



Minutes of the Quality and Standards Committee Meeting held on Tuesday 20 September 2022 at 5.30pm via Teams

Present: Mark Dawson (*Parent Governor*) – joined the meeting at 17.40
Mike Hill (*Principal*)
Oliver Maddock (*Foundation Governor*)
Mick Martin, Chair (*Foundation Governor*)
Leigh Rice (*Associate Member*)
Sarah Savage (*Staff Governor*)
Joe Stead (*Student Governor*)

In attendance: Sarah Carroll (*Foundation Governor*)
Karl Smith (*Vice Principal, Curriculum and Quality*)
Michelle Williams (*Vice Principal, Strategy and Resources*)
Ruth Potter (*Clerk*)

The Chair opened the meeting in prayer. Introductions were made and a warm welcome was extended to Joe Stead and Sarah Carroll.

1. **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. Declarations already recorded in the register of interests were noted.

2. **APOLOGIES FOR ABSENCE**

No apologies for absence had been received and the meeting was declared quorate.

3. **ITEMS TO BE INCLUDED UNDER ANY OTHER BUSINESS**

There were no items for submission under any other business.

4. **MINUTES OF THE QUALITY AND STANDARDS COMMITTEE MEETING HELD ON 24 MAY 2022** (*previously circulated*)

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.

The Vice Principal (Strategy & Resources) updated members on item 6.1 and confirmed that all staff in the Pastoral Team (13 people in total) had since been trained as Mental Health First Aiders.

5. **MATTERS ARISING FROM THE MINUTES** (*previously circulated*)

Committee members considered the action log prepared by the clerk. A progress update was provided in relation to the Safeguarding Link Governor role description which was the only outstanding action.

Mark Dawson joined the meeting at this point.

6. SAFEGUARDING

6.1 Safeguarding Annual Report and Termly Update (previously circulated)

The Vice Principal (Strategy and Resources) presented the Safeguarding Annual Report for the academic year 2021-22. Key points highlighted included:

- Safeguarding and Prevent incidents – data relating to safeguarding incidents recorded on CPOMS during 2021-22 compared with the previous year. All Prevent cases opened during the year had been closed out with no further action.
- Staff training – range of CPD training opportunities for staff throughout the year, including training on Keeping Children Safe in Education 2021, Prevent training and governor session. Safeguarding newsletter issued every half term to all staff.
- E-safety – College Netsafe system used to highlight issues of concern related to students' online activity had failed during the cyber-attack and was due to be restored.
- Sexual harassment – Sexual Harassment Approach and Relationship and Sex Education Policy had been put into practice, student voice groups conducted and student pastoral sessions updated.
- Mental Health – counselling data was presented and compared to the previous year. Capacity of the College counselling staff had been increased.
- Vulnerable students – summer 2022 outcomes for vulnerable students was analysed and noted to be positive.

Key points arising from the termly update for September 2022 included:

- Vulnerable students – new intake students had been identified as vulnerable and prioritised for interview with Personal Achievement Tutors. Staff continued to identify vulnerable students as the term progressed.
- Staff training – safeguarding training delivered to all staff in early September and follow-up activities planned.
- Future plans – more structured procedures for dealing with Higher Education (HE) and Art Foundation students. Staff from these departments would be involved in monthly wider Safeguarding team meetings.

Governors' questions were invited.

Q – What is waiting list for College counselling services?

A – No reported waiting list at present, however student demand this year has not yet settled. By the next Committee meeting in November, counselling numbers should present a more accurate picture of the situation. Discussion ensued regarding the anticipated seasonal variations in demand.

Q – In terms of looked after children, is there a reporting lag between students' enrolment at College and formal notification of status from feeder schools.

A – Yes. College requests safeguarding information from all feeder schools and some take longer than others to submit. As students build relationships with staff in the first weeks of term, direct disclosures occur.

Q – Does College notify HE institutions of any issues/concerns for departing students?

