



Minutes of the Quality and Standards Committee Meeting held on Tuesday 21 September 2021 at 5.30 pm via Teams

Present: Mark Dawson (*Parent Governor*)
Mike Hill (*Principal*)
Oliver Maddock (*Foundation Governor*)
Thomas Mitchell (*Foundation Governor*) – from 6pm
Sarah Savage (*Staff Governor*)
Katelyn Willock (*Student Governor*)

Apologies: David Lawson (*Foundation Governor*)
Michael Martin (*Chair of Committee*)

In attendance: Helen Stevenson (*Chair of Governors*)
Karl Smith (*Vice Principal, Curriculum and Quality*)
Michelle Williams (*Vice Principal, Strategy and Resources*)
Ruth Potter (*Clerk*)

The Principal opened the meeting in prayer.

1. ELECTION

1.1 Election of Vice Chair of Quality and Standards Committee from 21 September 2021 to 20 September 2023

The sole nomination for the role of Vice Chair was for Oliver Maddock. The Committee unanimously **agreed** to appoint Oliver Maddock to the role for the period 21 September 2021 to 20 September 2023.

Given that apologies had been received from the Committee's Chair, the newly elected Vice Chair proceeded to chair the remainder of the meeting.

2. DECLARATIONS OF INTEREST

Attendees were invited to declare whether they had any direct or indirect personal, prejudicial or pecuniary interest or conflict of interest in any matter which formed part of the agenda for this meeting or was likely to be discussed at this meeting. Interests were declared as follows:

- Agenda items 7.1 and 7.2 – all teaching staff
- Agenda items 10.1 and 10.2 – all staff
- Agenda item 10.3 – Student Governor
- Agenda item 10.4 – Parent Governor
- Agenda item 10.6 – all staff other than Senior Post Holders and the Clerk.

The declarations of interest were **noted** by the Committee.

3. APOLOGIES FOR ABSENCE

Apologies were received and accepted for Michael Martin and David Lawson. The meeting was quorate.

4. ITEMS TO BE INCLUDED UNDER ANY OTHER BUSINESS

4.1 There were no items for submission under any other business.

5. MINUTES OF THE PREVIOUS COMMITTEE MEETING HELD ON 18 MAY 2021 *(previously circulated)*

5.1 To approve the minutes of the previous Committee meeting held on 18 May 2021

The minutes were **approved** and would be signed in accordance with Article 12 (3) of the Articles of Government.

The publication of the minutes was authorised in accordance with Article 13 of the Articles of Government.

ACTION – Principal and Clerk to produce list of any unexplained acronyms used in this Committee for the benefit of new members.

6. MATTERS ARISING FROM THE MINUTES

6.1 **To consider any matters arising from the minutes *(previously circulated)***
Committee members considered the action log prepared by the clerk.

Minute 7.1 – Reporting Student Attendance Data to Governors

The clerk reported that she had checked a number of documents on this matter and could not find any such legal requirement. She had also submitted a query through the FE Clerks' Hub and the response she had received confirmed this position. Should governors wish to review student attendance data, they were invited to confirm the format and regularity of such a report. A discussion ensued and it was agreed that termly data (with year on year comparative figures) be presented to Full Governing Body as part of the termly Principal's Report.

ACTION – Principal to include data on student attendance (with year on year comparative figures) within termly Principal's Report presented to Full Governing Body.

Minute 13.1 – Student Council Constitution

The Principal and Vice Chair had agreed a meeting date in October to progress this matter.

ACTION – Principal and Vice Chair to meet to consider Student Council Constitution.

7. TEACHER ASSESSED GRADES (TAG)

7.1 TAG Results – Summer 2021 *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this report and highlighted the following aspects:

- Comparative data for previous years must be considered in the context of varying methodologies used: external examinations (2019), centre assessed grades (2020) and teacher assessed grades (2021).
- A Level and BTEC results remained strong with increased performance across the board compared with 2019 examination results. A modest reduction in performance compared to 2020 centre assessed grades

was noted and this was attributable to the differing methodology for assessment.

