

Minutes of Academic Planning and Quality Committee Meeting

Monday 11 March 2019

Room C6, Richard Huish College, 5.30pm

Min No **Governors Present:** Mary Tighe (Chair), Barbara Barratt (Vice-chair), Lee Ballard, Jonathan Langdon and David Tomaney (Parent Governor) and Stephen Haydock.

Also in attendance: Colin Barnard (Assistant Principal – Student Support), Joe Bennett (Assistant Principal, English, Science and Mathematics), Xanne Blythe (Clerk), Becky Flower (Assistant Principal, Humanities and Social Science), Emma Fielding (Deputy Principal - Curriculum and Quality), Saffron Lee (Assistant Principal, Business and Creative Industries).

Apologies were received from Ann Helsby, Indy Grant, Connor Payne and Cerys Turner. Two Student Governors were unavailable due to a College Classical Civilisation trip.

APQ 33 **Declarations of Interest (agenda item 2)** No declarations of interest were received.

APQ 34 **Minutes of the Previous Meeting (agenda item 3)**

RESOLVED: that the Academic Planning and Quality Committee minutes dated 14 January 2019 be agreed as an accurate record and be duly signed by the Chair, subject to a minor amendment.

APQ 35 **Matters Arising (agenda item 3)**

The revised matters arising schedule was noted.

APQ 36 **Course Achievement Against Targets (PP8) (agenda item 4)**

A report provided a summary of Progress Point (PP) data for PP8 and PP3 (January 2019) for A Level Courses and PP8 BTEC Courses.

(a) International Cohort Progress (March 2019)

An additional student progress paper circulated ahead of the meeting was presented with attendance and PP data for Year 1 & 2 for students in College accommodation.

In response to discussion, challenge and questions from Governors, the following key points were made:

- the decline for Year 1 students between Progress Points, it was noted that PP3 had declined due to the removal of the Higher Project Qualification (HPQ) research grades and PP4 would indicate a stabilisation of students' progress. Discussion covered the criteria used for PP2 and PP3 and its relevance with the move to the linear programme, further work on clarity and consistency was required. Governors asked for PP4 data to be circulated electronically once available for Year 1 students,
- specific English language support was in place for 12 week blocks as international students had difficulty in accessing the curriculum due to the language components,
- the Student Liaison Officer was assisting with a focus on homework sessions for a small number of students,
- overall attendance for accommodated students was higher than the overall College attendance.

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(b) Course Achievement Against Targets (PP8)

In response to discussion, challenge and questions from Governors, the following key points were made:

- formal assessment week had just taken place (25th Feb 2019) and PP9 / PP4 data would be collated by 18th March 2019. Assistant Principals were due to meet with all Course Managers to review this data, reflect on the impact of Subject Action Plans and identify any areas for development or support in the run up to the exams,
- it was noted that individual subject grades for BTEC courses and PP3 data had not been included, as the majority of BTEC courses were now on the new Regulated Qualifications Framework (RQF) with external exam assessments and significantly more challenging specifications. The majority of other centres were still running the old Qualification and Credit Framework (QCF) specifications (to be phased out) and so ALPS data for these courses was not a true comparison. Care was needed when making comparisons to other centres and the national averages. Clear RQF advice and guidance was provided to parents and students,
- a small number of subjects with low grades would be revisited to provide a more accurate grade prediction,
- the exam board had removed one examination paper and a further progress update for Year 2 English Language and English Literature was required. These changes would not be implemented until summer 2020.

(c) Courses Requiring Improvement 2018-19

A report updated Governors on the seven courses previously identified as requiring improvement (Grade 3) for 2018-19, as a result of the College self-assessment process. Individual course updates for Term Two had been provided in the report and the following points were highlighted during discussion:

- significant work had gone in to supporting these teams and progress against the Subject Actions Plans had been regularly reviewed and refined,
- mid-year reviews had been undertaken for RI subjects,
- a number of RI courses had made good progress, psychology was making positive progress with learning walks, students were being challenged and predictions were more positive,
- learning walks had highlighted areas for greater focus, staff were working positively with mentors and reflecting and altering their practice,
- further standardisation in February 2019 suggested that assessment decisions in Graphics was significantly improved in accuracy. Student work had improved in quality and presentation, studio time had led to a greater participation and improved completion of work,
- Governors were assured that PP9 data would evidence the identified improvements.

(d) Set Apprenticeship Targets for 2018-19 and Achievement for 2018-19

It was agreed to set the apprenticeship targets for 2018-19 at 80% (73% 17-18) overall and 70% (65% 17-18) timely. In response to a query around whether the proposed targets were aspirational, the meeting noted that the target was 10% above the national benchmark. Each target was being monitored with a risk rating for each learner, the refined data tracking, monitoring and reporting now had greater detail and all apprenticeships for 2018-19 were meeting their targets.

