



Approved

2.1 The minutes of the meeting held on 27<sup>th</sup> April 2015, as circulated, were agreed and signed by the Chair.

### 3. **Matters arising**

#### 3.1 Quality and Resource Reviews (QRR)

John Laramy, Vice Principal, confirmed that David Allen, from the Business Services Committee, would be attending a session of the QRR on 18<sup>th</sup> June 2015. A member of the Quality and Standards Committee would attend a session in the Autumn term.

VK

#### 3.2 Higher Education Review (HER)

John updated the Committee on the outcome of the recent HER. The draft report confirmed that the College had met all national standards, which was a good result. However, the report was conservative in highlighting positives. The key action point was to address the lack of detailed minutes/notes from meetings in a way which was not resource intensive. Overall it was an excellent result on which the whole team was congratulated. The Committee requested the action plan at its next meeting.

BHS

There were no other matters which were not covered elsewhere on the agenda

### 4. **Quality Assurance**

#### 4.1 Retention, attendance and predicted success rates

The report was received and taken as read. John confirmed that retention data was used to predict achievement. He highlighted two areas of concern with potential impact; maths and English and external assessment of BTEC level 2. There were also a couple of areas in AS where staffing levels might impact.

The Committee questioned retention in 16-18 level 1. The data was negatively influenced by eight students. This could be idiosyncratic, or as a result of the maths and English programme. There had been consultation with relevant Heads of Faculty.

The Committee also considered the importance of high grades and value added as metrics and discussed the impact of full time teaching staff on the quality of teaching and learning. Once results were confirmed there would be further analysis. The introduction of linear A levels would increase the importance of continuity and delivery must be flexible but also efficient, with a focus on increasing high grades. The Committee requested an update on analysis of full time, fractional and associated lecturers on success, at the next meeting. The Committee agreed to

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#### **a) Note the report**

#### **b) Request an update on the impact of teaching staff contracted**

**hours on results.**

4.2 Self-Assessment Process

The report was received and John proposed that the Self-Assessment process remain unchanged following the introduction of a new style report for the 2013/14 SAR. However, given that Ofsted was reviewing its process for inspections, he requested flexibility to change the SAR headings accordingly. It was proposing a more holistic inspection, with individual subject areas no longer graded, and no feedback following lesson observations. The Committee requested an update on the changes to Ofsted at its next meeting.

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At the invitation of the Chair the Clerk updated the Committee on proposed changes to the Committee and Board Self-Assessment process, which had been considered by the Search and Governance Committee at its meeting on 1<sup>st</sup> May 2015, and which would be recommended to the Board on the 8<sup>th</sup> July 2015. The new format was closely aligned to the Governor self-evaluation questionnaire, and was competency and behaviours based, providing judgements for performance and effectiveness measures.

The Committee recommended that risk R8 be updated in the risk register to acknowledge that the College had a record of accurate self-assessment as validated by external inspection. The risk was now one of failure to sustain accurate self-assessment.

BHS/JG

The Committee

**a) Noted the Board and Committee Self-assessment**

**b) Approved the College Self-assessment process**

**c) Recommended the Risk R8 be amended on the Risk Register**

JG

**d) Requested an update on changes to Ofsted**

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4.3 Post Ofsted Performance

The report was received and John highlighted key issues. The College had joined a grade one benchmarking group and data showed 16-18 success performance post inspection. Of the eight colleges graded outstanding, performance was variable, and in some cases recruitment indicated an increase in short course provision. The College was one of a small number which had sustained improvement.

Looking at the overall table including non-outstanding colleges, there was some correlation between success and budget, with some very large and very small colleges faring poorest.

The Principal confirmed that in 2014/15 only one college had been graded outstanding, with 62% graded 3 or 4. This was politically unhelpful to promote the cause of the sector. It was clear that strong leadership, management and governance were critical factors to success, as was a relentless focus on outstanding teaching learning and assessment. There was poor correlation between Ofsted grading and financial strength, and inspections did not focus on financial data.