- Performance of disadvantaged students remained strong.
- Comparative data on gender and ethnicity did not identify any significant cohorts for consideration.
- The ALPS value added data from TAG results was to be used for monitoring purposes only and would not be used for performance judgements.
- The ALPS 3-year T score had improved, with ALPS value added being assessed as Grade 2 (outstanding) for both A Level and BTEC.
- Level 3 Value Added performance tables would not be published this academic year.
- Significant progress in all subjects/departments identified in 2019 for intervention strategies 'Formal Subject Review' and 'Support and Challenge'.
- A key priority moving forward into 2021-22 was a strategic focus on sustaining the actual progress of formerly underperforming subjects/departments and improving the value-added performance of high-volume priority subjects.
- There would also be a core focus on effective assessment following DfE and Ofqual announcements that examinations were planned for summer 2022.

The Committee:

- **noted** the contents of the report, and
- placed on record governors' appreciation to College management and staff for their efforts during the TAG process.

The report was discussed in detail with numerous questions raised by governors and responded to by the Corporate Management Team (CMT). These included:

Q – Had any moderation taken place with other sixth form colleges to benchmark TAG results?

A – No, this had not been feasible due to timescales.

Q – Would this be considered as part of the monitoring process for key subjects for review?

A – Yes, would usually involve a critical friend from another college to assist with this process.

Q – What would happen over the coming year to ensure effective assessment within high volume subjects?

A – Plan to meet regularly with Heads of Department and Curriculum Leaders to ensure that progress cited at the September reviews and SAR meetings is delivered. Rigorous monitoring points throughout the year via the mapping points.

Q – How exactly would the College ensure effective assessment across the board?

A – Regular monitoring of student performance via the nine mapping/monitoring points (MAPP) which focus on students' assessed work.

Importance of effective assessment and liaison with exam boards had been emphasised to Heads of Department and Curriculum Leaders. Outcome of exam board consultation regarding support material and topic lists due in January, so this would also inform the process.

Q – Would every student experience an exam in the sports hall before next summer?

A – Yes, this was the aim so that students had experience of this before formal exams.

Q – For the benefit of newer Committee members, could an overview be provided of ‘red’, ‘blue’ and ‘black’ in the context of this report.

A – These are the value added measures according to ALPS, which is the value added analysis tool used by the College. Outcomes are graded 1 to 9 to show performance against national benchmarks.

Red (Grades 1 to 3) – indicates performance within or above the top 25% of the national benchmark.

Black (Grades 4 to 6) – indicates performance within the middle 50% of the national benchmark.

Blue (Grades 7 to 9) – indicates performance within or worse than the bottom 25% of the national benchmark.

7.2 **TAG Appeals** (*previously circulated*)

The Vice Principal (Strategy and Resources) presented this report and updated governors on appeal numbers as follows:

- 30 Stage 1 appeals – of which none had been upheld.
- 4 Stage 2 appeals – of which three had been returned from the exam board with no change to the grade. The outcome of the fourth Stage 2 appeal was awaited.

The Committee **noted** the content of the report.

8. **PROGRESS AND ACHIEVEMENT**

8.1 **Whole College Summary Including Specific Student Cohorts** (*previously circulated*)

The Vice Principal (Curriculum and Quality) referred the Committee to the recorded MAPP points from the previous academic year. For each of the nine MAPP points, the report referenced:

- percentage of students who had progressed ‘at or above’ expected progress
- percentage of students who had underperformed in two or more subjects
- percentage of students who had underperformed in three or more subjects
- progress of specific student cohorts (looked after children, young carers, high achievers, bursary recipients, additional learning support)
- no concerns had been identified.

The Vice Principal reported that this nine-point mapping system for monitoring student progress was well embedded within the College but was still subject to continuous improvement each year. This had proven to be a rigorous and reliable system for tracking student progress. Interventions were put in place to support students to achieve who had underperformed.

The Committee **noted** the contents of this positive report.

