

QUALITY OVERSIGHT COMMITTEE: 13th MAY 2021

MINUTES

PRESENT Shane Chowen (Chair), Amelia Sussman, , Anthony Impey, Gemma Simmons-Blench, , Simon Horne, Des Corlis (Staff Member), Precious Agyei-Boateng (Student Member), Ashton Milton (Student Member)

IN ATTENDANCE Roy O'Shaughnessy (CEO), Kurt Hintz (Executive Principal), Gary Hunter (Deputy Executive Principal), David Dangana (Director of Quality and Compliance), Jackie Chapman (CCCT Managing Director), Peter Phillips (Assistant Principal, Holloway Campus), Nathan Nagaiah (Assistant Principal, Angel Campus), Jasbir Sondhi (Vice Principal, WKC), Keith Turner, Director of Sixth Form (WKC), Tulay Rashid-Grant (Assistant Principal, WKC), Colleen Marshall, (CIC Vice Principal), Graham Drummond (Director of Governance), Graham Cooper (Deputy Clerk)

APOLOGIES Sarah Ebanja, Mark Isherwood, Sanna Jordansson, Luke Willmoth (Student Member)

DECLARATIONS OF INTEREST None

1. **MINUTES OF THE MEETING HELD ON 23RD MARCH 2021** **Action**
The minutes were agreed as a correct record and will be signed by the Chair.

2. **MATTERS ARISING**
The committee noted that:
With respect to item 1, the Director of Governance confirmed that the minutes of the meeting of 25th February had been amended as requested.
With respect to item 2 and tracking the use of online platforms during online lessons, this matter had been superseded by subsequent discussion.

3. **QUALITY UPDATE**
The Quality Update report was received and considered. It was noted that:

- Retention has continued to show a slight improvement, overall c. 1.6% over the previous year, and especially for 16-18 year olds at c. 2.5% higher. There had been no deterioration in this as a result of return from lockdown to face to face tuition, which had been a potential concern.
- Attendance had fallen over the past few weeks, which was a cause for concern, and possibly related to the fact that no further new teaching was taking place in those areas to which Teacher Assessed Grades (TAGs) are to apply this year. Notwithstanding this, efforts were being made to avoid this deteriorating further.
- With respect to apprenticeships, data was provided relating to the tracking of students through the process of End Point Assessments and this would be discussed further as part of the Apprenticeships RIAP progress update.
- Following the easing of lockdown restrictions, all learners had returned to face-to-face tuition, except for a minority of programmes where online teaching was working well and it was considered that a change would be disruptive to learning. It was planned and hoped that the current arrangements would continue until the end of term.
- The Group's TAG policy had been submitted to the Joint Council for Qualifications (JCQ) for approval by awarding bodies. Feedback from JCQ had been positive, one awarding body had given approval, with others currently awaited. No problems were anticipated.
- The TAG process for GCSEs, A-Levels and some Vocational Training Qualifications (VTQ) was under way, with assessments due to be undertaken during the first three weeks of May, which

would allow time for validation and moderation and submission by the deadline of 18th May. No significant difficulties with the process had been experienced so far.

- With respect to Teaching, Learning and Assessment, all observations had been completed and a breakdown of the outcomes of the grades of those observations was provided (excluding WKC where observations are not graded).
- An analysis of the numbers of teachers going through the performance management and capability process was provided and explained. This showed that overall c. 10% of teaching staff were not graded as Good or Better. A particular area of focused intervention and support was WKC's Kings Cross Centre, where a teaching and learning enhancement coach had been taken on, initially for a 6-week contract.
- The new CCCG Teaching Learning and Assessment Policy had been presented to the unions as part of the consultation process. The policy, a copy of which was provided to the Committee, was based on an ungraded process and coaching model, but with a strong quality assurance component. The unions were currently opposing the quality assurance element of the proposal.
- Responding to the FE Commissioner's recommendation that there should be greater scrutiny by governors of applications and offers, data was provided to the Committee. This showed that for CCCG overall, application volumes for the 2021/22 academic year were higher than 2020/21. CANDI and WKC had seen a 40% and 51% increase in application numbers respectively, although CONEL had seen a 5.1% decline. The latter decline was attributed to the fact that most of the adult applications are 'drop-ins' during enrolment, so applications were therefore expected to improve over the summer. The conversion rate (acceptances to offers) had improved significantly over the last year and a detailed breakdown was provided.

The Committee asked about the timing of predicted achievement data and the Executive Principal advised that this would be gathered after half term and would be reported to the next meeting of the Committee.

