

Minutes of Curriculum and Quality Committee

Date: 21st Nov 2024

Time: 4.30 - 5.35 pm

Location: In College, S10

Present: Mrs S Hammett (Chair)
Mr B Jones
Mr A Fitt

Mr A Scott
Mr M McCauley

Apologies: Mrs M Harris-Bridge

Ms S Garner

In attendance: Mrs R Stratton
Mr M Jones

Miss F McIntyre

Absent: Mr M Brown

1 Apologies

Apologies received and accepted as above.

2 Declarations of interest

No new declarations were made.

3 Minutes of the last meetings

5.1 Stated 1880 expected - figure is currently 1841.

Minutes approved.

4 Provisional QAR report

4.1 QAR data looks at College data against provider groups. Colleges and Post 16 providers. Results compared are this summer against 2022/23.

Q: Is this a good time to discuss QAR data as it can only compare against the year before?

A: First year since pandemic it is useful looking at the data. 2023 was a normal assessment and no adjusted grades or advance information. Back to normality in terms of grading. This is data for making judgements and how we stand against other providers.

4.2 Achievement rates have declined from previous years and below national average in most areas. Level 1 improvement in achievement rate. 19+ improvements as well.

Q: What happened with pass rates?

A: A level pass rate down on previous year, level 3 Voc and 2 up. Level 1 down. Retention is the issue.

Q: 19+ data is it adult data or adult with three year learners?

A: Adult.

- 4.3 This year there has been a gap between female and male achievement. More detail equality in QIP. Comes down to retention. Will be looked at. Can tie in to other SEND issues or disadvantages.

Q: What is retention looking like?

A: 99.2% in year. Positive so far. A level is 83.4% and watching closely. Year 2 of two year program.

Positive picture for ethnic groups but less with high needs. Significant growth in numbers of students with health problems.

5 Provisional VA report

Value added will be available in the next set of data.

Cohort who have just departed had GCSE with adjusted grades and advanced information so came in slightly higher.

ALPs information provided to governors for previous years in report. The picture changes over the four years due to different assessment types.

1-3 high and red

7-9 low scores

Students with higher starter points would have higher targets. They had gaps in learning which needed to be compensated for when teaching.

Q: As a national picture wouldn't this be added to ALPS data?

A: Yes, the inflated starting points would affect all institutions. The high level with SEND at Itchen was more impacted.

Maintained an overall score of 6. Work to do this year. Pushing students to achieve their target grades and the highest grades they can. Section in QIP regarding this and improving VA.

Vocational courses remained strong with a 4 overall.

- 5.1 *Q: Sociology have done very well, how did they get there and can this be replicated?*

A: Do work to replicate this success. Excellent understanding of the assessment and excellent teaching and learning with planning and support of students. Following up on attendance ensuring students are there.

These T&L strategies are promoted accross College with everyday excellence program. They see it working in Sociology which helps the buy in to make changes.

Q: Are you doing a broad approach in pushing everyone or/and is there a targeted approach at the areas that struggle with ALPS?

A: We do both. Everyday excellence is about improving everyone. Do also have targeted approach but try and get staff buy in for improvements. Staff have access to data and are encouraged to think of strategies. Also using the surveys done to look at feedback.

Q: Do curriculum heads set targets for ALPs and what they want to achieve for year?

A: Curriculum managers with teachers. We know ALPS is not high enough. Curriculum managers have those conversations and discuss strategies to be used. Filters into professional review targets and the curriculum QIPs.

6 Destination report

Report circulated prior to the meeting.

72% positive destinations compared to 73% last year.

Data is very valuable to College to reflect where students are going to reflect in curriculum and tutorial design. Also useful links as students can come back and talk about the degree course or apprenticeship.

Fairly consistent with 34% higher education.

Positive around disadvantaged progressing to university. Ahead of the national average. Dropped from previous year but consistently high.

Solent - did not have as many students studying sport as in previous year.

6.1 Q: Commendable so many students going to university. Why is 25% unknown and is there anything to do without huge time commitment to chip away?