A – No. This is not a legal requirement and students are over 18 so it would require their permission. Student Governor highlighted that many universities invited students at application stage to submit details of extenuating circumstances should they wish to.

The Committee thanked the Safeguarding Team for the work they were doing and:

- **recommended approval** of the Annual Safeguarding Report to the Full Governing Body.
- **noted** the contents of the termly Safeguarding Report.

7. Progress and Achievement

7.1 Examination Results 2022 *(previously circulated)*

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

- Overall Level 3 results were very pleasing, especially when considering this cohort of students had been disadvantaged due to disruptions arising from the Covid-19 pandemic.
- This was the first set of validated results since 2019 so comparative data in the report from 2019 (validated), 2020 (Centre Assessed Grades) and 2021 (Teacher Assessed Grades) must be viewed in this context.
- Ofqual had agreed to pivot the 2022 grades between 2019 and 2021 to take account of the disadvantage experienced by this cohort and Appendix 4 set out an analysis of grade generosity per subject. Methodology for 2023 grades had not yet been announced.
- Equality and Diversity Indicators – headline data by gender, ethnicity and disadvantage did not give rise to concerns for any specific cohorts.
- 2022 ALPS data provided but had not been re-benchmarked and hence would not be used for the purposes of performance management.
- ALPS A Level single year T score was Grade 3 (excellent) and the three-year average T score reported at Grade 2 (outstanding).
- ALPS BTEC single year T score was Grade 2 (outstanding) and the three-year average T score also reported at Grade 2 (outstanding).
- Six Dimensions Report had been re-benchmarked and early indications suggested that the College's value-added score was excellent.
- Positive results reported for UAL Diploma, Art Foundation, GCSE English, GCSE Maths (including functional skills) and Foundation Learning.
- Successful outcomes relating to intervention strategies: (i) Support and Challenge, (ii) Formal Subject Review and (iii) Maintain and Sustain.
- A key priority moving forward into 2022-23 was a continued strategic focus on improving the value-added performance of high volume subjects (Mathematics, Biology, History, Psychology) and improving performance in Economics and Religious Studies.

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

Q – Underperforming subjects – what analysis had taken place in relation to this underperformance?

A – Monitoring and assessment points (MAPPs) had not identified a cause for concern during the year, so these results were not expected. Meetings had taken place with Heads of Department to analyse the results and ensure robust improvement plans were in place. Regular monitoring meetings would take place with the Vice Principal and Assistant Principal to ensure continued scrutiny and oversight throughout the year.

Q – How can this situation be prevented in other subject areas in the future?

A – Confident that the mapping process is predominantly accurate and the situation that has arisen with these subjects is uncommon. Exam board change taking place for Economics. Underperformance in one particular exam in Religious Studies so exam papers to be recalled and scrutinised to help inform improvement plan for year ahead. These actions, underpinned by regular monitoring meetings with the Assistant Principal and/or Vice Principal, should address issues.

Q – Was there anything to be learned from Student Voice in these subjects?

A – Nothing in Student Voice subject surveys to give rise to concern.

Q – Were any marking concerns raised on behalf of the College?

A – Not yet, but this will be explored further. Deadline for submission is 30 September.

Q – What is the background to GCSE Maths with functional skills?

A – Functional skills is a Level 2 qualification with questions that are more accessible for those students who had very low Centre Assessed Grades. This was part of the Maths strategy to support these students following an initial diagnostic assessment of students' prior attainment.

The Vice Principal indicated that progress updates on underperforming subjects would be reported back to the Committee at future meetings.

The Committee **noted** the contents of the report and acknowledged the efforts and contributions of all staff and students throughout the year leading to this set of positive results for the College.

7.2 **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. Particular attention was drawn to MAPP 5 which was the most recent MAPP point completed for Lower Sixth students (now Upper Sixth) in June 2022. 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).

The Vice Principal reflected upon the MAPP5 data and confirmed that it was in line with expected progress. Where necessary, interventions were put in place to support underperforming students.

