

Quality and Performance Committee

Tue 19 March 2024, 17:30 - 19:00

Over Teams

Attendees

Board members

Sara Whittaker (Committee Chair), Dave Vasse (Principal), Jamie Davies (Member), Natalie Firth (Member), Pat Morton (Member), Nazerine Noorani (Member - Teaching Staff), Marian Orafu (Member), Kay Sandford-Beal (Director of Governance), Xavion Amegbe-Gustave (Student Member)

Meeting minutes

1. Welcome, apologies for absence and quoracy

Information

To welcome members, including new governors, note apologies for absence and ensure quoracy.

Sara Whittaker

The Chair welcomed members, including new members to the Committee - Jamie Davies, Pat Morton, Marian Orafu, Nazerine Noorani (new Staff Governor - Teaching) and Xavion Amegbe-Gustave (new Student Governor). No apologies had been received and the meeting was confirmed as quorate.

1.1. Confidentiality statement

Information

All matters discussed during this meeting are confidential until the minutes are approved. Any items recorded in Confidential Part II minutes remain confidential after the Part II minutes have been approved.

Sara Whittaker

The Chair drew members' attention to the confidentiality statement.

2. Declarations of interest

Information

To declare any conflicts of interest against any item on the agenda.

Sara Whittaker

None were declared.

3. Minutes of the previous meeting on the 14th November 2023

Decision

To approve the minutes as a true record.

Sara Whittaker

DECISION: The minutes of the previous meeting on the 14th November 2023 were formally **approved** as a true record.

 3. Minutes_Quality and Performance Committee_141123 (2).pdf

4. Matters arising

Information

To monitor the completion or progress of actions not covered elsewhere on the agenda.

Sara Whittaker

It was noted that the majority of actions had been completed. Outstanding actions would be carried forward. The Governor Journey document had been drafted by KSB and shared with all governors for comment. The Chair invited any further comments to be fed back to KSB. The document would then form the basis of a framework for future Governor self-assessment. The draft Scheme of Delegation had received feedback and would be shared with the Governance and Remuneration Committee in April 24 for approval.

ACTION: Members to feedback comments on draft Governor Journey

 4. Action log Q & P 14 11 23 updated.pdf

5. Self-Assessment - February 24 Updates

To provide governors with an update on quality improvement actions and assessments/ exams

NS introduced the Self-Assessment Report which had been updated to reflect actions taken in February 2024, highlighting progress made since the last meeting. Progress on the Coaching programme was discussed, together with those subjects whose scores had previously been graded as 'Requiring Improvement', now uplifted to 'Good'. This included the Society and Culture and Creative Pathways.

A Governor referred to Page 16 of the report, asking if the college could highlight its 'Oracy' and 'Ready for Success' programmes within the report. As employers had shared a need for improved interaction, the college's focus and success in these areas could perhaps be better emphasised, with a focus on the local skills agenda.

NS and BN agreed that it was worth noting the improvements made on soft skills to support interaction with employers. Oracy is still very much a feature within the charter, together with Talk Tactics and students presenting and receiving feedback on interviews.

A Governor shared that on recent college visits and events, student observations had proved impressive, displaying skills highly prized by employers that perhaps were not visible or evidenced within the report, for the purposes of Ofsted. BN agreed that this would be taken on board for the future.

A Governor commented that the college needs to ensure that it promotes itself and evidence how it is meeting the needs of the local economy. The Principal highlighted how the Statement of Accountability, due to be submitted by 30th June 2024 was the other document which also provided the opportunity to evidence the college's contribution to the local economy.

Q - Governor: I note the progress of the Creative Pathway from 'Requiring Improvement' to 'Good'. Can you please tell me what has led to this shift?

A - NS: The Creative Pathway was previously borderline. This year the quality of teaching has improved and students are enjoying a much improved experience. The areas that had required improvement were those subjects staffed by a high number of agency staff.

It was noted that the recruitment of teaching staff was currently receiving high level of focus.

Q - Governor: I note on P40 within the Legal and Finance Pathway, the progress of high level learners is not consistent. What can be done to address this issue?

A - MF: A system of 'interventions' is used to support lower grade students, but we must also ensure we are looking at the higher attainers, driving them to achieve even more. This should also be added to the SAR.

NS commented that the teaching of Economics was making good progress and that teachers were taking on board specific and tailored elements of training eg Academic Monitoring.

Q - Governor: We have previously discussed the challenges that face the college with recruitment to deliver T levels. Is there an update on your Talent Strategy?

