

SANDWELL COLLEGE

Minutes of the LQCC meeting held on
Wednesday 23 January 2019 at 4.30pm

Present:	K Ellis N Makin P Murphy G Pennington	(Independent) (Committee Chair) (Independent) (Independent) (Principal)
Apologies:	R Goodby	(Independent)
In attendance:	S Griffiths D Holden M Lamb J Perkins M Salter E Scotford A Sheridan J Stevens J Taylor	Exec Director, Apprenticeships and Skills Division Vice Principal Assistant Principal, Sixth form and HE (Item 9 only) Assistant Director (Item 6 only) Assistant Director (Item 6 only) Clerk to the Corporation Assistant Principal, Curriculum & Student Studies Principal, Cadbury College and Exec Director, Quality & Academic Standards Head of Functional Skills (Item 6 only)

The meeting started at 4.35pm

The agenda items were taken in a different order in the meeting but are reported here in the order of the published agenda.

		Action
L19.1	<u>Welcome</u>	
	The Chair welcomed all present to the meeting, including new Governor Neil Makin, and introductions were made.	
L19.2	<u>Declarations of Interest</u>	
	There were no declarations of interest.	
L19.3	<u>Apologies</u>	
	Post meeting apologies were received from Raffaella Goodby.	
L19.4	<u>Minutes of the previous meeting – 3 October 2018</u>	
	The minutes were approved as a true and accurate record, subject to the correction to the meeting date and removal of Joe Whitelock from the attendance list, and were signed by the Chair.	
	RESOLVED THAT: the minutes be approved	
L19.5	<u>Matters Arising</u>	
	There were no matters arising.	

L19.6	<u>Programme Standards Review: English and Maths (Functional Skills and GCSE)</u>	
	Presentation given by Jeremy Taylor, Head of Functional Skills; Mark Salter, Assistant Director, and Jane Perkins, Assistant Director. Copy attached to the minutes for reference.	
19.6.1	Functional Skills – Jeremy Taylor	
	Learners join with low levels of English and maths. 65% of learners achieve higher grades in functional skills than they possessed on arrival. Functional skills cross other areas of the curriculum.	
	There has been great improvement over the last few years. The cohort has increased by 20% over the last 3 years. Achievement is 20% above national average.	
	The 3-year plan is to become a national 'centre of excellence' for Functional Skills and to increase delivery in line with the College's growth strategy.	
	Governors queried what the definition of achievement was and what the target for the year was. The College explained it was to pass the qualification or higher.	
	Governors were impressed by the ambition and scale of work.	
	The College pointed out that two thirds of students arrive without a GCSE in English and maths which leads to low self esteem because of a history of failing these subjects throughout school. English and maths VOC links are in place across the College and English and maths is embedded across the College in all subject areas. The College gave examples of exceptional teaching practice.	
	Governors questioned if the teacher:pupil ratio was high. The College explained it was personalised to the learner. High levels of support and encouragement were in place with a focus on behaviour and attendance.	
19.6.2	GCSEs – Jane Perkins	
	In Sandwell, 44% of students arrive with neither English nor maths qualifications. On departure the College is 86 th in the country for achievement which is a measure of the value added. From the November resits, there were 53 passes at 4 or above for English and 81 passes at 4 or above for maths.	
	Examples of individual student success stories were given.	
	RESOLVED THAT: the Programme Standards Review be noted.	
19.7	<u>College Self-Assessment Report 2017/18</u>	
	Presented by the Vice Principal. Key points were:	
19.7.1	It was noted that the SAR had been presented to the December Board meeting.	
19.7.2	A separate Cadbury SAR will be included in the main body of the Sandwell SAR to evidence that quality is monitored and scrutinised by the full Board.	