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

8. **QUALITY ASSURANCE ANNUAL REPORTS 2021-22**

8.1 **Performance Management Annual Report** *(previously circulated)*

The Vice Principal (Curriculum and Quality) outlined the College's performance management model and explained how this was aligned to the College's strategic priorities so that individual objectives supported overarching strategic aims. Progress against strategic priorities was reported and the following key points were highlighted:

- Retention rates – the 2022 College on-course retention rate was slightly below the national average and hence remained a critical focus for the year ahead.
- T Levels – whilst strategic planning for the delivery of two new T Level programmes had gone to plan, enrolment onto these courses had been too low to proceed viably.

Areas of critical foci for 2022-23 performance management were noted.

Governors' questions were invited on the report.

Q – What was the impact of non-delivery of T Level programmes this year given the additional capital funding provided to refurbish the Stoker Building?

A – The situation had been reported to the ESFA and there had been no indication that capital funding would be recouped. Affected students had been enrolled on alternative courses at the College and further marketing would take place to attract students to study T Levels next year. In the meantime, the building was being utilised for alternative activities.

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

8.2 **Staff Professional Development Annual Report** *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this report which had been prepared by the Assistant Principal (Curriculum and Ethos), and highlighted the following aspects:

- Full programme of staff professional development activities for the past academic year had been delivered so as to dovetail in improvement aspects of teaching and learning, including VESPA model, pastoral and Rosenshine's principles.
- Additional, external training listed in report included National Project Qualifications in Senior Leadership, Middle Leadership and Teaching and Learning.
- Aim was to provide a coherent professional development link through from the Early Career Teacher (ECT) training programme to middle and senior leadership development programmes.
- Positive response from staff to the programme.

Governors' questions on the full report were invited.

Q – What proportion of the training activities had been delivered face-to-face?

A – A large proportion was delivered face-to-face which had facilitated greater participation and collaboration amongst staff. The Staff Governor confirmed that face-to-face training opportunities during the year had had a positive impact and the wider professional development offer was extensive.

The Committee **noted** the contents of the report and recorded its appreciation to the Assistant Principal for preparing a comprehensive report.

8.3 **Staff Perceptions Annual Report** (*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 external agency)
 - wellbeing report (including summary of staff wellbeing interviews with the Principal)
 - HR key performance indicators (staff turnover, staff absence and staff recruitment and promotion).
- Additional question regarding cyber-attack added to staff climate survey this summer – summary of responses included in report.
- Slight downturn in job satisfaction rate by 0.42% compared to 2020 and 2021. This year's rate was at a similar level to 2019.
- Four-year trend analysis of survey score per statement provided.
- Recommendations identified for action from the analysis of staff perceptions.

The report was discussed in detail with numerous questions raised by governors and responded to by CMT. These included:

Q – In terms of recovery from the cyber-attack and impact on staff, what is the current status in relation to restoration of systems and recruitment of IT staff?

A – Progress was being made on both counts. Update report on cyber-attack to be considered at next week's Audit Committee meeting following which it was intended to commission external review of systems in order to ensure lessons had been learned and appropriate actions taken.

Q – Note drop in score for statement in relation to staff promotions being linked to performance. Given the recruitment to a number of senior roles during the year, what further background can be provided.

A – This statement continues to score lower than others. For every internal promotion there will be a number of disappointed candidates, many of whom are high performers. Action for year ahead includes supporting those staff not successful with promotion and finding additional ways to help them understand how they can progress in future.

Q – Main concern is that the next trend might be one of more staff leaving the College to secure their progression.

A – Staff turnover rate remained low but would be subject to continued review. Governors stressed the importance of understanding the nuances of this metric, so as to ensure that it did not start to adversely affect other indicators.

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

8.4 **Student Voice Annual Report** (*previously circulated*)

The Vice Principal (Curriculum and Quality) presented this report and explained that it was made up of evidence from the student perception survey, student voice subject surveys and a number of other methods by which students were involved in, and fed back their views on, College life.

