



Croydon
College

**THE LEARNING AND QUALITY COMMITTEE OF
CROYDON COLLEGE BOARD OF GOVERNORS,**
Wednesday 3 June 2015 at 6.00pm

MINUTES

- PRESENT:** Gordon Smith (deputising for Stephan John)
Anita McGowan (Academic Staff Governor)
Craig O'Donnell
Frances Wadsworth (Principal)
- ALSO ATTENDING:** Andy Smith (Deputy Chief Executive)
Ann Monaghan (Assistant Principal Curriculum & Quality)
- CLERK:** Melissa Drayson
- APOLOGIES** Stephan John
Clare Mackie
Francis Uwagboe
Nulu Okuku
Matt Sims
- QUORUM** The meeting was quorate throughout
- TIMING** 6.02pm – 7.58pm

		Lead
15.11	APOLOGIES FOR ABSENCE Those listed above	
15.12	DECLARATION OF INTEREST No additional interests were declared in connection to items on the agenda.	
15.13	MINUTES OF THE MEETING HELD ON 4 MARCH 2015 The spelling of Anita McGowan's surname was corrected. The minutes were approved as a correct record and were signed by the Chair.	
15.14	Matters arising from the minutes not already on the agenda There were not matters arising no already covered on the agenda.	
15.15	QUALITY IMPROVEMENT PLAN MONITORING REPORT <i>Supporting paper by the APCQ</i> The paper was taken as read and headlines reported: <ul style="list-style-type: none"> • Year on year, lesson observation grades had improved, although the level of outstanding grades had remained static • Predicted outcomes indicated that Mathematics would show a decline the end of the year 	

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	<ul style="list-style-type: none"> Attendance targets had not been met. <p>The Committee questioned the reason for the potential drop in Maths outcomes and what action might be taken. It was clarified that the problems related to functional skills, as GCSE outcomes appeared strong. Actions taken so far included the development of a stronger teaching team, and more robust assessment procedures. It was, however, believed that part of the problem was created by students being placed at the wrong level; the implementation of study programmes had resulted in significantly more learners studying at Level 2, above their level of ability. This was due to funding guidance which stated that students must study at the level above that which had already been achieved. It was also asserted that, because it was a familiar qualification, GCSE was easier for many learners than Functional Skills Maths. Functional Skills also relied on high level language skills, which may present a barrier for some students. In future years, students would be assessed early on and switched from functional skills to GCSE if thought appropriate.</p> <p>It was noted that Maths and English results would appear on the Ofsted online dashboard. The latest dashboard, based on 2013-14 learner outcomes, had just been published.</p> <p>AGREED: that the Ofsted dashboard should be shared with the full Board of Governors at the 8 July Board meeting.</p> <p>Governors noted that attendance did not appear to have improved during the year. The question was raised of what would be done differently in 2015-16 as current systems and controls did not appear to be effective. Management responded that there would be a curriculum away day dedicated to this issue, which would produce a range of recommended options for further consideration. One recommendation made to date was a later college start time, as many of the punctuality and attendance issues related to the first lesson of the day.</p> <p>Governors also asked if there was a correlation between poor attendance and the quality of teaching, as assessed through lesson observation and student feedback. Where teaching was judged as Grade 1, there was a strong link with high attendance. Often a feature of success was a consistency and firmness on the part of the teacher.</p> <p>Opportunities for governors to gain a greater understanding of the underlying reasons for poor attendance and punctuality were discussed. These might include a specific GOAL focus for governors, to governor attendance first thing in the morning to experience first-hand the extent of student lateness.</p> <p>AGREED: that a range of governor activities, linked to exploring reasons for poor student attendance and lateness, should be explored, and recommendations brought to the Board.</p> <p>Management was asked what the likely focus of the next year's QIP would be. This would include learner placing and monitoring, across the whole study programme. Curriculum Managers would be required explicitly to</p>	<p></p> <p>DCE</p> <p></p> <p>Clerk/ APCQ</p>

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	<p>take responsibility for all qualifications being studied, not just the main qualification. This overview was particularly required for English and Maths Functional Skills.</p>	
<p>15.16</p>	<p>SUMMER REPORT ON TEACHING, LEARNING AND ASSESSMENT <i>Supporting paper by the APCQ</i></p> <p>Key successes were:</p> <ul style="list-style-type: none"> • Improvements in 16-18, Level 3 teaching. • Promotion of English in lessons was far stronger across the board • Movement up one grade, on a teacher by teacher basis, was strong. <p>There were, however, significant differences between the percentage of teaching judged good or better in English (over 90%), compared with Maths (67%). Those lessons where teachers were dealing with challenging behaviour were also graded less highly; this would provide a focus for teacher training and development.</p> <p>Governors asked if the issues behind the Grade 4 lessons were known. These represented a very small number of lessons observed, so it was not possible to identify themes. Two of the lessons had, however, been led by agency staff who were no longer at the College. One had involved very challenging students.</p> <p>There was a discussion about the role of lesson observation in terms of building a whole picture to be used in teacher development. OTL formed one element of the feedback available, along with learner walks, student feedback and student lunches. Its main purpose was to allow managers to identify trends of improvement. It was acknowledged, however, that the pressure of an observation could cause some teachers to underperform.</p> <p>The question was raised about how student views were fed into the lesson observation process. It was explained that an integrated approach was used, whereby observers listened to student feedback throughout the observation.</p> <p>Managers were asked for their assessment of the grade which would be awarded if and Ofsted inspection took place at the current time. It was confirmed that this would be likely to be a solid Grade 2, which showed a consolidation of good practice identified in the 2014 inspection. A Grade 1 would require a consistency of standards of teaching, which was not yet evident.</p>	
<p>15.17</p>	<p>CURRICULUM AND BUSINESS PLANNING 2015-16 <i>Supporting paper for discussion, presented by the DCE and Principal</i></p> <p>The Committee was given an overview which emphasised the need to both make savings and secure the college's future through a carefully planned and managed process. Student number projections needed to be realistic, and potentially profitable areas of growth, such as apprenticeships, English and Maths, and Higher Education, maximised. In line with the Wolf report</p>	

