



**WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE**

Minutes of the Standards Committee meeting held in the Boardroom, Derby Road site on Thursday 14 November 2013 at 6.00 pm

GOVERNORS Kate Allsop – Chair
PRESENT: John Holford
 Rob Martlew
 Asha Khemka
 Diana Meale

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
 Patricia Harman, Deputy Principal: Teaching & Learning
 Elaine Martin, Director: Quality and Performance
 Brian Malyan, Head of School: Engineering and Transport Skills

		ACTION by whom	DATE by when
13.96	<u>DECLARATION OF INTEREST</u> The Chair reminded those present to declare any interests that they may have on any agenda items to be discussed. No interests were declared.		
13.97	<u>WELCOME, INTRODUCTION AND APOLOGIES FOR ABSENCE</u> Apologies for absence were received from Marie Oakton.		
13.98	<u>MINUTES OF THE MEETING HELD ON 3 OCTOBER 2013 AND ANY MATTERS ARISING</u> AGREED: To approve the minutes as a true and correct record, these were signed by the Chair. There were no matters arising.	Chair	14 Nov 2013
13.99	<u>ACTION PROGRESS REPORT</u> Members reviewed the action progress table and noted that the vast majority of items were for completion in the early part of the new calendar year or at a later stage in the current academic year. AGREED: To note the content of the update provided.		

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14.00 DEPUTY PRINCIPAL'S REPORT

The Deputy Principal introduced this item and drew a number of matters to members' attention:

1. Wider Learning Observation Policy 2013/14

- Some aspects of wider learning are currently facilitated by support staff who are not qualified as teachers. This includes staff involved in delivering aspects of health and wellbeing, careers and employability, enterprise, sport, study skills, tutorials or those who work in the learning resource centre. The majority of these staff will deliver one off sessions e.g. how to research effectively in the learning resource centre, or those who do it on a more regular basis e.g. the personal development coaches who act as personal tutors in some curriculum areas.
- During inspections Ofsted now observe learning wherever it takes place which is not necessarily in a formal classroom or workshop situation. It has, therefore, been deemed appropriate to observe these learning sessions as they form part of the students' study programme.
- The Wider Learning Observation Policy 2013/14 proposes that these observations will be ungraded during 13/14. Staff will receive feedback highlighting strengths and areas for development.
- Staff development will be provided to support these staff in providing an effective learning experience for students.
- The policy has been discussed with team leaders who, in turn, have reviewed with their teams. Feedback is being taken from teams and from the trade unions. Following this, the policy will be finalised and rolled out during the academic year.

In general discussion, members all agreed that this was an appropriate step to take and were supportive of the proposals put forward by the college.

2. Hair and Beauty Lesson Observations

- In order to obtain an external view of the standard of teaching and learning within the Hair and Beauty curriculum area, a practising Ofsted inspector was engaged to complete observations of teaching and learning within the area. In line with the college's observation policy, the staff were given two days notice of the observation process. The observations took place on 30, 31 October and 1 November 2013.
- The grade profiles for the individual areas of work were:
 - a) Hair – 5 observations, one grade one and four grade two. All agreed that this was a really good result given that, at the 2012 inspection, it was the Hair Team who were a real concern.

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- b) Beauty Therapy – eight observations, two grade twos, five grade threes and one grade four. All agreed that the grade four was disappointing. The committee was advised that the activity/session observed did not meet the students` needs albeit that this may not be typical of this teacher`s abilities.
 - c) English and Maths – two observations, one grade two and one grade three.
- The detailed feedback to individuals and to the school of learning management team is being used to identify further areas for improvement and to share good practice across the teams.
 - The committee was advised that the observation grades seen compare well with the inspection findings made in May 2012. In addition to this, the observations have been checked with the college`s own observation profile and most align, some are slightly higher and some slightly lower but in general they even out.
 - The observations, if accurate and accepted, would give an overall grade of three. Clearly there are still lots of areas for improvement, but the current observation profile would take the provision out of `inadequate`.
 - All Governors agreed that the direction of travel in this area is positive, but that there was still work to do and that it was key to keep staff motivated.
3. Ofsted Learner View
 A direct link to the website has been made available to students via the front page of Learnernet. This ensures that it is accessible to all students both in college and remotely. The responses are recorded within academic years. As at 29 October 2013 there were nine responses. This response rate is not sufficient to provide analysis. Members discussed the use of surveys generally and acknowledged that for the college`s own purposes the Ofsted site is not particularly helpful as it only gives top level statistics. It was agreed that at the next meeting the Deputy Principal, as part of her report, would bring a print out of the survey template so that Governors could get a better understanding of the likely usefulness of this survey.
4. Delivery Staff Terminology
 Members acknowledged that the opinions of staff had been garnered at a number of levels. Although alternatives could be used it was agreed that, for the immediate future, the term `delivery staff` would be retained.
5. GCSE English and Maths Reforms
 Governors were advised that key features of the new GCSEs would include:

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- A new 1-9 grading scale with 9 being the top level which is intended to allow better discrimination between high performing students.
- A full linear structure with all assessment at the end of the course with content not divided into modules.
- Exams as the default method of assessment with decisions on a non exam assessment on a subject by subject basis.
- Exams in the summer apart, from English Language and Maths, where there will be exams in November for 16 year olds.
- Content in English and Maths has also increased significantly. Governors all acknowledged that English and Maths are already challenging areas for the college and it is envisaged that they will only become more so with the new changes.

6. Future Success Measures

BIS, with support from the data service and the schools funding agency, is developing a new set of outcome focussed measures of performance for funded post 19 education and skills. There will be three core measures:

- a. Destination
- b. Progression
- c. Earning change (initially at local enterprise partnership and sector level).

This latter measure will compare the earnings change of all those learners completing and achieving their full level 2 and level 3 courses one year after completing the course. The measure would use matched data from administrative records from SFA, DWP and HMRC and will initially be published at sector subject area and local enterprise partnership level. In the first instance, these measures will be published as experimental data to improve transparency on performance. However, ultimately BIS want to be able to use these wider measures to inform performance monitoring and intervention regimes.

The committee all acknowledged that monitoring, collating and tracking this information for each of the departments involved would be a significant undertaking. The success of this initiative will entirely be down to the systems in place and the accuracy of the data provided. All acknowledged that this information was outside of the control of all colleges and that to ensure accuracy the college may wish to consider how it completes its own tracking of these incredibly important concepts and performance measures.

AGREED: To note the content of the update provided.

14.01 SELF ASSESSMENT REPORT (SAR) 2012/13 - DRAFT

Elaine Martin introduced this item and confirmed that the college closes its data collection processes at the beginning of October and, as a consequence, by that time there is a real sense that the information

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available is robust. That being said, it was specifically brought to members` attention that an additional contract was agreed with the college very late which has produced additional data which will change the draft position slightly.

She confirmed that drafts of the self assessment report have been considered by the members of the Executive Team following which amendments have been made to the report. Following amendments, the self assessment report was subject to external validation by the Deputy Principal: Teaching and Learning, Director: Quality and Performance, a member of the Standards Committee and an experienced Ofsted inspector. Subsequent to the external validation, further refinements have been made to the document and the self assessment grades were agreed at the external validation event.

She explained to the committee that the structure and process of self assessment was changed during 2012/13 to ensure that a succinct but self critical approach was adopted. The style of this report is similar to those produced by Ofsted as being `judgement rich`. Judgements are supported by statements indicating impact upon the student and key performance evidence. In essence the college SAR is now an executive summary underpinned by a range of corporate documentation such as Standards Committee reports, curriculum area SARs, support SARs, sector subject area SARs and quality improvement plans. These reports and processes ensure that the college has up to date information available in line with Ofsted`s short notice inspection requirements.

In reviewing the SAR documentation a number of specific elements were brought to the committee`s attention:

- Page 2 – it is important to recognise that the college`s ER data provides a 3 year trend as at period 13 which is not a full year. Full year (period 15) data is published in December each year. National comparator data is also a year behind. Period 15 data is used to compile the national success rates tables which have been included in the SAR as a guide to the college`s in year performance. Therefore in the SAR report, tables have been produced at this point to enable like for like comparisons to be made on indicative outturn. Full year (period 15) data will be evaluated when available.
- Page 8 – these data tables provide a prior year comparison. Governors were specifically advised that the Ofsted frameworks between 11/12 and 12/13 are very different and, therefore, it is not possible to compare like with like. In determining the grade for Overall Effectiveness this is a combination of the 3 underpinning core elements which are:
 - a) Outcomes for learners
 - b) Quality of teaching, learning and assessment
 - c) Effectiveness of leadership and management
- Page 9 – provides classroom based sector subject area grade profiles. The data tables provide detail of the area, contributory schools of learning and also the size of the cohort (net starts for long

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qualifications). The grades are derived from triangulating success rates, lesson observation grade profiles and student views, through surveys and from curriculum area SARs.

