had not been good enough.

VD stated that the reduction of a grade for high needs provision was very disappointing and there were some basic issues, for example concerning the use of the right materials. EB stated

that the Ofsted comments related to Maths and English provision and steps were being taken to address this.

There being no further debate;

Accordingly it was

## **RESOLVED**

- **That the report be noted.**

### **Item 3 – Self Assessment Report**

### **Item 4 – Post Inspection Action Plan**

EB summarised that the SAR reflected the key areas for development using the College data and aligning the document with the inspection judgements.

AM noted that 86% was still being used as the measure for observations and EB advised that observation grading was now re-starting but the SAR reflected the year end position. AM stated that the grades had been changed from the self- assessment to be consistent with the inspection and KH stated that it would be helpful to have an explanation in the cover paper to the Corporation that explained the chronology and sequencing of the document.

EB stated that to make the Post Inspection Action Plan (PIAP) accurate it was necessary to align it with the strengths and areas for development found by Ofsted. These had been consolidated with the continuing actions from last year's Quality Improvement Plan and the actions from the Journey to Excellence Plan.

KH stated that in relation to the reporting against these activities, the key issue was "how do the Committee know it is working?" and this required assurance against an objective with a brief summary of progress against milestones and a focus on exception reporting on areas that were off target.

AM stated that in relation to student starting points there was a need to focus on this not just at the outset of the programme but in relation to each lesson. In her view this did not come across strongly enough in the action plan. EB stated that this was captured under section 5 of the Post Inspection Action Plan and there would be a renewed focus on the scheme of work incorporating differentiated questioning. This was a key focus for the PLCs.

In relation to section 5 KH stated that whilst he understood the context in the reference to the most able students, he thought that the challenge was a broader one in relation to student starting points and that the College was not using starting points well enough for students generally but particularly the most able.

Thereafter, the Committee debated the reporting arrangements for the PIAP and KH stated that he found it hard to judge progress against the RAG ratings, and much of the "evidence of impact" presented was in fact evidence of activity, of which there were a large number presented and a lack of clarity about which were the most significant. What was missing was clarity around the desired outcome, where performance currently was, and if not on track what was necessary to remedy this.

VD agreed that the plan was a mixture of activity and impact which needed to be separated.

KH noted that the Committee had previously asked for consideration of additional or alternative reporting measures and he was now again inviting reconsideration of that.

CH stated that as the College was working with Derby College on the SCIF (Strategic College Improvement Fund), their arrangements for reporting teaching and learning progress to the Board could be considered.

Accordingly it was

#### **RESOLVED**

- **That the Committee recommend the content and grading of the SAR to the Corporation**
- **That the Committee receive a further report on the proposed Post Inspection Action Plan addressing the matters raised in the preamble to this minute**

#### **Item 5 – Journey to Excellence**

EB introduced this item and advised that the plan was a draft update to a three year rolling plan. The plan was forward looking encompassing actions against the College's objective to reach "excellent" and as such it complemented the retrospective sources of evidence arising from the SAR and inspection report.

KH questioned whether since getting to "good" was the College's first priority this should not be reflected in the plan, and EB advised that the SAR report and PIAP addressed this and the Journey to Excellence Plan addressed the value added measures that would be necessary to go beyond that. Therefore it encompassed developments such as blended learning and digital skills that were not necessary to attain "good" but were developmental measures to ultimately achieve excellent.

VD acknowledged that the Corporation had challenged the Executive to look beyond good.

CH stated that in order to embed consistently high performance it was necessary to describe and apply excellent practice.

SC stated that the plan should contain targets around the participation of men and women in areas of under-representation and EB advised that this was incorporated into the PIAP.

CH stated that the plan would have added value if it could be used as a "roadmap" for teachers to know what was expected in teaching and learning. The first part of the plan containing the core priorities without the RAG rating should be shared with all teachers.

JS agreed and stated that this should be adapted by directorates and embedded in the work of all teachers.

KH concluded by stating that he was not persuaded that the thematic links between the different documents presented were sufficiently clear. He was mindful of not seeking assurances that required overly onerous administrative tasks but this was an issue to keep in mind and which the Committee may wish to revisit.

Accordingly it was

#### **RESOLVED**

- **That the Committee notes the progress being made against the Year 1 actions in the draft J2E Curriculum and Quality Strategy.**

#### **Item 6 – HE Performance Review 2017/18**

EB introduced this item and advised that since the Head of Faculty responsible for the area had left the College there was currently a working group overseeing this area. Whilst the report demonstrated that the College had not met its targets there were improvements in attendance

and achievement. It was proposed that in order to address some of the issues highlighted HE provision would be incorporated into the College quality framework. LJ added that all aspects of the HE curriculum would also be reviewed as part of the recovery plan.

