

Minutes of Academic Planning and Quality Committee Meeting

Monday 30 April 2019

Room RW110, Richard Huish College, 5.30pm

Min No **Governors Present:** Mary Tighe (Chair), Barbara Barratt (Vice-chair), Lee Ballard (Staff Governor), Indy Grant (Student Governor), Ann Helsby, Jonathan Langdon, Nikki Lewis (Staff Governor), 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) and Liz Williams (Director of Marketing, Admissions and International).

Apologies were received from Cerys Turner (Student Governor).

APQ 44 **Declarations of Interest (agenda item 2)** No declarations of interest were received.

APQ 45 **Minutes of the Previous Meeting (agenda item 3)**

RESOLVED: that the Academic Planning and Quality Committee minutes dated 11 March 2019 be agreed as an accurate record and be duly signed by the Chair.

APQ 46 **Matters Arising (agenda item 3)**

The meeting noted the matters arising schedule and that the Behaviour procedure was near completion.

APQ 47 **Student Applications, Interviews and Outcomes to date for September 2019 (agenda item 4)**

The Director of Marketing, Admissions and International provided a verbal update on the student admissions for September 2019 with the introduction of the online applications. Applications and interviews had increased by 152 compared to this time last year. Discussion centred on the local competition, the number of feeder school liaison events, the conversion rate from inquiries, the level of study applied for and the higher number of applications compared to the demographic uplift.

International inquiries were at the same level as last year; international applications were always much later in a highly competitive market place and could extend into July/August for more accurate data. The meeting noted the obstacle for parents applying for a visa, as it was necessary to hold maintenance funds of circa. £10K in an account for 28 days prior to making a visa application. A fast track visa was available, but expensive. More UK students were applying for College boarding with a number from Jersey and the UK military base in Cyprus.

APQ 48 **Course Achievement Against Targets (Yr 1 PP4 and Yr 2 PP9) (agenda item 5)**

A report provided a summary of Progress Point (PP) data for PP9 (Yr 13) and PP4 (Yr 12) for A Level Courses and PP9 BTEC Courses and requiring Improvement courses. Details were provided in relation to progress by gender and disadvantage as well as a summary of the international cohort.

(a) Course Achievement Against Targets

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

made:

- the gap between females and males was widening due to the introduction of linear exams,
- greater context was required when making comparisons to other centres and the national averages. DfE data for summer 2018 had identified an achievement gap between disadvantaged learners and the wider student cohort, this was a key area for action. For both Yr12 and Yr13 the gap between disadvantaged and non-disadvantaged learners had narrowed in comparison to the leavers data published by the DfE,
- bursaries were awarded to targeted students, there was a focus on aspirational advice and guidance for disadvantaged students and team leaders had identified this group to work on removing any barriers to learning. ALPS was used as a value added measure, this cohort of students could start with lower GCSEs,
- ALPS data would become more reliable as more centres moved to the linear A Level programme,
- each individual student's progress was RAG rated at every progress point and monitored, this process had been streamlined for more timely interventions,
- subjects with ALPS Grades of 6, 7 and 8 were discussed. A broader range of data was required, teams were being very self-critical and in some areas produced a lower ALPS grade. In response to Governors questioning the consistency of the data and the accuracy of predictions, the DP informed the meeting of the introduction of new data software to provide a more reliable and consistent data dashboard from Sept 2019. 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,
- BTEC exam results were exceptional compared to the national average,
- there was evidence in the classroom and the students' mid-year review for improvements in Psychology, Maths and Law.

(b) 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 three 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, course managers worked closely with professional mentors,
- assessments across the team for History was more consistent, additional targeted supports was in place,
- a mid year review for Graphics and taken place with the Principal and DP, there were still some fundamental areas that needed addressing to enable students to make more rapid progress, based on frequency of feedback and modelling of ideal portfolios. Coaching and mentoring was in place. New studios had helped as students were spending more time in the studios and completing their project with additional tutor feedback,
- the most important focus was on student outcomes.

(c) Level 2 Students from 2017-18 Tracking – Social Mobility

Level 2 students had received bespoke advice and guidance from the Careers Team. Destination data was provided on L2 students from 2017-18, there was no national L2 data for comparison. 43% of L2 students had progressed to Level 3 at RHC, 17% had progressed to apprenticeship, 15% to employment, 4% traineeship and voluntary work. There was no information available for 21% of students.

Reference was made to the Government's careers strategy set out for colleges to use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. DfE Careers guidance (February 2018) had been restructured around the Benchmarks with information on what colleges needed to do to meet each one. Further information on this guidance would be presented at

the next meeting.

(d) Reporting Data Update on Attendance and Retention 2018-19

The DP informed the meeting that an external consultant had been commissioned to look at the College data presentation. Improvements had been made on the attendance and retention data and the enablement of further data analysis to review specific intervention outcomes. Software had been trialled and was used in 90% of FE Colleges, providing greater sophistication – a six week trail would enable the generation of dashboards for clear monitoring and direct comparisons.

A report with in-year attendance data for all learners and retention figures for 16-19 classroom based learners was tabled at the meeting. The DP and CIS Team were in the process of making substantial changes to the reporting systems to provide more effective and timely in-year monitoring, to inform management intervention. A dashboard type format report for Governors would facilitate questioning and discussions around in-year trends and year end data.

RESOLVED:

1. that the course achievement against targets report be noted for PP9 and PP4,
2. that the courses requiring improvement for 2018-19 for term three be noted,
3. that Level 2 Students destination data be noted for 2017-18, and
4. that the in-year attendance data for all learners and retention figures for 16-19 classroom based learners be noted.