9. SAFEGUARDING

9.1 Safeguarding Termly Update *(previously circulated)*

The Vice Principal (Strategy and Resources) presented the safeguarding termly update and highlighted the following points:

- Safeguarding Policy had been subject to comprehensive review to ensure compliance with all legislative and regulatory changes arising out of:
 - Keeping Children Safe in Education 2021
 - New Ofsted Inspection Framework 2021
 - Review of Sexual Abuse in Schools and Colleges (Ofsted, June 2021)
 - Domestic Abuse Act 2021.
- Staff training – all staff had been advised to complete mandatory safeguarding CPD training which covered a variety of topics. Completion statistics for this were monitored.
- Vulnerable students – these students had been identified at the start of the academic year and were interviewed by Personal Achievement Tutors as a priority in the first two weeks of term. Outcomes for vulnerable students in summer 2021 had been analysed.
- Risk assessments had been completed for a number of students over the age of 18 and also for one student under 16.
- Mental health and wellbeing – extra support and Chaplaincy drop-in opportunities had been provided for students who were anxious about returning to College following lockdown.

Governors' questions were invited.

Q – Were there any approaches implemented during lockdown that would be continued as good practice?

A – Plan was to keep things as normal as possible. May consider keeping College library open during holidays for students who benefit from this study option. Blended learning approach remains an option moving forwards.

Q – How would the College support the younger student and ensure their social and personal development needs were met?

A – Pastoral programme had been reviewed to ensure it was fit for purpose and individual arrangements had been discussed with parents.

Q – Any extra funding available to support this activity?

A – No. Student in question was eligible to undertake Level 3 education and the College had a duty to meet these needs.

The Staff Governor recorded appreciation to the College's pastoral team for the excellent support it had provided to students in relation to mental health and wellbeing.

Q – Was counselling still being provided at the College?

A – Yes, but the counsellor had not yet identified which students needed access to this service. A report on outcomes for students accessing counselling would be included as part of the next Safeguarding Termly Report.

The Committee **noted** the contents of the Safeguarding Termly Report and thanked the Safeguarding Team for the work they were doing.

Thomas Mitchell joined the meeting at 6pm.

10. QUALITY ASSURANCE ANNUAL REPORTS 2020-21

10.1 Staff Professional Development Report 2020-21 (previously circulated)

The Vice Principal (Curriculum and Quality) presented this report and highlighted the following aspects:

- The Professional Development Programme covered whole staff development identified via strategic planning, the Principal's annual report, the College's three-year operational plan and via performance management.
- Professional development had been identified as a key strength during the last Ofsted inspection.
- Much of the professional development available to teaching staff related to the development of blended learning approaches.
- Intention was to provide more face-to-face development opportunities in the coming year.
- Excellent response from staff to the programme which had a positive impact on maintaining and sustaining the outstanding performance of the College.

Q – What progress had been made with professional development of support staff?

A – One of the new temporary Assistant Principals had been given the remit of professional development and wellbeing and this encompassed support and teaching staff. Leadership amongst support staff would be a focus for the term ahead.

The Committee **noted** the contents of the report and recorded its appreciation to the Vice Principal (Curriculum and Quality).

Katelyn Willock left the meeting at 6.20pm.

10.2 Staff Perceptions Report 2020-21 (previously circulated)

The Vice Principal (Curriculum and Quality) presented this report and highlighted the following aspects:

- The annual report included results/data as follows:
 - staff climate survey results (administered by Emeritus Training and Consultancy Ltd.)
 - summary of staff well-being interviews with the Principal
 - HR key performance indicators on staff turnover, staff absence and staff recruitment and promotion
 - job satisfaction 10-year trend data for teaching staff, support staff and all staff
 - wellbeing project report.

- Recommendations identified for action from the analysis of staff perceptions.
- Extra question in staff survey this year related to lessons learned from Covid-19 pandemic.

The report was discussed in detail with numerous questions raised by governors and responded to by the Corporate Management Team (CMT). These included:

Q – There was some feedback on technology and connectivity during the pandemic, did this relate to College systems?