The report contained the detailed survey data and highlighted the areas recommended for further investigation and action. Where necessary, student focus groups were set up to drill down further into an issue and ensure appropriate remedial action was put into place.

Governors' questions were invited.

Q – Reporting of safeguarding and prevent issues highlighted. What is the background to this?

A – This relates to students' understanding of who to report issues to. This forms part of their induction and students sign to confirm understanding. However, additional alternative strategies being explored to enhance visibility and understanding in this important area.

Q – Were the student survey results benchmarked with other similar colleges?

A – No. This was an in-house, bespoke survey and it was difficult to accurately benchmark as a result.

The Student Governor reflected on the low survey score in relation to the Student Council and assured Committee members that this year's Council would be focussed on wider engagement with the student body as one of its key priorities for the year.

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

9. **EMPLOYABILITY**

9.1 **Work Experience Annual Report** (*previously circulated*)

The Vice Principal (Strategy and Resources) presented this report and highlighted the following points:

- Demand for work experience had started to increase back to pre-pandemic levels.
- Physical as well as virtual work experience placements were considered.
- Extra capacity had been introduced to the team in anticipation of enhanced demand due to T Level work placements, however this would not now happen this year. Work would continue to source high quality placements for next year's T Level courses.
- Specific resource had been put in place to support Foundation Learning students and ensure they were able to access high quality opportunities.

- Careers Fair had taken place in College during the summer term with over 30 employers represented.
- Specific work experience projects planned for 2022-23 included: collaboration with Merseyside Police on cyber security; social care project with St Helens Council; Sellafield degree apprenticeship mentoring support; and involvement in St Helens Council Regeneration Plan.

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

10. CURRICULUM

10.1 **Annual Review of 10:10 Programme** (*previously circulated*)

The Principal presented this annual review of the College's 10:10 Programme and highlighted the following aspects:

- 10:10 Programme was the delivery model for the College's general RE and pastoral study programme. Archdiocese required that all students should receive a general RE programme that equated to 5% of their overall programme of study.
- The Programme followed a national curriculum set by the Catholic Education Service (CES), however this was in the process of being re-designed and the new curriculum directory and framework had not yet been confirmed.
- Two members of staff had been fully trained as CES RE inspectors.
- Student voice data on pastoral 10:10 sessions – work undertaken to review content and resources in response to student feedback.
- 2021-22 attendance data for 10:10 Programme was lower than overall College attendance and remained a focus for performance in the coming year.
- Further report to be provided to Committee once impact of new curriculum directory and framework was confirmed.

Governors' comments and questions were invited.

Q – If new framework not yet in place, what are delivery plans for 2022-23 Programme?

A – Plans reflect the draft new framework as advised by the CES.

Q – Introduction of RE homework for 10:10 Programme – what is the background to this?

A – Trying to align RE and pastoral elements of the Programme and ensure links between each of these sessions.

The Committee **noted** the contents of the Principal's report.

ACTION – Spring Term agenda item

10.2 **Annual Review of Student Enrichment** (*previously circulated*)

The Principal presented an annual review of student enrichment activities that had taken place in the previous academic year. It was noted that following the lifting of pandemic-related restrictions, trips and activities were returning to previous levels. The following points were highlighted:

- Focus for Lower Sixth students had been on cross-college enrichment activities whereas the focus for Upper Sixth students was more subject specific.
- Enrichment Co-ordinator post was currently subject to a recruitment exercise.
- Enrichment fair was scheduled to take place in College the following day.
- Requests for trips and visits for the year ahead were still being submitted for approval and hence the full enrichment offer for 2022-3 had not yet been finalised. Further update report to be provided to Committee on 2022-23 enrichment activities.

The Committee **noted** the contents of the Principal's report.