APQ English and Maths Report (agenda item 5)

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A report provided an overview of English and Maths, with a focus on GCSE results including results from last summer and November resits. National comparison data had now been published for GCSE English and Mathematics retakes Post-16 - success rates at Huish remained well above national figures. For each subject Huish was ranked 26th of 257 centres nationally entering students for GCSE resits (MiDAS).

A key aspect of the wider strategy was to embed English and Maths into the curriculum and ensure that students had the opportunity to practice and develop their Maths and English skills in class. Course teams had been encouraged to embed English and Maths into teaching for several years - it was now time for a wider push to ensure that students were able to articulate how their own English and Maths skills were being developed.

RESOLVED: that the English and Maths Report be noted.

APQ RHC Quality Improvement Plan (QIP) 18-19 (agenda item 7)

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The Quality Improvement Plan document for 2018-19 had been circulated in advance of the meeting with an additional column to show the April 2019 review.

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

- the QIP demonstrated significant movement to improvements with new quality processes,
- the current prescriptive format of the QIP report was discussed and further refinement was recommended by Governors to show the clear success criteria and outcomes,
- reference was made to the whole College strategy- 'Independent Learning Huish 30' (at least 15 hours of independent study, 13 hours of lessons and 2 hours of enrichment/personal development per week). Huish 30 bookmarks with tips for study and revision were circulated at the meeting. 'Huish 30' had been launched with parents. The Student Governor agreed that this was a useful guide and gave effective study strategies,
- 13 hours per week of practical class time for certain subjects such as Chemistry was questioned, the tutorial review was looking at class time for all classes,
- 'flipped learning' was in evidence - 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,

- Staff Governors informed the meeting that it had taken teaching staff time to adjust to linearisation of A Levels.

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 51 MyConcern Summary Report - Spring Term 2019 / RHC Mental Health Project (agenda item 8)

(a) MyConcern Report – Spring 2019

At the request of the Committee, a report was provided to illustrate the number and nature of safeguarding and wellbeing concerns raised in the Spring term of 2019. In response to discussion, challenge and questions from Governors, the following key points were made:

- the number of concerns to date, the number of triaged student referrals to the College Counsellor. In total, there were 16 female student referrals and 10 male,
- there had been a number of student referrals triaged by the Mental Health Co-ordinator in the Spring Term of 2019, 13 of which had been referred for counselling, 12 were being seen by the MHC for 1:1 appointments, 4 had been referred to CAMHS, 2 were referred to the GP and 1 was referred back to the tutor for monitoring. In total, there were 20 female student referrals and 14 male,
- within the triage process there were a variety of further options for support including the mental health education sessions and lower level support by tutors, teachers and support tutors within the Student Services team. Other students may be directly referred to an outside agency if a higher level of intervention was required by relevant professionals. All were monitored via 'MyConcern',
- there had not been a spike in anxiety amongst students ahead of the exam period, students were focussed on their work,
- the number of concerns reported had slowed down – tasks and reminders for staff were being set on the MyConcern programme.

(b) RHC Mental Health Project

In addition to the MyConcern comprehensive triage process, 3 x 30 minute education sessions had been written for students who required an intervention (non clinical level). The sessions were being piloted with students for feedback. To date 27 students had attended these workshops in December 2018 and April 2019. A mental health specialist had worked with the College to develop the programmes outlined and a number of academic documents supporting the practical aspects had underpinned this work. The response from students had been extremely positive and the interaction within the sessions had been welcomed with the focus on positive mental health.

The aim was to roll these sessions out further with the potential for this information to be included in tutorials and/or support sessions throughout the year. The College had begun to brand its enrichment offer in a format that linked to the 5 Ways of Wellbeing linked to the government document on improving mental health and wellbeing through life. An initial draft of a Mental Health and Wellbeing Strategy had been drafted, identifying the key values and themes to adopt as part of the College's plan for the next five years in supporting students' mental health and wellbeing.

Governors highly commended the project, which provided students with the tools and coping mechanisms for improved mental health. The Chair, on behalf of the Committee, extended her thanks to the Student Support Manager and his team for the creation of this innovative and effective project and asked whether this could be rolled out to staff.

RESOLVED: that the MyConcern Report (Spring 2019) and RHC Mental Health Project be noted.

APQ 52 University Offers Applications for 2019-20 (agenda item 9)

The Assistant Principal – Student Support updated the meeting on the following university applications and offers:

- 556 UCAS applications (deadline 1st May 2019), 335 had accepted offers,
- 123 final place accepted (unconditional – gap year students)
- A number of students were still waiting for the university to respond
- 95 students had received unconditional offers, these students had been contacted by the College,
- Oxbridge 8 applications and 11 medic applications. Governors noted stricter interview techniques for students where social skills would be evaluated.

APQ Lead Governor Reports (agenda item 10)

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The Clerk informed the meeting that the next Safeguarding Governors' meeting had been scheduled to feed into the June Committee meeting. Safeguarding Governors had had a familiarisation meeting on the College Single Central Register on 30 April 2019. The Student Accommodation Task and Finish Group meeting on 23 April 2019 had recommended that an external independent safeguarding/safer recruitment specialist be commissioned to complete an internal College audit. This specialist audit scope would include the Single Central Register and would provide external validation and assurance to Governors with a detailed report.

RESOLVED: that the Safeguarding update be noted.

APQ Calendar of Committee Meetings for 2019-20 (agenda item 11)

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Committee meetings had been aligned with the reduced number of progress points throughout the year.

RESOLVED: that the calendar of meetings for the Academic, Planning and Quality Committee for 2019-20 be agreed for final approval by the Corporation in May 2019.

APQ A.o.B

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The next Committee meeting date of 24 June 2019 was noted.

With no further business the meeting concluded at 7.30 pm

Chair (signature)..... Date:.....