



MINUTES OF THE MEETING OF THE CURRICULUM & QUALITY COMMITTEE HELD 12 NOVEMBER 2014

Present: Ms T Bruton - Chair
Mr H Guntrip
Mr P Hannan
Mr G Jessel
Ms K Richardson
Ms D Washer

In attendance:

Mr J Allen	-Clerk to the Governors
Ms L Brown	-Vice Principal
Mr M Lumsdon-Taylor	- Director of Finance

The meeting started at. 09.30

WELCOME, APOLOGIES & DECLARATION OF INTERESTS

1. The Chair welcomed everyone to the inaugural meeting of the Curriculum & Quality Committee of West Kent & Ashford College. The Chair confirmed the immediate priority for the Committee was to oversee a significant improvement in the student experience, especially around teaching and learning, and outcomes, from personal development to qualification success and destination success..

2. Apologies were received from the Tonbridge student governor, Ms P Ryton, due to a timetabled lesson commitment. The Clerk confirmed that the student governor for Ashford was only elected this week and his induction has been arranged for 19 November 2014.

3. The Clerk advised that the membership of the Hadlow Corporation and the Hadlow Group Board has to be a standing declared interest at each meeting for Ms T Bruton, Mr H Guntrip and Mr P Hannan. The Clerk confirmed that all Members attending this meeting would be working and making decisions that are in the best interests of West Kent & Ashford College, regardless of their membership elsewhere within the Hadlow Group.

SAFEGUARDING

4. The Annual Safeguarding Report 2013/14 was received. The report identified and reported on safeguarding incidents and developing trends for 2013/14 for both students and staff. The report included a Safeguarding Position Statement and a Safeguarding Action Plan for 2014/15.

5. It was confirmed that good progress has been made in further developing and embedding good safeguarding practices within the College and that good systems are in place. The task now is to ensure standardisation and consistency across the whole College.

6. The Chair welcomed the comprehensiveness of the report.
7. It was **RESOLVED** to note the report.

SUCCESS DATA 2013/14 AND TARGETS 2014/15

8. The College report was received. The following headline success data for 2013/14 was noted:

	2011/12	2012/13	2013/14	General FE benchmark	Variance between 2013/14 & benchmark
Long:					
All ages	78%	80%	78%	83%	-5%
16-18	78%	79%	78%	84%	-6%
19+	76%	80%	77%	82%	-5%
Short:					
All ages	87%	88%	71%	90%	-19%
16-18	90%	94%	72%	90%	-18%
19+	84%	82%	71%	90%	-19%

9. The report proposed two targets for 2014/15: Option 1 being targets set at the National Average Rate 2012-13, the last set of published national benchmark data; and option 2 being aspirational with a 5% figure above published national averages.

10. There took place a detailed discussion on the aspirational targets of achieving a figure of plus 5% of national averages for 2014/15. Such targets, if achieved, would place the College in the category of 'Outstanding', but the reality of achieving this within a year is not realistic. It was agreed to adopt the 'principle' of achieving by the end of the academic year 2014/15 success rates that are in line with published national averages, and then over the next two years, to set the target of being 5% above national averages.

11. It was **RESOLVED** to approve the following success rate targets for 2014/15:

	2013/14	General FE National Average	Variance between 2013/14 & NA	Target 2014/15 – to be at National Average
Long:				
All ages	78%	83%	-5%	83%
16-18	78%	84%	-6%	84%
19+	77%	82%	-5%	82%
Short:				
All ages	71%	90%	-19%	90%
16-18	72%	90%	-18%	90%
19+	71%	90%	-19%	90%

12. The Vice Principal confirmed targets have to be set for Functional Skills, English & Maths, and GCSE Grades A-C; and for progress against the targets to be reported on at each meeting of the Committee. The Chair endorsed this strategy and asked for targets to be made available for the Committee to review.

SELF ASSESSMENT REPORT 2013/14

13. The report outlined the process being followed to produce Curriculum and Support Areas Self Assessment Reports and the College's overall Self Assessment Report (SAR) for approval at the December Board meeting.

14. The report outlined the validation process for each Curriculum SAR that involved a 'critical friend day' where staff from the three colleges had the opportunity to constructively challenge each other; followed by a validation panel meeting consisting of the Executive, Senior Management Team, and Governors. The purpose of the validation was to validate the proposed grade.

15. The report confirmed that the process was on schedule to present the overall College SAR to the Board for approval in December.

16. The Vice Principal confirmed the College SAR 2013/14 will have to draw on in some detail the published Ofsted Inspection report as the report provided the only validated data for 2013/14. This, and published success rates for 2013/14, will form the evidence base for the majority of judgements and grades in the SAR.