ACTION – Spring Term agenda item

11. STUDENT COUNCIL

11.1 Annual Review of Student Council Constitution *(previously circulated)*

The Chair advised that the Student Council Constitution was due for annual review and referred members to the paper circulated earlier that day. The paper set out some proposed amendments as suggested by the Student Council at its recent meeting on 16 September. Due to the timings of this meeting, it had not been possible to circulate the proposed amendments with the other papers.

The Student Governor presented the proposed changes and clarified that these related largely to minor wording changes and points of clarification.

A discussion ensued on the proposed amendments and, specifically, the proposal at clause 10(b) to change the wording around frequency of Student Council meetings. It was subsequently determined that it would be preferable to remove the words 'usually once a week'.

In relation to the list of amendments proposed by the Student Council, it was noted that the word 'may' (rather than 'now') should be removed from clause 10(e).

Subject to these amendments, the Committee **recommended approval** of the revised Student Council Constitution to the full Governing Body.

ACTION – Clerk to make proposed revisions to Constitution and add to the next FGB agenda for approval.

12. POLICIES

12.1 Managing Absence Policy and Procedure *(previously circulated)*

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

The Committee **approved** the policy.

12.2 **Menopause Support Policy** (*previously circulated*)

The Vice Principal (Curriculum and Quality) presented this policy for annual review and reported that no changes were recommended. It was confirmed that menopause had not yet become a protected characteristic under Equality Act legislation.

The Committee:

- **approved** the policy
- **agreed** that in future it should be subject to a biennial review cycle.

13. **COMMITTEE EFFECTIVENESS**

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

The Chair referred members to the Committee cycle of business and noted that the volume of business for the Autumn Term 1 meeting was heavy and suggested that some items could be deferred to the Autumn Term 2 meeting. In particular it was noted that deferring the annual review of the Student Council Constitution would allow the new Student Council more time to meet during the first half term.

Committee members were invited to comment on the cycle of business and a discussion ensued. It was agreed that:

- the Chair and Clerk would liaise separately to review the cycle of business for the Autumn Term meetings
- in future, face-to-face meetings would be scheduled for the Autumn Term 1 meeting.

ACTION – (a) Clerk and Chair to review cycle of business for Autumn Term meetings
(b) Autumn Term 1 meetings of the Committee to be face-to-face

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

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

The Committee **noted** the Terms of Reference and **confirmed** that no changes were required.

13.3 **Review of Committee's Key Performance Indicators (KPIs) 2021-22** (*enclosure*)

The Chair 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 and KPI 2 which had been partially achieved. Discussion took place on the development areas for the year ahead and, in particular, the means by which student voice could be enhanced.

Governors **noted** and **agreed** the analysis report on KPIs for 2021-2.

13.4 **Approval of Committee's Key Performance Indicators (KPIs) for 2022-23**
(previously circulated)

The Chair referred members to the draft KPIs for the year ahead and invited any comments.

The Committee **approved** the key performance indicators for 2022-23.

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

The Chair referred members to the anonymised analysis of the collective 2022 skills audit responses for Quality and Standards Committee members. Whilst it was noted that three areas had scored two or below, it was expected that expertise in these areas would strengthen over the coming year as the experience of members increased. The opportunity for further collaboration during a governor away day may also assist in addressing some of these areas.

In the meantime, members were invited to consider the training and development opportunities available via the Sixth Form College Association (SFCA) governance webinar programme and the Education and Training Foundation (ETF) Governance Development Programme.

The Committee **noted** the contents of the report and **agreed** to review the training and development opportunities available and access these as required.

14. OTHER MATTERS

14.1 **Governor training**

None reported

14.2 **Any other business**

None

14.3 **Date of next meeting**

The Chair noted that the date of the next scheduled meeting on 8 November clashed with one of the College's open evening events. It was agreed that the Chair would liaise with the Clerk to identify an alternative date and Committee members would be notified accordingly.

ACTION – Confirm alternative date for next Committee meeting.

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 7.25pm.

Signed by the Chair _____



On this day _____ 29 November 2022 _____