A – No, this referenced staff connectivity at home which sometimes led to difficulties when trying to deliver online lessons during home learning.

Q – How will areas for improvement be addressed?

A – They form the focus for a CMT meeting from which action planning emerges. Ultimately this fed into future decision-making.

Q – Return rate was 61.3% (a slight decrease from last year). Why was this return rate not higher?

A – Survey window was two weeks only. Survey provider, Emeritus Training & Consultancy, conduct a number of other sixth form college staff surveys and report that Carmel's return rate compared favourably with these.

Q – Was the survey fully anonymised? Could responses be linked back to individual departments?

A – Survey was anonymised and responses could not be linked back to individual departments. Wellbeing culture developed to ensure staff were confident about raising concerns.

The Committee **noted** the contents of the report and commended its format.

10.3 **Student Voice Annual Report 2020-21** (*previously circulated*)

The Vice Principal (Curriculum and Quality) presented this report and highlighted the following aspects:

- Students completed three main surveys:
 - student perception survey (non-subject specific)
 - student subject voice (subject specific)
 - student focus groups (to drill down into any areas of concern following the student voice survey).
- Other methods of involving students and getting feedback included:
 - CMT focus groups
 - Student Governor
 - Student Ambassadors
 - Student Council
 - student membership of College committees
 - student involvement in the selection of teachers
 - degree student representative on boards of study.
- Positive feedback and survey results.
- Recommendations arising out of student surveys to address key areas.

The Committee **noted** the contents of the report.

10.4 **Parent Voice Annual Report 2020-21** *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this report and highlighted the following aspects:

- Parent View survey took place during May/June 2021 and comparative data used in the report referred back to 2018 results when the last Parent View survey took place. In 2019, an Ofsted Parent View survey was conducted and in 2020 no survey was conducted due to the Covid-19 pandemic.
- All percentage scores had increased from 2018 to 2021.
- All scores were greater than 92% apart from one.
- Key themes and concerns were identified and the College response reported.

Q – How would actions taken in response to the survey results be reported back to parents?

A – College responded on key areas but there was no formal report back to parents on survey results. Agreed that there was a need for a ‘You said, we did’ type exercise.

ACTION – College to provide formal response to parents on outcomes and actions arising from parent view survey results.

10.5 **Complaints Annual Report 2020-21** *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this anonymised report which provided information relating to three complaints received by College Management during the 2020-21 academic year. It was reported that all complaints had been thoroughly investigated and one had been found to be unsubstantiated, one substantiated, and one substantiated in part.

A discussion ensued on the potential legal and financial implications should any claim arise from a substantiated complaint.

The Committee **noted** the report.

10.6 **Performance Management Report 2020-21** *(previously circulated)*

The Vice Principal (Curriculum and Quality) outlined the College’s performance management model and the process by which this was quality assured. It was reported that this process was closely linked to the College’s strategic priorities so that individual objectives were aligned in support of these. Positive progress against these strategic priorities was reported and recommendations for performance management in 2021-22 were noted.

The Committee **noted** the contents of the report.

11. **EMPLOYABILITY**

11.1 **Work Experience Annual Report 2020-21 – update** *(previously circulated)*

The Vice Principal (Strategy and Resources) presented this update report further to the report that had been presented at the Summer Term meeting. This annual report would in future be presented to the Committee in the Autumn Term meeting. The following points were highlighted:

- 114 students did virtual work experience last year.

- Work experience would be embedded within vocational courses delivered in 2021-22 and individual students would be supported to find high quality placements.
- New IT system in place within College to manage, record and report all work experience activity.

ACTION – Clerk to circulate new College prospectus to governors.

The Committee **noted** the contents of the report.

12. POLICIES

12.1 Stress Prevention and Management Policy *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this policy, which was due for biennial review, and reported that no changes were recommended.

The Committee **approved** the policy.