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	<p>expectations, there would be a drive to ensure that all full-time students were able to access Work Experience by 2017.</p> <p>Investment would also be made into online learning, through the creation of a new post.</p> <p>Achieving growth in apprenticeships was considered business critical. In response to governor questions, it was confirmed that pursuing growth in the non-EU international market was not considered to be viable for the College.</p> <p>Attention was drawn to the new partnerships with Chelsea FC which had led to the development of a full-time Level 2 programme in Sport. This would be delivered in Croydon, using the Chelsea branding.</p> <p>In terms of achieving savings, the key objective would be to do this with minimal impact on front-line delivery. Governors would be provided with an update following the end of the consultation process.</p> <p>The Committee was asked to ratify the overall framework for target setting for 2015-16. It was agreed that functional skills targets should be divided into subject areas.</p> <p>AGREED:</p> <ul style="list-style-type: none"> (i) That governors should be updated on the organisational change proposals, once the consultation period had been completed (ii) That, with the agreed change to the presentation of functional skills targets, the targets framework be ratified 	
15.18	<p>SAFEGUARDING <i>Supporting paper for discussion – presented by the DCE</i></p> <p>Key issues were that management responsibility for safeguarding would be transferred from the Director of Student and Information Systems to the Director of Human Resources.</p> <p>Governors were updated on actions to implement the Prevent Duty, following the presentation to the Board of Governors at the March meeting. There had been close liaison with Croydon Borough Council.</p> <p>The need to ensure full compliance with Governor safeguarding training was discussed, with those governors who had not undertaken the module in the last two years to undertake a refresher.</p> <p>It was noted that the Safeguarding Policy had been updated with only minor changes to reflect the new requirements of the Prevent Duty</p> <p>AGREED: that a check of governor completion of the online governor safeguarding training module would be undertaken to ensure full compliance.</p> <p>RESOLVED: that the updated Safeguarding Policy be Approved.</p>	Clerk

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15.19	<p>POLICY REVIEW <i>Supporting papers for discussion and approval</i></p> <p>(i) Admissions and Progression Policy</p> <p>The Committee noted the key changes:</p> <ul style="list-style-type: none"> • The removal of a reference to non-discrimination on the grounds of protected characteristics on the grounds that this was a legal requirement and, therefore, superfluous to state • The addition of a new paragraph on variable entry criteria for different programmes of study <p>RESOLVED: that the updated Admissions and Progression Policy be APPROVED.</p> <p>(ii) Respect for all and Student Disciplinary Policy</p> <p>It was confirmed that, as the proposed changes were minor and mainly technical in nature, it had not been considered necessary to consult with students on the policy, in line with the requirements of the Instrument and Articles of Government.</p> <p>The questions was raised as to whether there would be any circumstances when governors, or independent parties, might be expected to hear an appeal. This was considered highly unlikely, as there was sufficient capacity within the college management structure to ensure that the full process could be managed internally. However, it was recognised that this possibility should not be ruled out, so the word ‘normally’ would be added to the paragraph within the procedure relating to the composition of the panel.</p> <p>There was a discussion about the reference to ‘working days’, as it was questioned whether students would understand the definition. On balance, it was agreed to retain the reference, but to allow flexibility within the procedure to allow discretion in timescales when dealing with individual cases.</p> <p>RESOLVED: that the updated Respect for all and Student Disciplinary Policy be APPROVED</p>	
15.20	<p>RISK MONITORING REPORT – LQ Items <i>Supporting paper for discussion</i></p> <p>Minor revisions to the risk register were noted. Governors asked if OP2: Income and Contribution was always likely to be red and discussed separating income and contribution into two separate risks, as the college would have more opportunity to influence the latter.</p> <p>AGREED: that the view of the F&R Committee should be sought on separating income and contribution risks into two separate entries on the risk register.</p>	

		Lead
15.21	DATE OF 2015-16 MEETINGS 18 November 2015 2 March 2016 14 June 2016	
15.22	ANY OTHER BUSINESS <i>Urgent matters notified in advance of the meeting</i> The Principal she would be attending a ceremony at which Croydon College alumnus, John Rocha, would be awarded an AoC Gold Award.	