The Committee also asked about conversion rates and the extent to which there was a data available from last year in relation to offers that converted to actual enrolled students and whether it had been possible to apply a methodology to predict enrolment numbers for 2021/22. The Executive Principal agreed to look into this and to report back to the next meeting of the committee.

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The Committee asked about anomalies in conversion rates and also the differences in conversion rates between the individual colleges. The Executive Principal explained that because of system changes, year on year comparison of granular data was difficult and potentially misleading, and that the overall data by college was more useful. With regard to the differences between the colleges, he explained that this partly reflected the different stage that each college had reached in its interview schedules. CONEL had notably managed to get through more of its interviews, with CANDI and WKC being less advanced, although the gap had narrowed over the last couple of weeks. A weekly oversight group and a number of working groups were actively managing this activity. Significantly, progression interviews are due to take place during June which would bring forward overall enrolments.

The Committee asked further about the extent to which the conversion data presented was being driven by internal progression rather than new students. The Executive Principal clarified that this data included no internal progression. It was intended to track the comparison of internal progression against last year as this process moves forward.

The Committee challenged the level of attendance in relation to English and maths, noting that this was shown in the current scorecard at 76%, which was the same as reported at the last meeting when concern had been expressed at this level. The Committee also asked whether this too had seen any recent decline. The Executive Principal explained that as the scorecard related to the whole of the year to date, the recent decline did not show through as a discernable difference. He advised, however, that the most recent weekly data showed a fall of 3-4% in attendance, which was again attributed to the fact that, having been advised that there would be no new teaching after the end of Term, students were staying at home as a consequence.

At the request of the Committee, the Executive Principal explained further the role of the various staff teams as part of the enrolment process and the executive responsibility for oversight.

4. CURRICULUM RIAP PROGRESS

4.1 CBAT

The Committee reviewed the CBAT (Holloway Campus) RIAP and noted:

- Interventions, including increased rigour in chasing up non-attenders and in implementation of the attendance policy, had led to an improvement in attendance from c. 74% in October/November to c. 79% at the current time, although this remained significantly short of the 88% target and there was still work to be done. This also specifically included the need to improve English and maths attendance.
- The most significant challenge at CBAT remains the standard of teaching and learning. This had received a great deal of attention through more robust and frequent observations this year, although this had actually manifested in a more realistic picture that was poorer, with only c. 54% of lessons graded Good or Better, significantly lower than the previous year. This had significantly informed development needs, particularly in relation to 21 teachers who had been Red rated. A Teaching, Learning and Assessment Coach had been brought in to provide support and had worked with this group for the past six weeks. At the end of this period, the informal performance management process had been started with 15 of these teachers. Those who do not improve sufficiently within 2-3 weeks will move into formal performance management.

The Committee commended the significant amount of work that had been undertaken and asked about how the focus on improving TL&A had been received generally by staff, emphasising the need for a positive and lasting impact on culture. The Assistant Principal advised that whilst the majority of staff were accepting of the need for improvement and had welcomed the additional support, there remained a small minority, largely those entering performance management, who were unwilling to engage, despite management's best efforts. Essential to carrying forward the improvement into next year would be an ongoing relentless focus underpinned by maintaining the increased frequency and focus of observations, an ability to deliver the necessary support in-house and maintaining the confidence that observation outcomes were now more robust. This would rely upon the implementation of the Group's new TL&A policy, and particularly the provisions relating to 'open classroom' observations. The CEO highlighted that implementation of the policy was inevitably expected to meet with significant resistance from the unions over the next few weeks. He provided the context of this being a longstanding and deep-rooted issue and apprised the committee of the union membership response to calls for a vote on strike action. The Group nevertheless remained determined to see through implementation in order to have a new policy that is fit for purpose in place before the start of the next academic year.

The Committee asked whether any analysis had been undertaken to correlate attendance with teacher level observation TL&A data. The Assistant Principal advised that whilst this data was not available, attendance targets were now being assigned at individual teacher level. In response to a further question on feedback from learners in relation to the improvement activity, The Assistant Principal advised that this was likely to take time for this to feed through.

The Committee also challenged the management team on how long it was expected to take to raise TL&A to a level of Grade 2. The Assistant Principal advised that, through tackling the situation now and quickly putting teaching staff through the formal performance management process, it was hoped that the quality of TL&A would be demonstrably better during the first part of the 2021/22 academic year.