- Page 10 – Governors, when reviewing the grade profile, expressed some concern at the grade 4 given for Finance, SFL ESOL and sign language. Members were advised that the grades were only a broad indicator for the year, as previously reported the frameworks are not like for like. Members were asked to note that on page 10 the college is no longer grading by schools but by curriculum area.
- Page 11 – this data details employer responsive statistics (partners). Governors expressed some concern at the grade 4 given for Health, Public Services and Care. In terms of a matter of accuracy members felt that the comment at the bottom of the data table should read “the college does not do employer responsive work within the sector subject areas” graded pink.
- Page 12 – SSA data. Members were advised that the size of provision influences the rating given and statistical significance.
- Page 13 – these are partner provider grade profiles. It was acknowledged that some grades are still in draft as final information is awaited.
- Page 14 – this details business support grades. Governors took the opportunity to question how these grades are determined. It was explained that the SARs are written on the basis of distance travelled since the last SAR. Elaine Martin confirmed that it was her intention to look at developing SLAs within all teams so that clear reference frameworks are in place.
- Page 19 – this details outcome for learners. It was noted that classroom based provision represents approximately 50% of all provision. Members, in reviewing the percentages, were advised that the late contract data discussed earlier in the meeting does lead to a slight change in some areas. These were discussed on a line by line basis. Of particular concern was the employer responsive timely success rate which, over two years, has decreased from 72% to 56%. Members questioned why such a big drop. It was explained that there is no one single reason but includes:
 - a) Contract management
 - b) Order of delivery of framework elements
 - c) Functional skillsMembers were advised that work place learning with 3,750 leavers and a college success rate of 98% is 7% above the national success rate and is outstanding. This, however, should be compared with a timely success rate with 4121 leavers at 77% is 7% below the national success rate and requires improvement.
- Page 20 – table 1.3 shows the data for NVQs. The timely college success rate has now increased to 78%. However, this is still well below the national benchmark. Table 1.4 is solely classroom based activity (used to be learner responsive). Members felt that the title was somewhat confusing as it was agreed that it would be changed to “all provision excluding partners and apprenticeship programme”. College success rate percentiles are at national

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average but improving, however unfortunately the national picture is improving at a faster rate. In relation to the outcomes for learners Governors were assured that the college does know where the issues are and actions required to bring about improvements are fully detailed in the quality improvement plan.

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- Page 21 – it was acknowledged that even though there are amber statistics for the headline 19+ SSRs, within them there will be improving trends. Governors were advised that there are some very robust review processes in place now and there is a feeling that the draft SAR accurately reflects the college position. It was explained that outcomes for learners are not just based on achievement data but is much broader and includes student experiences and progression/destination data, not just success rates. In this area learning and teaching assessment is critical as inspectors will be looking at the validity of college based observations. It was acknowledged that teaching, learning and assessment is now, in effect, a limiting grade. In terms of leadership and management the key aspect that inspectors seem to be looking at this point in time is performance management.
- Page 25 – this section details progression within the organisation and shows good internal progression between levels. In terms of progression, Governors felt that it was also very important to know progress in the context of the starting point. Elaine Martin confirmed that in the next year the college will start to use ALPS for level 3 and ProMonitor on a much wider basis.

The Principal indicated that she would like to better understand the areas that are on the 90th percentile. In her view there was not enough in the self assessment report on destinations and progression for her to be clear regarding challenge or acceptance of the statements made. It was agreed that prior to finalising the SAR more consideration would be given to information in these areas. The Principal expressed the belief that the report does not accurately reflect the positive achievements and questioned whether or not the report was doing the college justice. It was agreed that there was a need to broaden the evidence base to support the SAR judgements to ensure robust statements.

It was agreed that Patricia Harman would provide Rob Martlew with a copy of the 2012 Ofsted Common Inspection Framework so that he could better understand the categorisation of grades.

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- Page 28 – apprenticeships. Not all of this provision relates to partners.
- Page 32 – the vast majority of the reports regarding teaching, learning and assessment have been provided to the committee on an in year basis.
- Page 38 – section 3 provides an assessment of leadership and management.

In discussing the report as a whole, members considered the data at

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page 28 and questioned whether the large amber section would be adversely impacted by the VWS data. Members questioned whether performance in this area was high risk and questioned whether the college has the capacity to ensure that VWS performance improves. To ensure that this was an area monitored throughout the year it was agreed that VWS statistics will come through in future reports and will be separated out for monitoring purposes.

Members' attention was drawn to pages 15 and 16 which detail the strengths and areas requiring improvement. It was confirmed that these will be monitored through the quality improvement plan in the 2013/14 year.

Taking on board all of the comments and debate, members were happy to support the self assessment report grades proposed and recommend these to the Board.

AGREED: To recommend that the college approve the self assessment report and grades attributed.

14.02 **AOB**

There were no items of additional business.

14.03 **DATE OF NEXT MEETING**

The Clerk to the Corporation confirmed that the next scheduled meeting was 23 January 2014.

Meeting closed at 7.25 pm.

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