19.7.3	Governors asked if the College was experiencing any problems in being allowed access to schools and academies to provide careers advice. The College advised that it was more of a problem in schools with their own sixth forms. Good relationships were in place with schools. The College has written to all schools regarding compliance with the Baker Clause but to date only 4 have replied. The College is looking to build on its partnership working with a schools liaison offer. Governors were reassured and stressed the importance of ensuring students received access to the right opportunities for them.	
19.7.4	Governors asked if there were any developments regarding the College's MAT. The College advised that it was not a priority at present with the focus being to develop the opportunities Cadbury could bring. It would also have to be given much consideration, particularly because some school sixth forms are closing.	
19.7.5	Governors pointed out that the role the College had played in reducing NEETs in Sandwell would be of interest to the Cadbury Local Board with a view to addressing this in the Cadbury context. The NEETs figure in Sandwell is low and many of those young people that are currently classed as being NEET have learning difficulties or other barriers that put them in this category. Sandwell runs a 'What Next' programme. There would be a need to understand why the individuals in the Cadbury area were NEET as it could be difficult to manage them and specialist staff would need to be in place to ensure the right provision was in place.	
	RESOLVED THAT: the College SAR 2017/18 be received.	
19.8	<u>Quality of teaching and learning update (including Sandwell and Cadbury)</u>	
	Report presented by Julia Stevens.	
19.8.1	Following a rigorous process, 96% of lesson observations were rated Good or Better. This is an accurate reflection of the quality of teaching and learning.	
19.8.2	The first round of lesson observations took place at Cadbury w/c 14 January.	
19.8.3	Governors asked how many rounds of observations were able to be carried out each year. The College explained that one per year was carried out at Sandwell. The College was looking to ensure consistency in the approach across both colleges. Sandwell's Quality team are conducting the observations at Cadbury in the interests of quality alignment. Peer observations also take place.	
19.8.4	Governors asked if notice was given of observations. The College advised that teachers were given one week's notice of a 3-day window.	
	RESOLVED THAT: the quality of teaching and learning update be received.	
19.9	<u>A Level Performance</u> Update given by Matt Lamb. Key points highlighted included:	
19.9.1	Last year's sixth form results were an improvement on the previous year's results. This was encouraging given how A levels have changed over recent years. ML explained the new linear A levels.	

	Success rates were 95.4%, 3.5% above national average and were above FE and school sixth form national averages.	
19.9.2	ALPS is a value added system. All results are compared across the country and rated. Every student is set a minimum target at the start of the year which is monitored constantly.	
19.9.3	ML explained the grading system. At A level, the ALPS grade went up from 7 to 4. A few subjects were below the national average achievement rate. There had been real progress on achieving grades. Close monitoring is crucial as is effective intervention.	
19.9.4	In response to a Governor's question, ML explained that students' progress had been monitored at 2 points against the target grade. 17% of students were operating below the target grade. 17% of students can be triangulated to the action plans.	
19.9.5	Governors asked if the College was confident that progress will be sustained. ML advised that the challenge has been the transition period for the movement to the new A and AS levels. The content has not changed but the method of assessment has. Increased consistency has an effect on success rates.	
19.9.6	Governors queried the achievement of YPA students as a couple of years ago their performance had been weaker. The College advised that it is focusing on those students doing one BTEC alongside a single A level. An extensive diploma in Science has been introduced. There is a transfer process within the sixth form for those wishing to do so which provides another opportunity for students for whom exams are not their strength.	
19.9.7	Governors asked if the College was aware of any areas with consistently impressive performance affecting value added. The College explained that generally performance has improved. The overall picture is one of success thanks to the staff involved.	
19.9.8	Referring to ALPS, Governors queried what integration process was in place for Cadbury. The College confirmed that its intention was to reintroduce AS or equivalent.	
19.9.9	The comparison between ALPS and ALIS was discussed with the explanation that ALPS is based on GCSE results. This baseline test gives a better reflection of students' actual position.	
	RESOLVED THAT: the A level performance update be received.	
19.10	<u>HE Update</u>	
	Presented by the Vice Principal.	
19.10.1	External verifier reports have been included.	
19.10.2	Governors enquired if there was any further news from the OfS. The College confirmed it had passed stage one. No colleges or universities are getting on to the register at the moment. It has been 16 months since the controversial QAA report, the results of which will not be published until the result of the OfS registration is known.	
	RESOLVED THAT: the HE update be received.	