A - NS: The recent recruitment drive for both T and A level teachers has proved successful so far, with a total of 40 applicants to a college open evening 37 attending for interview over a period of 2 days.

The Principal clarified that recruitment was in process to fill vacancies currently covered by Agency staff, but also in the interests of planning for expansion. It was noted that the recent advert had also attracted former Monoux teachers to the college.

Q - Governor: Are all colleges experiencing this issue with recruitment? What can we do to secure the best teachers?

A - DV: There are a number of challenges regarding the cost of employing people, particularly those who have been working overseas, who have now chosen to return to London. Some had transferred to private schools but are choosing to return to the public sector. Most are currently in London and want to move to a 6th form college environment.

6. Progress updates on Curriculum Strategy

Governors to receive progress updates from the Assistant Principals

Information

Assistant Principals

6.1. Teacher Development Coaching

To provide Governors with updates on Coaching

A video link of teacher coaching had been shared with Governors in advance of the meeting. NS presented her paper focussed on Teacher Development Coaching and the Oracy Strategy, outlining the current coaching style of 'Gap Analysis' Coaching. The whole college is now involved in this style of coaching, which involves live coaching in lessons to support quality improvement. The benefit and impact of this style can already be seen, whereby live issues are immediately identified and receiving focus for improvement.

6.1 and 6.2 Coaching & Oracy committee paper.pdf

Information

Nazia Shah

6.2. Oracy Strategy

To provide updates on the Oracy Strategy

NS shared with governors that from the student survey, students considered that their skills in this area were improving (by 4%). Following last week's mock Ofsted inspection, it was considered that students were benefiting, particularly from the Talk Tactics programme, in the ability to speak with confidence, in and outside the classroom, and provided with the tools to use appropriate language. Teachers need to embed 'Talk Tactics' more and this will take time to develop and embed, but it was noted that students already value the importance of oracy.

Questions on both areas of the paper were invited.

Q - Governor: How are the staff adapting to all this change, balancing a change in style and a mock Ofsted?

A - NS: Teachers can trial which elements of the coaching they would like to trial first. 'Talk Tactics' is a very simple framework, whereby teachers need to create opportunities and use the appropriate language to perfect their technique in the classroom - for example, their questioning technique. Additional workload has not been created and it supports the development of resources and therefore has been well accepted and feedback has been positive.

Information

Nazia Shah

6.3. Showing up Charter

To provide Governors with information on the Showing up Charter

BN presented the Showing Up Charter, which had been launched at the beginning of the academic year, in order to reflect expectations around student behaviour and attitudes. The charter sets out the college's expectation of students to support them in preparation for life after Monoux, providing guidance on good routines and successful habits.

Progress to date includes a decrease in the number of exclusions, allowing the opportunity to target specific behaviour patterns, resulting in the appearance of positive trends. A Governor commented that the charter was a useful way to develop behaviours that employers are looking for e.g. arriving in readiness to start a lesson.

Q - Governor: 96% of students believe that they arrive ready for lessons. Do teachers generally also agree that this is the case?

DV commented that there is a 'flag' system in place to monitor those students who are not readily prepared to start their lessons. BN shared her intention to carry out focus groups with teachers to see what additional support might be also be required in this area.

ACTION: BN to feedback at next Committee Meeting

Q - Governor: Will anything else be implemented or added to the Charter eg the new rule re:


Information

Barbara Nearchou

swearing?

A - BN: We will need to modify the charter, depending on the relevance of issues that arise. Perhaps we should highlight specific elements that employers are looking for. For example, outline behaviours required for university and employers. The charter is geared towards outcomes so that there is focus on what will make students do well, flourish and be confident.

Governors found the Charter very helpful and agreed that it should be constantly updated.

 6.3 Showing up Charter.pdf

6.4. Graduation Points and Attendance

Governors to receive updates on cross college attendance initiatives

MF presented Governors with reports on Graduation points and Attendance, outlining that student attendance at 85% was an absolute minimum and specified within the Learner agreement. Students progress through a 5 point graduation system. Attendance is up on the previous year with a 2% increase across all cohorts.

Previously A Level attendance was at its all time high in 2018, prior to the Covid pandemic. The ultimate goal is to arrest any decline. The implementation of 'Graduation Points' has resulted in overall exclusions decreasing by 20%. The graduation points allow for students to meet with SLT, which often results in improved attendance following these meetings. Different interventions had also been introduced mid year such as reviewing average travel time for those who arrived late and explaining the benefits of attending specific interventions e.g. Read to Succeed programme.

