

Minutes of the **Academic Standards and Quality Development Committee** held on **Thursday 24 October 2019 at 10.00 am** in **Room 814** on the **8<sup>th</sup> floor** of the **Matthew Boulton Campus** **Birmingham Metropolitan College**

*Members are reminded of the requirement that they disclose any interest they may have in matters to be considered at the meeting. Guidance may be obtained by the Clerk.*

## MINUTES

PRESENT	APOLOGIES
Veronica Docherty (VD) Angela Myers (AM) Cliff Hall (CH) Sam Coles (SC) Tracey Pearce (TP) left the meeting at 11.00 am Connor Curtis (CC) Ritik Sharma (RS) Prue Huddleston (PH)	Hazrat Islam
<b>IN ATTENDANCE</b>	
Stephen Belling (SB) Sue Hopewell (SH) Jan Myatt (JM) joined the meeting at 10.45 am Anna Jackson (AJ) Jane Campbell (JC) Luke Adams (LA) Hilary Barber (HB)	
<b>Apologies for absence</b> Apologies were received from Hazrat Islam.	
<b>Declarations of Interest</b> No other declarations of interest were received in addition to those already listed on the register.	
<b>Appointment of Chair</b> It was unanimously agreed that PH will be appointed as the Chair with effect from January 2020. VD will chair the committee for the two remaining meetings of this year. VD noted Keith Horton's resignation from the Corporation due to pressure of overseas work and acknowledged his contribution to the committee.  Introductions around the table took place.	
<b>Item 2</b>	<b>A Level Strategy</b> JC gave a presentation highlighting the following: <ul style="list-style-type: none"> <li>▪ the key focus is the progress of students with an emphasis on Literacy and Numeracy skills and the transition to the new specifications for A Levels. The importance of monitoring and target setting was stressed. Supporting these measures is additional CPD for staff performance management</li> <li>▪ the historically low achievement rates for progression from AS to A Level</li> <li>▪ the identified "high risk" for delivery of STEM subjects with the difficulty in the past of facilitating practical subjects</li> <li>▪ the effectiveness of the new staffing structure and the success of the new learning environment</li> </ul>

- the positive impact of financial support from the Strategic College Improvement Fund.
- The work of the dedicated OfSTED inspector with their high level of internal scrutiny and challenge.
- the effectiveness of staff visiting other high performing colleges.
- the impact of these measures has been to identify a clear strategy for improvement which has demonstrated the resilience and ability of staff to course-correct and adjust. A recent OCR inspection of PAG delivery noted that “the learners have every opportunity to develop and refine their practical skills”.
- the 10% increase in pass rates for AS levels compared to the previous year; however, it was noted that these outcomes do not yet reach national average pass rates.
- the overall ALPs Value Added score is 5, with 6 out of 16 subjects showing improved scores and 5 remaining static.
- the rise in progression from Y1 to Y2 of 20%

JC noted that the college's priorities for 2019/20 are:

- AS achievement and Value Added at AS and A Level
- Student satisfaction
- Career pathways
- The consolidation of the team

Actions to achieve these priorities include the introduction of a new timetable and new staff, enhanced tutorials for students and CPD for staff.

JC noted the paper tabled to governors which identifies the three-year performance trends. The key focus is targeting areas that have declined in terms of Value Added.

CH asked JC to explain ALPs outcomes to governors. JC responded that “5” is the national average and that any subject shown in red represents outcomes in the top 25% of the country (noting that Philosophy outcomes are within the top 10% in the country). Outcomes shown in blue are a concern and require immediate action.

JC added that ALPs provides a very useful tool both for staff and students providing effective monitoring for both groups.

VD thanked JC for the useful explanation of the Performance Trends paper.

VD noted that the committee members had expressed concern around A Level outcomes in the past and that the development of Sutton Coldfield as an A Level centre had taken considerable thought and discussion. As link governor to SC, VD was pleased to note that she had seen examples of excellence and progress. Issues remained but there is a sense that these are being tackled with rigour. The feedback from the recent OfSTED monitoring visit was positive.

AM commented on the excellent improvement in progression rates and asked what this meant in terms of numbers of students. JC responded that there were 150 extra students in college this year.

AM asked about the support offered by subject workshops timetabled after the college day. JC explained they were being offered each day with all subjects included, with an invite to identified students to respond to individual needs. JC commented that staff were going “above and beyond” to support students and noted the effectiveness of the staff CPD time before 10.00 am that the new timetable facilitated.

