



Quality Recovery Board

Agenda

20 January 2015

1. **Apologies for absence** **5.30**
2. **Declarations of interest**
3. **Minutes of the meeting held on 11 November 2014** **5.40**
To approve the minutes of the last meeting
Paper attached
Allison Howe
4. **Matters arising from the minutes**
5. **Post inspection action plan** **5.50**
To review progress against the PIAP
Presentation
Rob Rees
6. **Data dashboard 2014-15** **6.00**
To review and recommend the data dashboard to the Corporation
Dashboard attached.
Rob Rees
7. **Quality monitoring and reporting** **6.15**
To receive a routine monitoring report
Report attached
Jo Lomax
8. **Apprenticeships** **6.30**
To receive a routine report on apprenticeships
Report attached
Jo Lomax
9. **Any other business** **6.50**
10. **Date of next meeting** **7.00**
17 March 2015



Quality Recovery Board

Minutes of the meeting held on 27 January 2015

Present:

Kate Shoesmith (Chair)
Pennie Clarke-Bovell
Elaine Hawkins
John Litchfield
Jo Lomax
Nathan McDermott
Hilary Moore

In attendance:

Allison Howe
Rob Rees

Items were taken in the following order:

1. Apologies for absence and appointment of Chair

Apologies were received from Paul Archenoul, John Landeryou and David Wilson. Hilary Moore and Maureen Salmon had sent apologies for lateness, however Maureen Salmon did not manage to attend the meeting.

The Clerk informed the meeting that she had written to the Committee following the retirement of Monica Duncan asking for members interested in chairing the Committee to express an interest.

The only expression of interest received was from Kate Shoesmith. It was therefore agreed that the Quality Recovery Board recommended that the Corporation Board appoint Kate Shoesmith as Chair for a period of two years.

Kate Shoesmith took the Chair

2. Declarations of interest

There were none.

3. Minutes of the meeting held on 11 November 2014

The minutes were approved as an accurate record of the meeting subject to the addition of Pennie Clarke Bovell to the attendance list.

4. Matters arising from the minutes

The Clerk updated the Committee on progress against the actions from the last meeting

Meeting date	Action no	Action	Officer responsible	Status
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9 Sept 14	9	The draft curriculum strategy be brought to a future meeting	IM	Scheduled for 10 February Corporation Board meeting 2015
11 Nov 14	1	An additional SAR validation meeting with 2 Governors from the Quality Recovery Board to be held during November 2014	RR	It was not possible to get two governors so SAR was validated externally.

5. Quality improvement action plan

The Interim Vice Principal Curriculum, Quality and Learner Experience gave a presentation.

To drive up the quality of teaching and learning the following work was being undertaken:

Expectations, values and behaviours were being developed by the staff in an exercise facilitated by the interim Chief Executive.

Regular continuous professional development was being undertaken by all teaching staff.

Quick identification of the standard of visiting teachers, particularly those teaching English and maths. Only 66% of visiting teachers were graded good or better. Next year there would be more streamlining of the teaching of English and maths. HR processes had been put in place to ensure that teachers who had been identified as poor were not returned to a different department within the college. All teachers coming into the College were required to teach a class and undertake literacy and numeracy assessments prior to appointment.

Formal observations had taken place for a large percentage of staff. All grade 3 or 4 staff were prioritised. 76% of teachers had thus far been observed. 212 observations had been undertaken out of a staff profile of 330. A Governor pointed out that the position papers which had been sent out earlier identified that the number of Grade 3 staff had increased, but that was due to the fact that the number of grade 4 teachers had reduced. The Vice Principal Curriculum, Quality and Learner Experience was of the view that this was a realistic situation.

To improve the standard of English and maths the following work was being undertaken.

Continuous professional development events, including regular English and maths fora, were taking place across the college meant there was training specific to the qualifications that teachers were teaching.

The appointment of English and maths recovery team consisting of a Head of English and a Head of maths and improvement practitioners supporting those.