17. It was **RESOLVED** to note the report.

QUALITY IMPROVEMENT ACTION PLAN

18. The 'Quality Improvement Action Plan' was received.

19. The Quality Improvement Action Plan (QIAP) was put into place to address the areas for improvement identified in the Ofsted Report (December 2013) and the self-assessment report 2013/14.

20. For academic year 2014/15 the actions from the self-assessment process 2012/13 are included in the action plan to ensure that actions remaining from the self-assessment process 2012/13 are being addressed immediately from August 1st 2014.

21. It was confirmed the QIAP will be updated in December 2014 to include actions arising from the self-assessment process 2013/14 and other identified areas of improvement from September 2014.

22. The main areas for improvement are drawn directly from the self-assessment report and other sources. Each one is broken down into targets and assigned to managers for implementation and monitoring.

23. The QIAP is to be monitored through termly Senior Management Team and Executive meetings. The QIAP will be reported to the Curriculum and Quality subcommittee and to the full Governing Body on a termly basis. Progress against targets will be published in the self-assessment report for 2014/15 and any outstanding actions will be carried across.

24. The Committee reviewed progress against each Impact/KPI and, with the first review being so early in the academic year, most of the current assessments were 'Amber'.

25. The Vice Principal assured the Committee that there is in place a robust monitoring framework to oversee continuous quality improvement. The College has a culture of continuous quality improvement, which cascades through the organisation and ensures that all Curriculum areas and Support areas have improvement plans. These are monitored through the Curriculum and Support area team meetings and are scrutinised at Curriculum and Support Area Health Checks, which are carried out by the Quality Improvement Team.

OFSTED MONITORING VISIT AND FEEDBACK

26. The visit from Ofsted took place on 23 September 2014. The initial part of the visit involved the handover of the progress monitoring of WKAC to HMI Alan Hinchliffe (Lead) and HMI Julie Ashton.

27. The purpose of the visit was to review the progress made since the former K College sites at Tonbridge, Ashford and Tunbridge Wells were transferred to new leadership and became West Kent and Ashford College (WKAC), and to agree key priorities for future visits under the 'support and challenge' agenda.

28. The meeting recognised the new governance structure of the College under the Hadlow Group and the relationship between the governors of Hadlow College, WKAC and the Hadlow Group.

29. The outcome of the visit is an unpublished letter identifying progress made to date and further actions.

30. The following commentary and actions were noted:

- (i) The visit acknowledged that a clear leadership, management and governance structure has been established and the implementation of this structure is under way. Most of the key roles at Assistant Director and Assistant Principal level in the new structure have been appointed and are due to take up post shortly.
- (ii) Initial success rate data for 2013/14 for the West Kent and Ashford sites of the former K College shows a significant decline on the equivalent data for 2012/13 and all key measures success rates are well below national rates.
- (iii) There needs to be clarity about what needs to be done to raise standards and improve performance.
- (iv) There must be an unrelenting focus
 - a. on improving teaching and learning
 - b. on ensuring that all students stay on their courses and succeed
- (v) There must be a significant improvement in quality assurance arrangements, particularly those focused on improving teaching, learning and assessment
- (vi) There has to be a clarity on the quality of teaching, learning and assessment at the College and an identification of areas of 'good practice' to enable the College to build up internal capacity to drive quality improvements forward

(vii) There is a need to ensure that basic quality improvement measures are in place to ensure that students are retained and succeed. These quality assurance measures must be implemented consistently across the College and include:

- Ensuring that students are on the correct courses
- Ensuring that attendance and punctuality are improved through robust monitoring and timely interventions
- Attendance at English and mathematics lessons
- Check that data are being collected and analysed frequently at all levels of management

(viii) Management of the College at all levels must provide decisive leadership and strong management. Managers should be empowered to carry out their jobs with a degree of autonomy but they also need to be held accountable for their own performance and for the quality and effectiveness of their interventions with staff and students.

31. It was confirmed the inspection team will visit the College again prior to Christmas to review:

- How effectively curriculum managers at all levels are performing
- Improvements in teaching, learning and assessment
- Management of English and maths strategy
- Progress in English and maths, including attendance and progress in vocational lessons.

32. The College is continuing working closely with Ofsted and is committed to securing the improvements as outlined.

33. It was **RESOLVED** to note the report.

LEARNERS' ATTENDANCE REPORT

34. The '*Learner's Attendance Report*' was received.

35. Full time FE authorised attendance was recorded at 90.17%, compared with 90.19% for the same period last year. Full time HE authorised attendance was recorded at 83.73% compared against 85.94% for the same period last year.

