

Minutes of Curriculum and Quality Committee

Date: 28th Sept 2022

Time: 4.30 pm

Location: In College

Present:

Mrs SHammett (Chair)	Ms M Harris-Bridge
Mr C Whitfield	Mr B Jones
Ms S Garner	Mr A Scott
Mr M Brown	
Mrs R Stratton	
Miss F McIntyre (Clerk)	

1. Apologies

- 1.1 Chair welcomed everyone to the meeting. No apologies as everyone expected is present.

2. Declarations of interest

- 2.1 No new declarations.

3. Minutes of the last meetings

- 3.1 Minutes of the previous meetings held on the 22nd June 2023 were reviewed and the following clarifications were requested:
- 4.11, word missing satisfaction survey and needs a question mark.
- 3.2 Minutes approved.
- 3.3 Matters arising:
- Q: 6.7, *parents not being aware of students' progress, is this being picked upon?*
- A: Issues with the parent portal but this is an area for improvement and increasing communication with parents.
- Q: 8.1, *Report from external sources Wessex Group report was not available at the previous meeting, could feedback be given today?*
- A: Yes BS can provide feedback as AOB.

4. Headline Results Report

- 4.1 Gives overview of achievement data with the previous year's data. With differences in assessment it also includes 2018/19 and the College assessed grades since.
- 4.2 Disappointed with some of the results but when looked into they are good when taking into account the circumstances. There are strengths across the board.
- 4.3 Comment: Interesting point about the GCSE scores being slightly unrealistic, because Teacher Assessed, against what they may then achieve in two years.

- 4.4 To illustrate: there were students who missed significant amounts of Year 10 and 11. They would have sat in class assessment that the teachers verified, so the grades were best case scenarios. It was recognised that across the board these grades were higher than normal.
- 4.5 When drilled down and looked at the students and their points of entry and the journey through some have achieved well.
- 4.6 University entries this year were strong. Students may not have reached their target grades but they still progressed onto university.
- 4.7 *Q: With prior attainment and subjects - any trends?*
 A: No trends picked up on so far but will be looked at in more detail next week.
Q: Do you have a feel from other Colleges how results have gone?
 A: Having spoken with colleagues, similar institutions had similar experiences. 16-18 outcomes at level 3 was a slight increase and this is where the bulk of students are.
 Adults level 1 and 2 outcomes increased, Level 3 is a very small number of students
- 4.8 Value added score
- 4.8.1 Based on the data that students bring from GCSE predicting the A levels results.
- 4.8.2 First run produced a score of eight which is in the cold zone.
- 4.8.3 Ran again with more benchmarking data came out as six. Which is a neutral position. 1-3 is the higher zone.
- 4.8.4 It is now about moving forward and supporting the next cohort of students.
- 4.8.5 *Q: How do staff feel supporting the students in their exams?*
 A: They did sit their GCSE's which is making a difference so can see if they worked hard the effort paid off. They have had their resilience tested more. Last year's cohort had not sat exams since SATs.
- 4.8.6 The cohort that has just finished there were issues and they did not come well equipped to learn. The Year 2's this year were more settled into College in the first year having gone through GCSE.
- 4.8.7 Timing of exams, where they were spread over longer, raised some issues: Maths has three papers for GCSE which can be hard to keep engagement to the end.

5. Enrolment to date

- 5.1 Enrolled well and over 200 above allocation. Carrying forward a larger Year 2 group and recruited well for new students. Hoping to receive in year funding which have not received previously.
- 5.2 Good work done on timetabling and does not feel too busy.
- 5.3 *Q: What is the biggest class?*
 A: Public services has 30. Planning to split but had some staffing issues.
- 5.4 Growth in GCSE Maths and English is large with 36% more. English 98% more so doubled.

- 5.5 Report shows school by school too.
- 5.6 *Q: Reference to Weston being a disappointment, any other concerns?*
A: The year size at Weston was 60 so it was very small. Oasis Mayfield is a concern and MJ went to do assembly and there was a fire alarm.
- 5.7 Comment: The reports for Governors were very clear and detailed.
- 5.8 If the same rules as last year apply the additional in year funding will be £500,000. But funding has been increased across the board so the extra is not guaranteed this year.

6. Review of QIP including KPIs

- 6.1 Attendance was slightly higher overall compared to the previous year. Retention was slightly lower compared to the previous year which was disappointing as it was tracking higher during the year.
- 6.2 Areas For improvement in Ofsted report
- 6.2.1 Have seen improvement in attendance. Do try and ensure students with poor attendance still receive a qualification even if not the one originally planned.
- 6.2.2 Apprenticeships area identified by Ofsted but no longer on curriculum.
- 6.3 There is now a wide ranging enrichment program in place. 1000 students are timetabled.
- 6.4 Activities include:
- Cheerleading
 - History of art
 - Financial literacy
 - Badminton
 - Horror films
 - Mindful colouring
 - Board & card games
- 6.5 Very positive with different groups and it is providing social opportunities. With the College being so busy it is good to have groups in classrooms.
- 6.6 There have been challenges with timetabling and staffing so lessons learnt for January and improvements to be put in place for sign up for enrolment.
- 6.7 Looking to build up the drop in enrichments.
- 6.8 Overseas trips are starting again:
- 24 students going to Iceland in March
 - 16 students are going to Disney in April to take part in parades.
- 6.9 Objectives from last year all completed but not all targets met. Report is detailed on this.
- 6.10 Level 1 not seeing improvements wanted to see but this is connected to pandemic.
- 6.11 *Q: Did you expect the drop to be so significant?*

A: Historically had issues with how students are registered. When they are assessed for starting points they have come with entry 3 qualification but not assessing at that point and significant help needed.