19.11	<u>Cadbury College update</u> Update given by Julia Stevens.	
19.11.1	Informal feedback from the Ofsted inspector was to continue on the current path as the actions put in place are working.	
19.11.2	Students' start points need to be determined to enable an assessment of the quality of teaching and learning in the classroom and identification of the areas to improve.	
19.11.3	Governors asked why the actions were focused on areas 1, 2 and 4 and not area 3. The College explained this was because it aligns with the new Common Inspection Framework (CIF) which focuses on teaching and learning in the classroom. The College further stated the need to address the areas which gain prominence in the new CIF. The focus in the improvement plan has been around teaching and learning which will benefit all students.	
19.11.4	Acknowledging that the key areas for development had been decided, Governors asked what actions had been identified. The College advised that the January update was quite positive. Observations carried out last year had led to one action plan being put in place. Weekly monitoring will take place. Reports will be moderated with others and individual development plans will be put in place for every teacher. There are enough staff to support that. Action will be introduced quickly and rapidly.	
19.11.5	Outcomes this year are a concern. Students have been recruited and put on the wrong course for them: there are students taking A levels who should not be. This might help explain why retention rates for Cadbury are very low.	
19.11.6	Governors asked if there were many vacancies in the staff team. The College advised that there were still a few agency staff.	
19.11.7	Governors noted that overall 25%-30% of the teaching staff were new and asked if that affected quality generally. The College pointed out that consistency was the main issue. The baseline needed to be established so that the College could move forwards.	
19.11.8	Governors asked how the College intended to move from good staff morale to a culture of relentless quality improvement and how it would know when this had been achieved. The College explained that teachers were keen to role model learning. The inspectors had noted that staff were keen to revitalise their practice. Cadbury staff have met with Sandwell staff and recognise they are passionate about supporting their students.	
	RESOLVED THAT: the Cadbury College update be received.	
19.12	<u>Apprenticeship report</u>	
	Presented by the Exec Director, Apprenticeships and Skills Division.	
19.12.1	The College's changing context was explained: there has been an overall decline in apprenticeships in line with a national decline.	
19.12.2	Specific underperforming areas have been reviewed.	
19.12.3	The College is above national average but this position is declining: the reasons for the decline were outlined.	

19.12.4	The areas for focus and development were described: the College has focused on structural and process improvements. An experienced Apprenticeships Manager has been appointed.	
19.12.5	The apprenticeships area needs dedicated resources. Additional Functional Skills resources have been introduced to work with students on a 1-1 basis as attendance of Functional Skills is a requirement for apprentices.	
19.12.6	Individual apprenticeships and their outcomes are to be more closely monitored.	
19.12.7	Students with integrity need to be recruited. The starts remain challenging. Nationally figures remain down and it remains a challenge nationally but the College is aiming to improve in this area.	
19.12.8	The curriculum offer needs to be reviewed as the market is moving towards L3-L4.	
19.12.9	The new Head of Engagement will focus solely on apprenticeships, work experience and employer engagement across the local area.	
19.12.10	The College is considering using Cadbury as the headquarters for apprenticeships.	
19.12.11	Historically the problem has been the number of people involved in running this area which led to quality, engagement and delivery being split and a lack of capitalisation on a complete approach to employer engagement. An improved approach to employer engagement is being pushed across the College with exploration of offers based in the city centre. The College acknowledged that the Cadbury merger had given access to Birmingham which will benefit students across the city.	
	RESOLVED THAT: the Apprenticeship report be received.	
L19.13	<u>Quality Improvement Plan 2018/19 and Impact Statement</u>	
	Presented by the Vice Principal. The contents were monitored with attention drawn to the annex chart which provided a comparison between Cadbury and Sandwell.	
	RESOLVED THAT: the Quality Improvement Plan and Impact Statement be monitored.	
L19.14	<u>Key Performance Indicators and Forward Forecasting 'At a Glance' (including Withdrawals 2017/18)</u>	
	Item deferred.	
L19.15 NFP	<u>**CONFIDENTIAL** Safeguarding update</u>	
L19.16	<u>Risk Management Monitoring Report</u>	
	Item deferred.	
L19.17	<u>Induction/Term 1 Student Survey</u>	
	Presented by the Vice Principal.	

19.17.1	Overall a positive report with all strengths relating to the study programme, with students understanding the key areas.	
19.17.2	Governors asked that last year's figures be included in the areas of improvement section for comparison purposes.	
	RESOLVED THAT: the induction/Term 1 student survey be received.	
L19.18	<u>Policies and Procedures</u>	
	There were no policies and procedures to be reviewed.	
L19.19	<u>Any Other Business</u>	
L19.19.1 NFP	<u>*CONFIDENTIAL*</u> <u>Cadbury College – Ofsted inspection 22 and 23 January 2019</u>	
L19.19.2	<u>HE Risk Register</u>	
	HE Risk Register to be introduced and included as a standing item on LQCC agendas. Clerk to note. At present, HE risks are included on the QAA (OfS) Register – copy to be circulated to committee members.	Clerk DH
	RESOLVED THAT: <ul style="list-style-type: none"> • The HE Risk Register would become a standing agenda item • The QAA Register would be circulated to committee members 	
L19.20	<u>Determination of confidential items</u> <ul style="list-style-type: none"> • Item 15 - Safeguarding • Item 19.1 - Ofsted feedback 	
L19.21	<u>Date and time of next meeting</u> Wednesday 13 March 2019, 4.30pm	

The meeting ended at 6.55pm