It was considered that the college should perhaps look to increase this target for the following year.

The Chair commented on the success of the interventions and resources allocated to improving attendance.

Q - Governor: Is it as successful as you had hoped? Are you still behind on target?

MF: Our expectation is 95%. So 85% is the minimum.

DV highlighted that nationally average attendance in Sixth Form Colleges has dropped to below 90%, compared with the college having rising rates of attendance and attendance now being above pre-pandemic levels.

He expressed the view that the college was being relentless in its strategies to promote high attendance and challenge absence or lateness but shared a concern that parents of students are too often passive or ineffectual in monitoring students' routines and attendance records. DV considers attendance as being a critical factor in overcoming the disadvantage gap at age 16, as an example of high expectations and self-regulation.

In answer to a question regarding readiness for the T Level curriculum, DV highlighted the need to be highly demanding of students' standards, including their attendance. Over 50% of current Level 3 students would not meet the entry requirements to access either A or T Levels. Part of the college's strategy to facilitate students' access to these qualifications is to raise academic skills, including through high attendance and punctuality.

ACTION: MF to update committee on attendance progress at next meeting

The SEND Link Governor asked if data could be provided next time outlining the breakdown of SEND students' attendance

ACTION: MF to analyse data and provide at next meeting.

 6.4 Graduation Points and Attendance Paper March 2024.pdf

6.5. Learner Voice

Governors to receive updates on Learner Voice Strategy and Learner Feedback

MF presented the report on Learner Voice, explaining to governors that this is captured at the end of each term.

The Autumn 23 return had attracted a response of between 600 and 700 students. The most recent had received approximately 1,600 responses. MF drew governors' attention to the high percentage of students who would recommend the college to a friend which was considered a good indicator.

Information

Matthew Franks

Information

Matthew Franks

Other opportunities for learner voice to be heard included Pathway leaders engaging with student focus groups, the Student Charter and explanations of the reasons behind it, within the assembly programme, student leadership team, Green Group, Student Council and reporting back on progress based feedback from students (e.g You said, We did).

Headlines from the recent return included feedback that students feel understood, feel safe and consider the college teaching to be good.

The Chair thanked MF for the positive results and actions taken.

 6.5 Learner Voice Strategy Paper March 2024.pdf

7. KPI update

Governors to receive a report on KPI progress

BN presented the KPI update report focussed on retention, achievement and attendance.

Retention:

There had been a proactive push to ensure that staff were maximising the use of data this year and ambitious targets had been set, with a lot of work carried out to improve, resulting in the data now tracking at higher levels than the same time the previous year.

Early interventions, such as graduation points and clear communication around expectations had resulted in improved levels of retention.

Achievement – BN reported that the BTEC January 24 results would be known within the next 2 days. The capturing and monitoring of in-year data was considered more robust this year and showed positive indicators for A level results. It was considered that vocational results however look very cautious and will be evidenced in the results.

It was noted that **Attendance** at exams was also improved.

Q - Governor: How confident are you in the integrity of the data and in teacher assessed grades? How do you ensure consistency?

A - BN: We upload key assessment grades to the KPI dashboard so that there is transparency. With certain single subjects, we need to drill down further and gather feedback from teachers to check the quality of the students' work.

 7. KPIs Update March 2024.pdf

Information

Barbara Nearchou

8. AOB

To discuss any urgent matters of business not covered elsewhere on the agenda

A Governor requested an update on progress made with T-Levels and indication of level of interest in the coming year.

The Principal shared that the level of interest remained low but that this was likely to rise at the time of enrolment. The T Level qualification does not yet have a public reputation.

It is believed that the DFE are concerned about the interest in T-levels and the current government have delayed the defunding of other vocational courses.

ACTION: Report update to Committee in June

DV shared that preparation for T level provision was progressing with classrooms being built, equipment being procured, the onboarding of employers to input into the curriculum and provide work placements, and the training of teaching staff and expertise over the last 18 months in order to deliver.

Discussion

Sara Whittaker

9. Date of next meeting

To confirm the date of the next meeting as Tuesday 11th June at 5.30pm over Teams

The date of the next meeting was agreed as the 11th June.

Information

Sara Whittaker

(Please note that this meeting has now been rescheduled to **Monday 10th June at 5.30pm over Teams**)

10. Meeting close

The meeting closed at 6.50pm

Information

Sara Whittaker