Better allocation of English and maths rooming (and staffing) and investment in English and maths resources.

Introduction of a Functional Skills progress tracker for all learners.

Mock Examination for GCSE English and maths which were taking place in the coming weeks.

A Governor noted that attendance in English and maths was still problematic and asked what was being done. The Interim Principal explained all students were currently going through progress boards which would identify students at risk. The Vice Principal Curriculum, Quality and Learner Experience explained that every area of English and maths was being considered ranging from the teaching, the timing of the courses. The Interim Principal explained that this was the first year that English and maths was compulsory, and students had not realised that maths and English would be part of vocational courses. This was being made clear during marketing for future intakes. A Governor asked whether maths and English was being made relevant to the vocational course each student was studying. The Vice Principal Curriculum, Quality and Learner Experience explained that it was made contextual however students needed to pass functional skills exams which were generic and more academic, which required a later focus on a more academic style of teaching.

It was noted that student funding was based on a percentage of attendance.

To ensure that tutorial is fit for purpose and supports both students' academic and personal development, there had been a move to weekly one hour tutorial model, supported by 1:1 sessions with a progress coach, frequency of which was flexible according to the level of student need.

Introduction of Pro-monitor to support and record students targets, achievement and progress.

Introduction of Progress Boards to measure the distance travelled by all full-time students and to take action where underperformance is identified.

A Governor asked whether students had been asked to feedback on tutorials. This had happened at student forums earlier in the term. Students valued the regularity of the tutorials. All knew their tutors and their progress coaches, and all knew their targets. They weren't asked whether they felt they were valuable. The student governor stated that in access courses, the tutorials were redundant as the targets that were set were irrelevant to the particular courses. A Governor suggested it would be useful to assess the tutorial as a learning context and get feedback on that. Tutorials consisted of a proportion of study and personal development. A teaching and learning survey was being sent out on Monday. Feedback would be brought to the next meeting (ACTION 1)

To ensure that additional learning support fully contributes to teaching, learning and student outcomes, Additional Learning Support was identified within the first 2 weeks (or before) and support put in place for all 16-18 year olds and adults.

A whole College ALS audit took place during the Autumn term and will continue to do so.

2013/14 outcomes for students who were in receipt of ALS were positive as they were for Looked After Children and Care Leavers.

Initial assessments were completed earlier in the year and would now be captured even earlier as part of the new Recruitment and Selection Process.

There had already been an identified Impact on Outcomes. Improvement had been identified on achievement, attendance and retention. There was improved success in English and maths and functional skills. However Governors were reminded that the new success rate methodology included English and maths and vocational qualifications, whereas in previous years the achievement of English and maths had not impacted on the achievement of vocational qualifications. There was improved recruitment and selection of Governors.

A Governor asked about achievement of six weekly targets which had improved from 34.5% to 70%. The Interim Principal assured the Board that all students targets were being set targets and these were being recorded. However some students had been unable to verbalise their targets when challenged.

The Quality Recovery Board NOTED the content of the report.

6. Data dashboard 2014-15

The updated dashboard showing performance indicators to December 2014 was tabled. Average attendance was currently forecast at 86% which was an improvement on this time in the previous year.

Classroom retention was slightly up on the previous year. Vocational retention measurements were more robust compared to last year, however there wasn't the same level of confidence in functional skills English and maths retention figures. The progress boards would possibly impact on retention if students were identified as unable to achieve, and would therefore be removed from courses.

Classroom attendance was up on last year. Lateness was being challenged more robustly, and the use of late cards was identifying reasons for lateness, and these were being discussed with students..

Apprenticeships showed 41% success rate which was down against the last report, this was due to data cleansing. The best case scenario was

73% success due to the legacy learners still on record but not able to achieve.

It was noted the EFA contract for 2015/16 showed a decrease of £2.7m . This had been factored into budget plans for 2015/16.