The apprenticeship team had had some recent success in securing new business at Musgrove Park Hospital that would improve the adult levy income receipts. The meeting noted that the College had regained the business for apprenticeships based in Musgrove Park's maternity unit (from May 2019) and the theatre unit from 2020. A significant amount of work had been undertaken on the apprenticeship costing, accountability and delivery models with greater analysis for informed decision-making. Level 3 and 4 were planned to start in June 2019, a Level 7 for the Association of Chartered Certified Accountants (ACCA) was being explored, the College would need to be partnered with an HE provider. Other areas under investigation for future College courses were teaching, social work and the public sector.

RESOLVED:

XBL

1. that the course achievement against targets report be noted for PP8,
2. that the courses requiring improvement for 2018-19 for term two be noted,
3. that the apprenticeship targets for 2018-19 80% overall and 70% timely be recommended for Corporation approval on 25 March 2019,
4. that the PP9 for Year 2 results be circulated to the Committee by the Clerk, when available, to evidence the required improvements, to include students in accommodation cohort.

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APQ 37 Students' Shadowing and Learning Walks - Impacts (agenda item 5)

Students' Shadowing had been an important part of the Quality Assurance process at the College for the last few years and had very valuably helped to see the College from a learner perspective at various points in their individual journeys. Recent adaptations had joined up the feedback and learning from observations and maximised the impact on development. The report set out the systems in place for this academic year and some of the supporting documents that had been developed to accompany this process.

After an initial review, the Senior Team had made some alterations to some of the internal Quality Assurance processes to:

- focus on the implementation and progress towards Subject Action Plans and make in-year adaptations where relevant,
- review the impact of the Subject Action Plans on student learning and confidence,
- support Course Managers to regularly review the progress of their team, identify any needs for intervention in-year so that these can be actioned and are not picked up retrospectively after results,
- help Course Managers to share the expertise gained by Senior Managers in understanding effective quality assurance and Ofsted criteria,
- feedback to staff in-year to enable them to refine and alter their practice or put in additional training where helpful.

In response to discussion, challenge and questions from Governors, the following key points were made:

- in place of Student Shadowing processes Assistant Principals were now conducting joint Learning Walks with their Course Managers, with a focus on the progress towards and impact of the Subject Action Plans and wider College areas for development. This felt especially important in light of the demands of the new Education Inspection Framework (EIF) which was heavily focused on 'impact' and 'capacity to improve',
- Student Focus Groups were now underway by subject and were being carried out by the Student Liaison Officer (SLO). Student Surveys were due to go out to learners to provide both quantitative and qualitative feedback to support the commitment to continuous improvement and reflection,
- for 'Requiring Improvement' courses there were additional processes in place as part of the Quality Assurance Cycle, to include mid-year reviews with the Principal, DP and AP,
- the meeting noted the greater focus on the evaluation and staff impact. The subject self-assessments were updated regularly, the adaptations had sped up the process of development and reflection to enable proactive in-year changes,
- regular iterations of the Quality Improvement Plan (QIP) would be circulated with evidence from learning walks and student focus groups,
- the SLO was invited to attend the next Committee meeting to talk about her work.

RESOLVED: that the report on learning walks and student focus groups be noted with an invitation to be extended to the SLO to the next Committee meeting in June 2019. XBL

APQ 38 DfE 16-18 Performance Tables for 2018 and Contextual Linear Data (agenda item 6)

A report provided contextual information about the impact of linear A Levels of RHC headline data and the validity of national comparisons at this time. It included extracts for the DfE Performance Tables, published at the end of January 2019, with some regional comparisons.

The College had taken a lead in fully embracing the spirit of and philosophy behind recent educational reform, such as the introduction of linear A Levels and new RQF BTEC qualifications. In line with this, the College had enrolled its learners at Level 3 on to two-year holistic Study Programmes, without external AS exams or entry criteria for students progressing into their second year of study. The College had taken a fully linear approach with each wave of A Level reform from 2015 onwards, with all learners enrolling in 2018-19 embarking on full linear Study Programmes. This approach was in contrast to the majority of the Post-16 sector, many of whom were only now making the switch or who were remaining on AS one-year delivery models with entry criteria into the second year of academic study.

A Level students at Richard Huish had achieved an increased point score in 2017-18 on the previous academic year, averaging 34.28 compared to 32.61 in 2016-17, in excess of both regional and national figures. The College had seen a dip in its academic results in relation to Achievement Rates and High Grades. Wider sector trends indicated that where a college had adopted a two-year delivery model, this resulted in significantly lower headline data when compared to providers remaining with one-year models of delivery. This gap appeared not to be as wide at Huish as elsewhere, but had still clearly had an impact on outcome data and raised the need to focus improvement strategies in this area, through both further analysis and the implementation of a robust Quality Improvement Plan.

The report provided examples where the ALPS score for the College was recalculated to mirror providers running AS models of delivery for a number of subjects and the impact was significant and provided a Good overall ALPS Grade. Regardless of the validity or otherwise of the comparative national data, the College was not complacent about the work to improve academic outcomes and was fully committed to continuing to improve results and provision as evidenced in the College Quality Improvement Plan.