A: We do try and improve but it does become time consuming. Tutors will ring. During enrolment period and during November. Also text and email. Use information from friends or parents.

Some of the students do not want to say what they are doing if they have not decided what to do and are still doing part time work they did in College. They may not always want to tell College this.

Q: Have you analyzed the data such as levels that do not provide info?

A: Information is in the report. Not considered tactics to encourage them to come forward. Can consider.

Q: Is it worth talking to other Colleges?

A: If they have a much bigger cohort going to HE would know. Can work with other Colleges to see what they do. Area made good progress in the last few years but can revisit how it can be improved on.

Q: Apprenticeship number smaller. Why?

A: Challenge of finding apprenticeships. Not many enter directly, some need to be employed first then access apprenticeships.

Q: Overall statistics is this students who have left?

A: Yes the students that left summer 2024

7 The draft SAR

Draft SAR shared at previous meeting and updated to reflect feedback from inspection and also progress

Some more areas identified for development than reflected in Ofsted report

- 7.1 Reflected on the positives from inspection; area of development has been attendance. Still an area to be worked on even though it achieved grade 1 for inspection. Appreciated that the inspector recognised the work done but more to be done.
- 7.2 Contribution to meeting skills need - reasonable was in report but discussed and changed to strong after discussion in SLT. Still area for development.
- 7.3 Comment: Ofsted report did not have areas for improvement.
- 7.4 QIP targets relate
 - Retention not pre pandemic levels for A levels
 - High grades
 - VA

Q: The grades given to departments where the score of departments is not as good. What is judgement for this?

A: Not explained but can add the justifications. The introduction paragraph does give context.

The VA is useful as a tool but inspectors did not want to see.

Useful to help understand and support intentions and progress but not a judgement tool. One measure of a number looked at. Issues with how VA has worked over the last few years.

Summer 25 results will be more useful.

Individual areas without high grades are directly correlated to VA.

7.5 Ares in QIP:

- Attendance at level 1 and 2
- Level one is always the most challenging area. Complex needs. Want to continue to support.
- Reference to achievement on adult programs. Work to be done to support strong attendance and retention.

Q: How have you chosen success criteria?

A: Work it through to ensure achievable but also aspirational. A level retention is 82% can realistically be achieved. 88% would be unrealistic. Consider whether it is achievable.

7.6 Comment: Page 8. 6th form averages are different to ones used in report. Averages used are for our provision type rather than national average for level 1 & 2. Puts in a positive position due to provision mix.

8 Ofsted Report

Q: Why was personal development only good?

A: PD covers progression, development and enrichment also Prevent and British Values. Feedback was a development point: level 2 students not strong in their explanations of radicalisation. Feedback was not consistent in recall.

Was challenging due to the point in the term of inspection. It was covered that week and the next in tutorial. By the end of the week it would have been stronger.

Key thing was students knew how to keep themselves safe and knew what to do if they were worried about someone. They also recognised a range of risks.

Understood the fundamentals.

Governor comments:

- Impeccable student behaviour was a very positive comment.
- Prospective students or parents would be delighted to read the report.
- Commendable report and good read.
- Good that OFsted recognised Outstanding while still work to do

Discussion on the Ofsted evidence gathering process.

Q: Says meetings with employers? Can we see this evidenced?

A: Yes, have this and it is a different format for different areas. Can consider how this is shared with governors. Curriculum changes paper brought to Spring meeting can

be included. Has a section around stakeholder engagement and can be included how this influences changes.

9 Meeting impact, actions and possible visits

9.1 Impact

Challenge on destination report

Questions on data - VA and achievement data

9.2 Actions

Item	Action	Owner
7	SAR to FB for approval	FM

Visit reports:

Two reports circulated no follow up questions.

10 AOB

Q: Can any events in terms of events, productions or careers days to attend be circulated wee in advance to governors?

A: Yes can do. College calendar to be shared.

Governors shown the picture with Outstanding. Governors asked to share widely on social media.

11 Date of next meeting 13th March 2025