The Quality Recovery Board requested that the monitoring of six weekly targets would be added to the dashboard (ACTION 2).

7. Quality monitoring and reporting

The report was not discussed as the data in the report was now out of date.

The Quality Recovery Board noted the content of the report.

8. Apprenticeships

The report was introduced by the Interim Principal

The Interim Principal explained that because the College had performed poorly against the minimum levels of performance, there was a need to appeal against the withdrawal of a large part of the apprenticeship contract. The appeal would go to the SFA this week. There was a mixed view from the SFA on the likely success of the appeal.

Minimum level of performance was 55%, and this would affect the majority of the College's apprenticeship provision, all the growth areas would be blocked. Notices would be issued in March/April 2015. The SFA would honour the funding of all existing apprentices, so there was a recruitment drive underway.

An interim SAR had been undertaken on apprenticeships and an action plan. This would be considered at the next meeting (ACTION 3).

The Quality Recovery Board noted the content of the report

9. Curriculum strategy

The report was introduced by the Interim Vice Principal Curriculum, Quality and Learner Experience.

There were three parts of the curriculum strategy, the strategy itself, the plan for the next year, and the curriculum map. These would be circulated following the meeting. The strategy focussed on development areas: construction, creative arts, travel and tourism and leisure and more business focussed areas.

The curriculum plan takes into account curriculum design, and how it would be planned for 2015/16. The curriculum map identified curriculum areas offered and at what levels. For Sept 2016 when Waterloo opened, there would be discussions about what curriculum went to Waterloo. This was likely to be HE and higher level courses, business provision and full cost provision.

The Vice Principal Curriculum, Quality and Learner Experience asked for feedback from the Board.

A Governor asked about the GLA report on retail – data analysis and e-commerce demonstrated increase in retail. This area was still in progress.

A Governor asked about the evidence for the proposed development of performing arts in light of the fact that there was a decline in some areas. There was a lack of analysis that evidenced the development of the subject areas. The Vice Principal Curriculum, Quality and Learner Experience explained that a lot of performing arts students went into back stage and technical and allied fields. There was a need to ensure that courses were designed to meet those areas needs.

Governors expressed the concern that some statements in the document were very generalised, and as a result the document required a more evidential base. It would be approved by the Corporation Board (ACTION 4).

The Committee agreed that paragraph 1.4.1 on South East London developments were not relevant to the Lewisham Southwark College curriculum strategy and asked that the paragraph be removed (ACTION 5).

A Governor asked whether increasing access to HE provision was a realistic growth area. The Vice Principal Curriculum, Quality and Learner Experience explained that enrolments were currently strong. Two additional courses in nursing and midwifery had been put on this year. The majority of growth in access to HE would be around the Waterloo development. There was also demand for GCSEs – and a pre-access programme was being held to prepare students to progress to the access programme.

10. Any other business

The Interim Principal apologised for the differing and somewhat contradictory data that had been presented to the Board which resulted from the long time over which papers and presentations had been produced.

The Principal and Clerk would work together to ensure that all the data presented was reflective of the same period to avoid similar confusion (ACTION 6)

11. Date of next meeting

17 March 2015.

Action sheet

Meeting date	Action no	Action	Officer responsible	Status
27 January 2015	1	Feedback from the student survey would be brought to the next meeting	RR	On agenda
27 January 2015	2	Progress against six weekly targets to be added to the dashboard	JP	Due by 28/2/15
27 January 2015	3	Interim SAR on apprenticeships and action plan to be brought to the next meeting	JLo	On agenda
27 January 2015	4	Curriculum strategy to be approved by Corporation Board	IM/RR/JLo	24 March 2015
27 January 2015	5	Paragraph 1.4.1 Developments in SE London to be removed from the Curriculum Strategy	RR	24 March 2015
27 January 2015	6	Interim Principal and Clerk to work on deadlines to ensure consistency of data is presented to the Committee	AH/JLo	Ongoing