The Committee commended the report, requested further data to future meetings and agreed to

**Note the report.**

**5. Teaching and Learning**

*Andrea Matthews-Stroud, Head of Teaching Learning and Assessment joined the meeting for item 5.1 only. Julie Skinner, Assistant Principal, joined the meeting for items 5.1 and 5.2 only.*

**5.1 Teaching Learning and Assessment Strategy Update**

The Strategy was received and Andrea tabled a hard copy version, confirming that the design and layout had been undertaken by students. The Generation Exe Strategy built on the original Teaching Learning and Assessment Strategy and had matured to become more ambitious. Following the launch, Andrea had attended meetings with Faculty Heads and presented at an away day. The Strategy fed in to the Quality Improvement Plan and was the focus of staff development days and the Teaching and Learning Conference. Improvement Practitioners continued to drive the Strategy forward, each taking ownership of a specific element.

Whilst in keeping the essence of the original, the Strategy was now more interactive, with good use of the portal and links to other resources such as English and maths and moodle.

The Committee asked about measures of success. There were several metrics plus feedback from staff. The Strategy was more learner focussed and the challenge was to make sure that metrics kept pace with changing emphasis and remained fit for purpose.

In recognition of the input of students a celebration event was scheduled and the Committee added their thanks.

**The Committee noted the report.**

**5.2 Teaching and Learning Observation Update**

The report was received and Julie confirmed that there had been 343

observations during the year of which 36% were grade 1 and 57% grade 2. Less than 1% were rated as grade 4. Whilst the combined 93% good or outstanding was to be commended, the focus was to increase grade 2 to grade 1. However there was an acknowledgement that observations were a snapshot in time and the aim was to make all teachers consistent grade one teachers rather than delivering observed grade one lessons. However, the observation grades were valuable to support performance management if required.

Following proposed changes to Ofsted, the quality team would meet to agree a way forward. Suggestions included no notice and possibly more frequent observations. Although external inspections would no longer include feedback, this was valued and would continue with internal observations. Peer observations were also useful and the extent to which these were already in place varied across the college. There was a need to manage processes more efficiently.

The Committee agreed that the most important outcome was the learner experience. Although more challenging to the teacher, no notice inspections were, potentially, a better indicator of consistent quality of teaching. Unannounced Learner Walks already took place to provide some assurance. Notwithstanding their value, observations must be considered part of a suite of metrics, which also included attendance success and learner feedback.

**The Committee noted the report.**

*Megan Snell, Student Experience Leader joined the meeting for item 5.3 only. Sarah O'Shea, Head of STEW, joined the meeting for items 5.3, 6 and 7 only.*

**5.3 Learner Voice**

The report was received and Megan tabled a poster illustrating the role and value of the Learner Voice. The College was effective in capturing learner feedback through a number of channels. The Student Representative Committee, Learner Voice meetings and celebrations, and the portal added to the process and every learner had the opportunity to be heard. Megan outlined the processes, from representation in tutor groups to the cross college Learner Voice.

Student Representatives Committee members benefitted from additional development from Business Solutions which included training in communication and listening skills.

Megan confirmed that the 16-18 Student Governor attended Student Governor conferences at which he had established that, unlike here, not all Boards gave Student Governors the freedom to contribute fully in meetings.

The Committee asked about the level of unsolicited feedback. In addition to access on the portal, there was feedback via written submissions. Much of this was submitted locally to tutor groups and the exact level was unknown. However "you said, we did" responses demonstrated the responsiveness of the Learner Voice.

The Committee commended the report and recognised Megan's impact on the Learner Voice and its relationship with the Student Representative Committee and agreed to

**Note the report.**

*Malcolm Walsh, Assistant Principal and Jennie Hamilton, Deputy Head of STEW, joined the meeting for items 6 and 7 only*

**6. Equality and Diversity**

**6.1 Equality Objectives Scheme (Annual Review)**

The report was received and Malcolm confirmed that with the imminent completion of the Objectives Scheme, compliance with legislation and the embedding of equality and diversity into the culture of the College, the work of the Equality Officer was now completed and the role discontinued. Going forward, monitoring would be by the HR and Quality Office, both under the remit of the Department of People and Performance, to make sure that the College remained compliant with legislation. Equality and Diversity were well embedded in teaching and learning and all policies included an Equality and Diversity Impact Assessment, following a simple template. The College was agile and could be responsive to new legislation or changes in Ofsted criteria, as required.