PH expressed a concern that students who did not progress from AS to A Level but opt for a vocational course could feel that this was an “inferior” option. JC explained that they were working hard with students to explode this myth but rather support students to identify their ultimate destination and the best route by which to achieve that, whether it be A Levels or a vocational course. AJ added that identifying career pathways helped staff to provide appropriate support and guidance.

VD congratulated JC and AJ on the improved increase in progression rates.

VD noted that CC had expressed some concern at the last Corporation meeting about the Physics provision during last year. The issues around a member of staff with a lack of post 16 teaching experience were noted but the college had addressed this and AJ noted that although

	<p>the situation was continuing to be monitored, there is now a new member of staff in post with considerable experience who is having a positive impact. CC endorsed JC's comments and noted that the new member of staff was addressing learning gaps left from last year.</p> <p>VD thanked JC for her very informative presentation.</p> <p><b>It was resolved:</b>  <b>That the committee should note the report on A Level Strategy.</b></p>
<p><b>Item 1</b></p>	<p><b>Minutes of the meeting held on 13 June 2019</b></p> <p>The minutes of the previous meeting were agreed as a true and accurate record subject to the following clarification:</p> <p>Page 2: reference to "competitors" is defined as "schools with sixth forms and post 16 colleges"</p> <p><b>Matters arising and Action Log</b></p> <p>It was noted that all actions had been completed or would be agenda items for the next meeting as follows:</p> <ul style="list-style-type: none"> <li>- Update on Apprenticeships</li> <li>- Report on HE provision (including internal marketing of same)</li> </ul>
<p><b>Item 3</b></p>	<p><b>Student outcomes 2018/2019</b></p> <p>CH introduced his paper on student outcomes noting the four-year trend of improvement. Excluding Stourbridge the 16-18 achievement rate is 84.9%, 2.1% above the GFE rate and a 2.8% increase on last year.</p> <p>He noted that a full OfSTED inspection is not likely to include a major focus on data but it is still important to understand trends in data.</p> <p>The issue giving most cause for concern is achievement at 19+ which is currently 82.5% - a reduction of 3.1% on last year's outcomes. This is due partly to the mixed provision offered. It was noted that longer courses have a higher non-completion rate than short courses which normally produce high success rates; however, the college is not complacent about outcomes and more analysis is needed around the Maths and English results.</p> <p>LA agreed that there was a need for further breakdowns on results arising from short and longer courses and specific monitoring of Maths and English.</p> <p>The impact of funding issues for students - which in some cases had resulted in poor retention - on the ESOL rates was noted.</p> <p>VD asked how many students in the cohort had been affected and LA agreed to identify this.</p> <p>VD noted the need for forensic investigation of the data to understand outcomes and their implications, to identify where intervention strategies were needed.</p> <p>If there is less emphasis on data in future Ofsted Inspections, VD asked what reports the ASQD committee could and should expect to receive to monitor students' progress. It was agreed that reports should be qualitative as well as quantitative and include a wide range of the student experience, including progress and enrichment.</p> <p>CH reported that the Ofsted monitoring team had questioned what measures were being taken to evaluate student progress and had agreed that strategies in place were in line with the new Ofsted framework.</p> <p>PH asked if the impact of transitory populations was an issue. JM noted that this has affected some Adult Achievement rates partly due to the ESOL issues in Term 1 discussed earlier. Currently the data is being interrogated to identify how many students this has involved.</p> <p>JM also commented that currently the national rates for each qualification are being scrutinised</p>

to understand what the achievement rates are against each level for English and Maths.

VD clarified that the General Further Education rates quoted do not include school Sixth Forms.

It was confirmed that Apprenticeship outcomes would be consolidated by December and reported to ASQD. It is anticipated that these will be at least at GFE rates.

CH noted that ALPs ratings are applicable to all Level 3 courses including the University of Arts London subjects. The college overall is at about a VA score of 5 which is "getting to Good". LA noted that this assessment is complex in that awarding bodies need to have enough courses against which to benchmark. ALPs have included the University of Arts London this year and the college has performed well in creative subjects.

CH commented that whilst the college has improved by half a grade each year, this is not enough progress and there is a need to focus on areas that are not adding enough value. Processes are in place which include a focus on the achievement of higher grades. LA noted the usefulness of ALPs targets as part of Performance Development for staff.

CH noted that there was little variation of outcomes in terms of gender and ethnicity at the headline level. There is good performance in the 16-18 cohort but this is not mirrored in post 19+ provision. SH emphasised the need to focus on groups identified as under achieving, eg white British males, white Asian and white/black Caribbean. SH also noted the importance of comparing achievement of these groups not only to national outcomes but also against the overall college averages to identify where support is needed.