Vocational studies students often have not been in school so it is a return to formal education.

6.12 *Q: There will be further actions, when is this reported to governors?*

A: By the next meeting. The overall SAR and QIP are being worked on.

6.13 *Q: In attendance, difficulties with students who had wider responsibilities, do you have a percentage of what this represents or what can be done?*

A: To some extent out of our control so trying to do what we can to manage. Do not have a clear percent. Pre-pandemic there was a survey that said 25% of students had part time jobs. At the time an Itchen survey was done and this was 75%. Feel this is higher now as most students do work. This work is crucial to them to contribute.

It can be difficult when students say they do not attend as they have to go to work. Try to set expectations but it will continue to be a challenge. But some students will always have to prioritise work over College.

At enrolment it seemed 90% of students were working.

Advise them not to work more than 10 hours a week.

6.14 Comment: might be worth adding the number that are young carers also.

6.15 *Q: Would that dictate where they apply for university?*

A: Yes it would.

7 Teaching and Learning Report

7.1 With CPD offer looked at what is offered - 15 minute forums , green light, teaching triangles. Manager decides a group of three and the focus throughout the year and engages in classroom visits.

7.2 The student voice in March, then in faculty forums, then repeated in May to see if it trickles down to improvements for the students.

7.3 eg If there are three students in the room who do not know something, then it could be a teaching error and need to reteach.

7.4 Newsletters about teaching and also google newsletter.

7.5 Festival of education will be going again this year.

7.6 The in-College festival of learning is recorded in the upstairs staffroom so governors are invited to see this.

7.7 Keynote was on Itchen acts of kindness which went down well.

7.8 This year moving forward work on connecting the CPD strands. It is reviewed every year and then 15 minute forums could be connected to the green light forums and added teach meet.

7.9 Example of retrieval given where all would look at this.

- 7.10 Student voice - curriculum managers asked for these to be the same questions to be drilled down to specific courses.
- 7.11 T&L guide adopts everyday excellence everything that is done on retrieval, embedding and excellence so new staff can read so all in one place.
- 7.12 Comment: it is incredibly comprehensive.
- 7.13 *Q: How can we gauge the two aspects, improving the teaching and putting support into teaching excellence and the impact on students?*
 A: It is tricky to drill down from a forum in history having a % increase being the result of this work, as it is done for all faculties and all staff.
 Cannot drill down to an increase in specific subjects. Even tutorial activities that are designed to improve student outcomes. It is measured on QIP rather than student voice.
- 7.14 Comment: It would be beneficial for the governors to have a quantifiable feel for the outcome improvement.
- 7.15 The impact can be measured from the staff and student surveys. Also through the professional review process with individual members of staff. They have targets linked to QIP. As part of the process the staff member completes a professional development reflective log. This shows the benefit.

8 Performance Management Report

- 8.1 Where there are performance management concerns it tends to be around attendance or time keeping rather than quality of teaching.
- 8.2 There is a broad CPD offer across the board for teachers and support staff.
- 8.3 Managing individual performance has been focused for the last few years to ensure they understand how each team member contributes to the outcomes for students.
- 8.4 Staff feel engaging with CPD is a positive experience and want to contribute and it is valued.
- 8.5 Comment: should not underestimate how difficult this is to achieve.
 It comes through positively in the staff survey they feel the CPD is positive and they feel invested in and valued by College.
- 8.6 Moved away from formal observations and have structured peer observations with the teaching triangles.
- 8.7 Follow the capability process when required.
- 8.8 *Q: Ongoing performance, is it the same three people for three years?*
 A: No it's not the same. Someone did come off and then go back on again.
Q: The new model of teaching and learning, have you noticed a change this year or seen emerging
 A: Green light classrooms they volunteer and anyone can deliver forums. They are a lot about collaboration.
Q: What does conduct cover?

A: Staff have a code of conduct so ensuring this is maintained. Timekeeping would come under this.

9 Policy reviews, as required.

9.1 None.

10 Impact and Action Review

10.1 Good challenge on review and impact and CPD.

10.2 Questions around performance.

10.3 Celebration of good enrolment.

10.4 Potential visits on green light classrooms - dates will be circulated.

11 AOB

11.1 PQR report from Wessex was positive.

11.2 Looked at psychology and vocational courses.

11.3 Areas identified for improvement were around consistency in teaching emerging from quantitative feedback should be responded to quickly and students were listened to.

11.4 Already aware this was an issue.

11 Date of next meeting – 30th November 2023