VD stated that there had been issues with HE provision for many years. The provision met the minimum requirements stipulated by the regulator but it was not growing and retention was not strong. However, the College still had a significant number of students and she was concerned about the potential impact of cuts in budgets for marketing and recruitment and the potential impact that this could have on student numbers. She stressed the need for stronger assurance around the whole approach to HE.

CH stated that the HE programmes had been under-led in the last year and the College focus had been on Ofsted. Progression from level 3 to HE study was poor but there were a range of measures that the College could adopt that didn't need a substantial marketing budget. This would entail a focus on progression with current students, higher level apprenticeships, and level 4 and 5 programmes as part of a curriculum refresh.

AM noted that student satisfaction had declined and EB advised that the National Student Survey results upon which this conclusion was based related to final year students only. However, College sampling of the whole student population showed an improvement.

There being no further discussion

Accordingly it was

#### **RESOLVED**

- **That the Committee endorse and recommend to the Corporation that the Cross College Annual Monitoring Report for 2017/18 evidences that:**
  - o **The report and action plan relate to the continuous improvement of the student academic experience and student outcomes and includes evidence from BMet's own periodic review processes which involve students and include external peer or professional review.**
  - o **The methodologies used as a basis to improve the student experience and student outcomes are robust and appropriate.**

#### **Item 7 – Annual Report on Safeguarding Children and Vulnerable Adults**

KV attended the meeting to present this item. The Committee were reminded that the Ofsted judgement was that the College were effective in safeguarding including in relation to Prevent.

There had been an increase in referrals made and it was apparent that there were more vulnerable students in College. The VISIGO IT system introduced by the College was also proving effective in monitoring on line activity of students in College which was also helping to identify vulnerable students by reference to internet activity.

VD asked whether there were any problems with referrals and KV confirmed that external agencies were also under pressure in relation to resources. The College was focussing on mental health promotion this year and College counsellors were also very busy as a result.

KH commended KV on a thorough report and stated that it was gratifying to see the improvements in behaviour and strong safeguarding measures that were reflected in the Ofsted report.

Accordingly it was

#### **RESOLVED**

- **That the Committee note the report and recommend it to the Corporation**

### **Item 8 – Annual Summary of Complaints**

EB summarised the report and advised the Committee that there had been a reduction in complaints compared to the previous year and this was accompanied by improved timeliness, with fewer substantiated complaints. One complaint had been referred to the ESFA and they had agreed with the College findings

VD stated that the improvements were commendable and asked EB to elaborate on the complaints concerning curriculum. EB stated that the issues tended to be around communication, but there were no specific trends to report.

KH noted that the bulk of complaints were in relation to non-curriculum matters and asked whether there were any trends to note. EB stated that common issues were errors in finance, or the giving of incorrect information.

Accordingly it was

### **RESOLVED**

- **That the Committee note the report**

### **Item 9 – Employer Survey Results**

RH presented a summary of the Employer Survey results and advised the Committee that whilst the overall score had increased from 81-82 this was below the target of 84 and a national average of 85 (based on whether the employer was likely or highly likely to recommend as a provider)

KH stated that it would be helpful to have a greater insight into both the number of employers that Dudley College had and also the level of good employer feedback.

### **Item 10 – Student Council**

GC attended to present this item and she was accompanied by Alex Williams an Enrichment Officer, and a member of the Student Council.

GC advised that the Council continued to develop and there were now 354 student representatives who were actively involved. Thereafter the Enrichment Officer and Student Council representative advised the Committee on the range of activities that they were involved in including developing links and fundraising activities for preferred charities, and identifying issues of concern for students and seeking a resolution.

VD asked about the sorts of issues that the Student Council members were raising and whether they were satisfied that action was taken to address the concerns, and she was advised that recently steps had been taken to address queues in the canteens and to provide library facilities prior to the first class of the day. Generally, it was notable that students were coming forward more proactively with suggestions

KH thanked the representatives for attending the meeting and

Accordingly it was

### **RESOLVED**

- **That the report be noted**

**Item 11 – Update on Harborne Academy**

TD joined the meeting for this item and advised that the Academy continued to demonstrate strong performance and results. Behaviour was good, exclusions had reduced and the school was now supporting other local schools. For the first time the school was also above 600 on the PAN.

Accordingly it was

**RESOLVED**

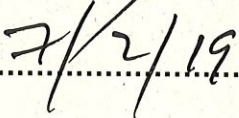
- That the report be noted

**Any Other Business**

None

***Date of the next meeting –Thursday 7<sup>th</sup> February 8.00am***

Signed:..........(Chair)

Dated:..........