SC noted that the disparity between ethnic groups and other students had reduced from 17% to 10%; additionally there was very little disparity between FSM students and other groups.

VD expressed her concern for Students with High Needs particularly as this area had declined from Good to Requires Improvement in the last inspection. CH and JM reported on their discussions which identify that there are around 100 students registered across around 200 groups. JM emphasised that each student's individual needs are considered, and personal strategies put in place to reduce students' anxieties and maximise their opportunity to succeed.

AM asked what the degree of integration of High Needs students into the main curriculum is. It was noted that most students are taking a vocational curriculum apart from a few students at James Watt and Sutton Coldfield who are in foundation learning teams. However, generally students are joining across courses. At Sutton Coldfield 30% are in foundation with others spread across courses.

LA noted that High Need provision is a focus of regular quality checks and emphasised the importance of staff being aware of each student's needs.

AM asked about the large increase of students enrolled onto Level 2 courses and the reduction of enrolment to Level 1. LA confirmed this reflected the college's change of strategy to enter students for GCSEs rather than basic skills courses.

AM requested a breakdown of performance of all Vocational qualifications and it was agreed that this would be brought to the next meeting.

**It was resolved:**

**That the committee should note the Student Outcome report.**

**Item 4 Update on English and Maths provision**

JM gave a presentation highlighting the following:

- workbooks are being used in all GCSE English and Maths lessons to record work and evidence progress. JM commented that although some inconsistencies were observed, the CLICK inspection had reported that they were being used universally and there was excellent feedback about the creation of calm learning environments and the engagement of students.
- there is a rigorous approach to enrolment this year to ensure it is appropriate for progression and students are engaged in their choices.

- a new Lead Practitioner for Maths is in post who has implemented strategies around progress informed by secondary education experience. The LP is leading staff groups and teaching across each college.
- online learning software is available to students – Class Workbook
- the LP for English is very effective and is planning collaboratively with all teams
- a greater emphasis on reading and vocabulary building this year
- a more sophisticated tracking process is in place with grade 3, which has a mark range of around 40 marks, being split into three subgrades to more accurately monitor progress. The expectation is that each student will make progress of at least 3 subgrades in one year.
- baseline assessments will be completed by 04 November and these will identify where further support is needed.
- LA highlighted the positive impact of the 2 LPs in post. This year there is a clear plan understood and engaged in by all parties.
- a "deep dive" review is planned on Maths across each college to ensure progress and consistency.

AM asked if students have access to open workshops and JM confirmed these will begin after half term when first progress reports and workbooks are available. There will also be universal resources relating to specific topics available to students. AM checked that this support will link to students' vocational courses.

VD asked student governors if they had a view on the English and Maths provision but neither were currently involved in these groups. CC suggesting canvassing views from students via the Student Council and CH suggested that this could be part of the discussions with students at the Governors' Strategy day on 07 November 2019.

Lastly PH asked if the APs felt that all tutors were committed to supporting the teaching of English and Maths across all subjects. JM agreed that overall this was the case although it remained a "work in progress" and some staff lacked confidence. AJ noted the importance of embedding English within technical vocabulary. VD noted that the college had previously set a target that all teachers should be qualified in English and Maths to at least GCSE level and LA commented that this was being identified as part of work scrutiny.

VD thanked JM for her presentation.

**It was resolved:**

**That the committee should note the report on English and Maths provision.**

**Item 5  
(i)**

**Draft Self-Assessment Report incorporating**

CH presented the draft report commenting that this was presented both for the FE Commissioners' visit and the OfSTED monitoring visit. It tells the story of what has happened since the last OfSTED inspection and more detail of the background will be available at the next meeting in December. It will include feedback from the three Link Governors and the CLICK report.

**It was resolved:**

**That the committee should note the draft report and the intention to capture progress made to the end of October in the final draft.**

**(ii)**

**Update on Post Inspection Action Plan**

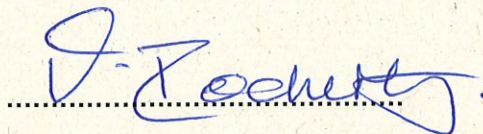
This does not take a whole year approach but dates from May 2019 to October 2019. Work is ongoing with SH to compile an updated plan which will be brought to the next meeting and reflect all the various monitoring processes that have taken place during this period. When the updated report has been agreed by the committee and ratified by the Board it will be uploaded to the portal. The whole college report will include an assessment of curriculum areas across each college.