4.2 A LEVELS

The Committee received a report and noted:

- With regard to retention, significant progress continued to be achieved. Retention for the Group for A levels was 87.1%. At the Sixth Form College, this was 88.3%, almost 5% up on the previous year. At WKC, retention was 84.7% for 16-18 students, up 2.6% on previous year and for 19+ students was 92.1%, up 4.6%. Interventions were focused at individual subject level, as was explained in further detail.
- With respect to Teaching and Learning across the two sixth forms:
 - At CANDI, the focus on developing the skills of Grade 3 teachers had achieved success, with these having moved up to Grade 2 and teaching staff now on the whole delivering Good lessons.
 - The situation at WKC was more difficult in view of the currently different TL&A policy, as had already been explained by the Executive Principal and the CEO in relation to the difficulties of undertaking lesson observations. Nevertheless, recent observations were considered to have reflected generally good practice, although with scope for improvement by teachers

broadening their teaching strategies and ensuring that all students are engaged during lessons. It was evident that many of the teachers had not updated their schemes of work to align with the different skills required by students arising from the move to linear A levels. A consultant had been brought in to help. Updating of schemes of work would be a key aspect of training during the summer and the consultant would be returning in September to support teachers in implementing improved practice.

- The need for standardisation and moderation, arising from the differences between exam boards and in the A Level offer of the Group's centres, was progressing.
- Compliance – Data was reported that demonstrated significant progress over a relatively short period of time, although not quite so good at WKC, which as a result is the focus of ongoing improvement work.

4.3 APPRENTICESHIPS

The Committee received the updated RIAP for Apprenticeships, although it was noted that the position regarding apprenticeships had been discussed in depth at its previous meeting.

The CCCT Managing Director highlighted the position specifically with respect to overall retention, which the recent R09 data demonstrated that the Group was on track. She explained, however, that the overall figure masked a marked difference between Frameworks and Standards. Retention to date on Frameworks was 81.8%, and was expected to end the year at c. 70% compared to the national average of 81.8%. However, Frameworks applied to only approximately a third of the Group's apprentices. Retention on Standards was currently 71.1% and Achievement for the year was looking like being 60-63% against a national average of 50%, but this was considered to be the area most at risk, which had led to intensive tracking of progress of each individual apprentice. The challenges arose largely from the fact that students had moved to online learning during the pandemic. Functional skills were a particular challenge, especially ICT functional skills, where experience of the last lockdown had highlighted the importance of face-to-face delivery. There had been 346 individual functional skills exam passes in the last three months, with another 300 pending results. For the majority, first time, achievement rates were higher than a normal classroom average, but ICT was the area of greatest uncertainty, albeit it applied to a relatively small number of apprentices.

The Committee commended progress that had been achieved and also complimented the CCCT Managing Director on the clarity and presentation of the Apprenticeship RIAP, which the Committee considered significantly helped in effectively tracking the progress against target. The Committee noted this as an exemplar for other RIAPs.

4.4 CREATIVE AND SERVICE INDUSTRIES

The Committee received and reviewed the RIAP progress report relating to Creative and Service industries, noting progress which covered the following three areas:

Improving the quality of teaching and learning: Good progress had been made, with 2 rounds of learning reviews at the Kings Cross Centre and 'digital knocks' over the lockdown period to observe the quality of education. 23 staff had been observed and the 3 who had been classified as Amber the 1 as Red in Business, along with the 1 Red in Performing Arts and Music were undergoing formal or informal capability management, with extra resources in place to support the learners. A bespoke CPD plan had been implemented, focusing on questioning, the provision of timely and supportive feedback, differentiation, target setting and pacing of lessons.

Improving achievement rates in Business, Music and Performing Arts: Good progress was being made with compliance in the use of ProMonitor which had significantly improved the data to support interventions. Individual students at risk of not completing had been identified and supportive action plans were in place to re-engage them and support them through the TAG process. A detailed breakdown of predicted achievement for Business, Performing Arts and Music was provided and noted.

Improving attendance for all learners to the Group target of 88%: Good progress has been made, with a significant improvement in Performing Arts and Music from 68% to 80.9%, though still below the 88% target. Learner re-engagement activities included the use of guest speakers for master classes, engagement with the 'unlock change maker studios', engaging parental support, team teaching with entrepreneurs and the 'soft' use of disciplinary meeting. English and maths attendance still required improving, but there was a rigorous push to ensure all the learners attend the assessments in May as part of the TAG process.

5. TEACHER ASSESSED GRADE POLICY

The committee received and noted the policy.

6. TEACHING, LEARNING AND ASSESSMENT DEVELOPMENT POLICY

The committee received and noted the Teaching, Learning and Assessment Policy which had already been referred to at various times during the meeting.

7. NEXT MEETING

Monday 28th June 2021 5:30pm

Signed as a correct record: _____

Professor Anthony Smith