The Chair reminded the Committee of the continued efforts of the Board to increase its own diversity.

The Committee agreed

**To recommend the Equality Objectives Scheme to the Board at its meeting on 8<sup>th</sup> July 2015.** BHS

*Vote: Unanimous*

**7. Safeguarding Annual Report**

**7.1 Year Review**

The report was received and Sarah confirmed that it satisfied the requirements of Section 175 of the Education Act 2002. As a self-evaluation audit, the grades and scores indicated that the College was working at an overall outstanding level. She highlighted a number of key outcomes including the response that 98% of students felt safe. The

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College's "safe space" practice, whereby there were dedicated areas where students could seek support, rather than with specific staff, had been adopted by other colleges.

Compliance with the Prevent agenda was included in the action plan. However, there was good progress in rolling out training and developing policies.

The Committee agreed

**To recommend the Safeguarding Annual Review to the Board at its meeting on 8<sup>th</sup> July 2015.** BHS

*Vote: Unanimous*

#### 7.2 Child Protection Policy

The annually reviewed Child Protection Policy was received and taken as read. Changes included amendments relating to the Prevent agenda and the role of the dedicated Safeguarding person, and of the Board and the Principal. The style of the document had changed from the previous version and was based on the Devon County Council model policy to ensure that the College was fully compliant.

Jennie confirmed that the College awaited guidance from Ofsted in the event of required changes following its imminent review. She also confirmed that the Prevent Policy would serve as associated documentation to the Policy.

The Committee agreed to

**Recommend the Child Protection Policy to the Board at its meeting on 8th July 2015.** BHS

*Vote: Unanimous*

#### 7.3 Safeguarding Policies

The following Policies were received and taken as read.

- Overarching Safeguarding Policy
- Anti-Bullying Policy
- Child Protection Policy
- E- Safety Policy
- Intimate Care Policy
- Substance Misuse Policy

It was agreed that the Overarching Safeguarding Policy was redundant,

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and would be withdrawn. The Committee agreed to

**Recommend the Safeguarding Policies to the Board at its meeting on 8th July 2015.** BHS

*Vote: Unanimous*

8. Terms of Reference

The updated Terms of Reference for the Quality and Standards Committee were received and the Clerk confirmed that it had been considered by the Search and Governance Committee at its meeting on the 1th May 2015 and recommended to the Board on the 8<sup>th</sup> July 2015. It included one highlighted amendment; the remit to monitor compliance with the Prevent agenda.

**The Committee noted the report.**

9. **Minutes/ reports for information**

The following reports were received and **noted**:

9.1 Intensive Care update

John updated the Committee on the progress of subjects under review. A report would be received by the Committee in September for the previous year, once results were known, with a report on the subjects for support in 2015/16 received by the Committee at its December meeting. However the Committee was assured that intervention would be from the moment results were known.

9.2 Quality Improvement Plan Progress

John highlighted the key positives from the Quality Improvement Plan, including attendance and strong observation data. The focus on continuous improvement had not diminished following Ofsted. John confirmed the Ofsted emphasis on work experience and how resources would increase to support this. The distributive leadership style of the College was an asset and the quality of Faculty and Department Heads key to success.

9.3 HR update on Staff qualifications

The report was noted and the high percentage commended.

9.4 Draft Minutes from Safeguarding 1.05.15

Received and noted.

9.5 Committee Risk Register

The risk register mapped to the Quality and Standards Committee, was received. A revised register would be considered by the Audit Committee at its meeting on 17<sup>th</sup> June 2015.

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9. **Dates of meetings for 2015/16**

Monday	21	September	2015
Monday	7	December	2015
Monday	8	February	2016
Monday	25	April	2016
Monday	6	June	2016