12.2 Menopause Support Policy

The Vice Principal (Curriculum and Quality) presented this new draft policy and highlighted that menopause was likely to become a protected characteristic under Equality Act legislation. It was confirmed that this policy would be presented to the unions later in the week.

Governors welcomed the introduction of this policy which helped the College to stand out as an employer of choice.

The Committee:

- **approved** the contents of the policy
- **agreed** that it should be subject to an annual review cycle, and
- **agreed** that approval level sat with this Committee in line with other similar HR policies.

13. COMMITTEE EFFECTIVENESS

13.1 Quality and Standards Committee Cycle of Business *(previously circulated)*

The clerk presented this document to Committee members for feedback and suggested that it would serve a number of purposes linked to transparent and accountable governance, such as:

- governor induction aid for new members of the board and Committee
- business continuity aid in the event that clerking services get disrupted in the future
- accessible means by which the business of the Committee can be reviewed, revised and made more efficient in response to internal and external needs.

The Committee **noted** the contents of the document and thanked the clerk for its preparation.

13.2 Quality and Standards Committee Terms of Reference *(previously circulated)*

The clerk invited Committee members to conduct an annual review of the current Terms of Reference to determine whether these remained fit for

purpose. Final approval of any suggested amendments would sit with the Full Governing Body.

Amendments discussed and proposed included:

- Clause 2: 'students' punctuality, attendance and in-year retention' revise to read 'students' in year retention' as attendance would form part of the Principal's Termly report to Full Governing Body.
- Re-number clauses 2 onwards to ensure accuracy.
- Clause 2: 'To monitor annually external examinations results across the College' revise to include 'and assessments'.

ACTION – Clerk to present suggested amendments to Terms of Reference to Search Committee prior to Full Governing Body.

13.3 **Review of Committee's Key Performance Indicators (KPIs) 2020-21** *(enclosure)*

The clerk advised governors that the Committee was required to review its own performance annually and presented an analysis of performance against agreed KPIs from the previous academic year.

It was noted that all KPIs had been met with the exception of KPI 1 (attendance) and KPI 7 (review of student constitution). The context of working through a year of lockdowns was considered to be a factor for non-achievement of these KPIs.

Governors **noted** and **agreed** the analysis report on KPIs for 2020-21.

13.4 **Approval of Committee's Key Performance Indicators (KPIs) for 2021-22** *(previously circulated)*

The clerk recommended some changes to the KPIs for the current academic year.

The Committee **approved** the key performance indicators for 2021-22 as presented by the clerk.

13.5 **Review of Committee skills analysis and training plan** *(previously circulated)*

The clerk presented an anonymised analysis of the 2020-21 skills audit responses for Quality and Standards Committee members. Membership of the Committee had changed since this audit was conducted, however not all responses from the 2021-22 skills audit had been collated and hence the updated analysis was delayed. In the meantime, members were invited to consider the areas highlighted and clarify any specific training or support that might be required. It was further explained that the College would be subscribing to the Education and Training Foundation (ETF) Governance Development Programme which would provide governors with access to a range of learning opportunities and resources that could be accessed according to individual need.

A discussion ensued on the skills analysis and training requirements.

The Committee **noted** the contents of the report and **agreed** to:

- consider the updated skills audit results once available
- review the training opportunities available as part of the ETF Governance Development Programme and access these as required
- consider whether additional, bespoke training may be required to support Committee members once the updated skills audit results were available.

**ACTION – (a) review updated skills audit results
(b) review ETF Governance Development Programme and access training as required
(c) consider whether any further, bespoke training may be required.**

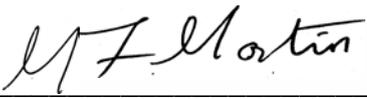
14. ANY OTHER BUSINESS

No items of business were submitted for consideration.

16. DATE AND METHOD OF NEXT MEETING

Tuesday 9 November 2021 at 5.30pm

The Chair thanked everyone for their attendance and contribution at the meeting. There being no further business to address, the Chair closed the meeting at 7.15pm.

Signed by the Chair  _____

On this day _____ 9 November 2021 _____