CH noted that an electronic copy of the draft Ofsted monitoring visit report, which is generally positive, had been circulated to governors and hard copies of the report were distributed at the meeting.

<p>(iii)</p>	<p><b>It was resolved:</b>  <b>That the committee note the Post Inspection Action Plan</b></p> <p><b>Feedback on Ofsted monitoring visit:</b>  <b>15 October 2019 (verbal update)</b></p> <p>SH noted the following:</p> <ul style="list-style-type: none"> <li>▪ two inspectors (plus a shadow inspector), one based at Matthew Boulton and one at Sutton Coldfield were involved in the visit with AJ leading at Sutton Coldfield and CH and SH leading at Matthew Boulton</li> <li>▪ the three themes for inspection were:       <ul style="list-style-type: none"> <li>- the progress leaders and governors are making to hold senior managers to account for the progress of students</li> <li>- the processes in place to improve outcomes for Level 3 courses and Value Added</li> <li>- the professional development of staff to ensure the best outcomes for students and to ensure that staff have high aspirations for them</li> </ul> </li> <li>▪ the first meeting was around professional development. Inspectors examined documents, the SA report, staff development reports, updates on CPD days and how staff work with partners, eg Teach Meets, external visits etc.</li> <li>▪ the second meeting was with eight staff teaching across Levels 1 and 2 to confirm what SLT had reported. Staff articulated the new approaches in place, how they were very collaborative and reported that the new practices had helped them develop as teachers. Staff expressed appreciation for the time invested in them and suggested it had a positive impact.</li> <li>▪ the third meeting was with governors – AM and Sir Dexter Hutt. Inspectors were positive in their feedback observed from reading minutes of the Corporation and committee meetings.</li> </ul> <p>Overall, inspectors reported that documentation supplied to them supported the practice they had observed.</p> <p>The inspector at Sutton Coldfield met with Science, Sports and A Level teams and discussed how they use data, how they develop their knowledge of students and student progress to ensure that students understood their progress and goals, and how staff know how to support them to realise these.</p> <p>The outcome for the three areas inspected is “Reasonable Progress”. SH explained that the difference between this and “Significant Progress” is about the speed at which improvements are taking place. CH noted that it was agreed that the Action Plan has the right priorities and is driving progress but has only effectively been in place since April following the college’s restructure. VD thanked SH for this clarification. There was very positive feedback about CPD.</p> <p>SH suggested that governors should continue their work, overseeing the work of the college, holding leaders to account and understanding how progress and Value Added are monitored.</p> <p>VD thanked SH for the feedback.</p>
<p><b>Item 6</b></p>	<p><b>Work Experience Strategy</b></p> <p>AJ presented the report which details how the six KPIs identified will be measured. The categories of “Ready” and “Real” work experience were defined, and AP explained which category is appropriate and necessary for the levels of learners.</p> <p>The staffing resource was noted and AP noted that currently posts to support the Standard Study programme are being advertised. Staff appointed will work with the central Business Development team to ensure a coherency where opportunities are maximised but not duplicated.</p> <p>New software is being introduced which allow all learners to undertake a survey which will assess their skills and readiness for the workplace and which will track their progress.</p> <p>AP explained that within the curriculum areas there will be enhanced planning to promote</p>

	<p>ownership of work experience with assignments relating to work related activity. Evaluation will form part of the programme and will address learning outcomes.</p> <p>VD noted her approval of the pace at which this strategy is being implemented and the greater focus on this area of work and study.</p> <p>PH commented on her recent visit to Sutton Coldfield and conversations around how work experience is best integrated into the curriculum. AJ thanked PH for her input and welcomed her offer of further support.</p> <p>RS suggested contacting current Apprentices who may be willing to mentor those undertaking work experience. CC stressed the need to notify students of events such as the Volunteering Fairs to ensure they have time to prepare.</p> <p><b>It was resolved:</b>  <b>That the committee note the Work Experience Strategy.</b></p>
<b>Item 7</b>	<p><b>Policies: Freedom of Speech</b>          The policy circulated with the agenda and agreed by SLT was approved.</p> <p><b>It was resolved:</b>  <b>That the Freedom of Speech be agreed and updated on Sharepoint.</b></p>
<b>Item 8</b>	<p><b>Any other business</b>          VD thanked all present for attending the meeting and for their contributions.</p>
	<p><b>Date of next meeting: 05.12.2019 at 10.00 am</b></p>

Signed:



**Veronica Docherty, Acting Chair of the Committee**