36. The Committee were informed of compliance issues with some staff failing to complete registers in a timely fashion. The Committee responded by authorising the Executive to deal seriously with any non-compliance issues and to make it clear to all staff that this approach of zero tolerance towards register non-compliance has the full support of the Committee.

37. It was **RESOLVED** to note the report.

LESSON OBSERVATION REPORT

38. The lesson observation process implemented at West Kent and Ashford College (WKAC) from September 2014 is aligned to that used at Hadlow College. The

documentation used is the same as at Hadlow and represents a proven model of assessing high quality teaching, learning and assessment.

39. There have been no formal graded lesson observations carried out during 2012/13 and 2013/14 at K College and therefore there was no historic documentation and no grade profile.

40. Lesson observations at WKAC are carried out by an internal lesson observation team and through the use of external experts such as Associate Inspectors who are employed to observe specific themes and to standardise observations.

41. The expectation is for all members of staff to achieve Grade 1 and Grade 2 teaching. Where teachers fall below that benchmark i.e. their teaching is graded as Grade 3 or Grade 4 then there is a supportive Stepping Up process designed to support staff to address their areas for improvement and achieve a Grade 1 or Grade 2. Following a Grade 3 or a Grade 4 staff are given a supportive improvement plan and then are re-observed within 6 weeks. Failure to improve to at least 'Good' will result in further support and then ultimately the capability process will be implemented. The College makes every effort to support staff to improve to the required standard but there is a responsibility to ensure that all students receive a high quality learning experience and teaching that is at least 'Good'.

42. The report confirmed there has been 43 graded lesson observations in the first half term and the profile was confirmed as follows:

	No of Observations	Percentage		Target
Grade 1	12	28	Grade 1 / 2 49%	78%
Grade 2	9	21		
Grade 3	18	42	Grade 3 / 4 51%	22%
Grade 4	4	9		
	43			

43. This profile shows that 49% of lessons graded are at 'Good' or 'Outstanding'. This is well below the target of 78%. The most significant area are Grade 3s with 42% of lessons being graded as 'Requires Improvement'.

44. The staff who received a Grade 3 or a Grade 4 will be supported to improve their practice and will be re observed. Some of these staff may rapidly improve to a Grade 2 however some may require significant support to improve to the required standard.

45. Future observations are planned to focus on LLDD and Foundation and English and maths week commencing 10th November 2014 and Construction week commencing 1st December 2014. These will be carried out by specialist Associate Inspectors across both sites to provide a clear picture of teaching, learning and assessment in each curriculum area.

46. It was **RESOLVED** to note the report.

TEACHING QUALIFICATION REPORT

47. The report confirmed available data on those staff who hold, or are working towards, a teaching qualification. As there are some issues on the reliability of some of the data, the immediate priority is to validate the data and to carry out a thorough review on qualifications of all teaching staff.

48. It was **RESOLVED** to note the report.

POLICY FRAMEWORK

49. The report provided an outline of the range of policies to be put into place at WKAC with the policies being aligned to Hadlow College policy structure.

50. It was **RESOLVED** to note the report.

COMPLIMENTS AND COMPLAINTS ANALYSIS

51. The report provided a summary of compliments and complaints received. The report was made available to the Committee for information purposes. It was agreed that the report provided a benchmark against which year-on-year analysis and comparisons will be made.

52. It was **RESOLVED** to note the report.

LEARNER DESTINATION AND CAREERS

53. The report confirmed that the former K College had no detailed learner destination information. The report confirmed that for 2014/15 WKAC will follow the process used at Hadlow College with destination surveys for the previous year being conducted in January 2015 for FE and HE leavers.

54. It was **RESOLVED** to note the report.

ANY OTHER BUSINESS

55. It was noted that there is no defined framework for the monitoring of college performance against agreed KPIs, a process that is well established at Hadlow. It was agreed for a range of 'Super' KPIs covering the student experience, teaching and learning to be identified and presented at the next meeting for monitoring purposes.

DATE OF NEXT MEETING

56. 04 March 2015 @09.30 at Ashford

The meeting closed at 12.00

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN REF	DETAILS OF RESOLUTION/ACTION POINT	Who	Review Date
12	The Vice Principal confirmed targets have to be set for Functional Skills, English & Maths, and GCSE Grades A-C; and for progress against the targets to be reported on at each meeting of the Committee,	Executive	4/3/15
55	A range of 'Super' KPIs covering the student experience, teaching and learning to be identified and presented at the next meeting for monitoring purposes	Executive	4/3/15