College progress scores for Foundation English and maths were very positive, especially in maths where students made significantly more progress than with other providers.

From this year, the DfE performance tables only showed RQF BTEC qualifications in their data and as a result, the College was showing as not having any learners in this category as last summer RHC students remained on the old QCF qualifications. The actual College progress for Vocational L3 learners was outstanding with an ALPS provider score of 2 (top 10%). From summer 2019, the majority of Vocational courses would have moved to the new RQF specifications and data made available in the tables from February 2020 in the performance summaries.

Governors thanked the DP for the clear information in the reports, which set out the issues and identified actions with the right amount of detail.

RESOLVED: that the DfE 16-18 Performance Tables for 2018 and Contextual Linear report be noted.

APQ 39 RHC Self-Assessment Report 17-18 and Quality Improvement Plan (QIP) 18-19 (agenda item 7)

To complement the College Self-Assessment document compiled in the first term of this year an Executive Summary of the SAR had been produced and a more streamlined Quality Improvement Plan (QIP) developed that could be easily shared and monitored for progress in-year. Updated versions of the Executive summary would be uploaded to the Ofsted platform and for use as a pre-planning inspection document.

The report included an Executive Summary of the SAR and the Quality Improvement Plan for governors to read and an in-year update on each area for development would be provided at the meeting by presentation, with time for clarification and questions. The QIP was set out with areas for development (intent), actions to be taken (implementation), success criteria and reviews (impact) for Leadership and management, Teaching, Learning and Assessment, Personal Development, Behaviour and Welfare, Outcomes for Learners. In response to discussion, challenge and questions

from Governors, the following key points were made:

- new Manager Advantage allowed increasingly effective monitoring of headline data and timely intervention and support when needed,
- improved Progress Point data was supplied across the year with outcomes for learners,
- the QIP had been set out using the new Common Inspection Framework's three Is: intent, implementation and impact,
- the successful appointment of a Manager of Apprenticeships would lead to increased efficiency in this area of provision,
- the streamlined self-assessment documents would be regularly reviewed and amended, leading to increased agility in responding to cohort need and improvements in learner outcomes,
- 'flipped learning', was a pedagogical approach in which the conventional notion of classroom-based learning was inverted, so that students were introduced to the learning material before class to improve independent research, with classroom time then being used to deepen understanding,
- progress towards implementation of the Gatsby benchmarks with plans to target those least socially mobile for additional support in their progression,
- it had felt increasingly important to focus on the level of independent study being done by students in preparation for their internal and external exams and assessments. As a result a number of initiatives had been launched across the College centred around the 'Huish 30' (recipe for success at Huish = 13 hours of lessons, at least 15 hours of independent study and 2 or more hours of enrichment and personal development).

RESOLVED: that the RHC Self-Assessment Report 17-18 and Quality Improvement Plan (QIP) 18-19 be noted.

The Chair thanked the SMT for an easy to read and succinct document.

APQ 40 RHC Tutorial Review (agenda item 8)

At the request of the Committee, it was agreed to present the Tutorial Review at the next Corporation meeting dated 25 March 2019.

APQ 41 Lead Governor Reports (agenda item 9)

(a) Student Accommodation Update 26 Feb 2019

The following areas were highlighted in the report: the residential Calendar for 2019-2020 Academic Year, an exemplar Homestay Family Profile, provider questionnaires, concerns and the satisfaction with the processes for communicating and resolving any issues, DBS checks for Homestay family members aged 16 or over and living at home, social media use and student enrichment.

(b) Safeguarding Meeting Update 4 March 2019

The following areas were highlighted in the report: Single Central Register (SCR), Safeguarding Governors would review the SCR in March, following the HR Director's SCR training update in Jan 2019, Working Together to Safeguard Children 2018 guidance aimed to set the goalposts for inter-agency working and for promoting the welfare of children from all backgrounds, in all settings. A linked website gave a useful summary of the key changes between the 2015 and 2018 document. <https://www.childprotectioncompany.com/CPC/news/general/working-together-2018-whats-different/>, the SCC Safeguarding Audit Online Submission action plan, safer recruitment and training, guidance on what Ofsted checked during an Ofsted Inspection regarding Safeguarding, High Needs Students and 'My Concern' software.

RESOLVED: that the Lead Governor reports be noted.

APQ 42 Policy Review: RHC Quality Policy (agenda item 10)

RESOLVED: that the RHC Quality Policy be recommended for approval with a review in March 2021.

APQ A.o.B

43 The next Committee meeting date of Tuesday 30 April 2019 was noted. The College's Mental Health Project had developed into a three part delivery session. The meeting asked whether this project could also be adapted for staff.

With no further business the meeting concluded at 7.30 pm

Chair (Signature)..... Date:.....