

Preston's College

Draft Minutes of the Quality and Standards meeting held on 8th June 2017 at 5.30pm.

Present:

Ms L Hornsby (Chair)

Mr T Readett
Mr J Wilson
Mrs A Markland
Cllr R Boswell
Dr E H Smith

In Attendance:

Mr S Nixon	Executive Director of Resources (Acting Clerk for the meeting)
Mr M Noblett	Vice Principal – Curriculum, Delivery and Planning
Mrs M Haworth	Vice Principal – Quality, Teaching, Learning and Learner Support
Ms J McCormick	Head of Curriculum
Ms D Ireland	Head of Curriculum
Mrs A Humphreys	Head of Quality, Teaching and Learning
Mrs L Noblett	Head of Learner Experience

66. Welcome and Apologies

The Chair welcomed members of the Committee, and apologies for absence were noted from the Clerk, Ms J Crowther. In her absence, it was agreed that Mr S Nixon would act as Clerk for the meeting.

67. Declarations of Interest

No further declarations were made.

68. Minutes of the meeting held on 2nd March 2017

The minutes were agreed as a correct record, and no matters arising were raised.

69. In Year Predicted Outcomes 16/17

Mr Noblett introduced a presentation and outlined the process that had been followed in making the projections, in particular the monthly cycle of Performance Reviews held with all curriculum Schools. The forecast against KPI's is based on the outcome of the June review meetings. He explained that year on year improvements are expected for both retention and achievement for most categories of learner. Some risk exists in relation to apprenticeship activity, particularly in the 16 to 18 year old cohort, and Mr Noblett explained some of the strategies being adopted to understand and address these issues. Dr Smith also commented that monitoring and forecasting systems are much improved over the last two years, and governors were satisfied with the rigour of the process described.

Mrs Haworth presented the key challenges and priorities arising from the predicted outcomes. Particular attention was drawn to issues of learner attendance and the sometimes inconsistent approaches adopted for different cohorts of learners. Initiatives being implemented were described, including renewed clarity for teachers about expected standards of behavior, as well as clear monitoring of data. Learning walks being undertaken by appropriate staff, including senior managers, will also facilitate further reinforcement of the importance of attendance.

Mrs Haworth further explained that priorities for further development include a continued focus on apprenticeship growth, enhanced collaborations with the University of Central Lancashire, ensuring that appropriate induction processes are in place, and ensuring that all staff are committed to high standards of consistent classroom practice and behavior. Upcoming staff development events will contribute to meeting these priorities.

Governors thanked Mr Noblett and Mrs Haworth for their presentations and expressed confidence in the progress presented and actions being taken.

Following discussion, it was

Resolved:

To note the content of the presentation.

70. Post Inspection Action Plan

Mrs Haworth introduced the summary action plan, and explained that the format for this item would be a workshop with governors divided into three groups covering: Personal Development, Behaviour and Welfare (PDBW); Teaching, Learning and Assessment; and study programmes for 16 to 18 year olds, adult learners and apprenticeships. Each group would be facilitated by the College managers identified as lead officers for monitoring and implementing those aspects of the action plan, and governors were requested to challenge the plans and identify if appropriate any further actions that could be taken.

Following group discussions, governors were invited to provide feedback. Mr Wilson began on behalf of the group that had considered issues relating to Teaching, Learning and Assessment. The group was aware that Ofsted had identified stretch and challenge of learners as a significant issue, and felt reassured that significant progress is being made and evidenced by learning walkthroughs. The group was concerned to ensure that the College is placing emphasis on maximising the learner experience rather than simply seeking to satisfy Ofsted criteria, and was reassured that a holistic learning experience is being provided. The group was also reassured that lesson planning is now more robust and that areas of poor performance are being adequately addressed. In summary, the group was satisfied that significant progress is being made and that the actions being taken are appropriate and effective.

Ms Hornsby fed back for the group that had considered issues relating to Personal Development, Behaviour and Welfare. The group was satisfied that the College has robust mechanisms in place, but should explore whether data sharing arrangements with other agencies could be utilised to improve understanding of specific issues faced by the College's learner cohort. An example was quoted in terms of attendance rates, and attempting to understand attendance at College in the context of previous attendance at school.

Mr Readett fed back on behalf of the group that had considered issues relating to study programmes for 16 to 18 year olds, adult learners and

apprenticeships. The group was satisfied that the approaches and responses being developed are robust and sufficiently flexible to be applied to different cohorts of learner.

Ms Hornsby summarised the key message to emerge from the workshops, that plans are robust and good progress is being made in implementing these plans. Mr Wilson expressed a continuing concern that the plans potentially require too much to be achieved in a relatively short time, but accepted that the complexity of the College makes this inevitable.

Ms Hornsby requested that the message be conveyed to staff that the Committee is impressed with the progress already being made, and that appropriate further plans are in place.

Resolved:

To note the content of the report and workshop feedback.

71. Learning Walks Feedback

Mrs Humphreys presented the process now being followed within the College. A core team of 10 staff is identified to undertake learning walks, augmented by other managers as appropriate. Good practice is identified and shared, as well as support packages being put in place if no evidence of learning is observed. Currently only two out of 150 staff have such a support package in place.

A process of external validation and standardisation is in place using an external consultant with current Ofsted experience. This is backed up by weekly CPD sessions, which will be expanded during staff development activities planned for the week following the end of term.

She further explained that next steps include the continued dissemination of good practice and a programme of externally led test and challenge visits. She gave a brief demonstration of the recently developed Learner Experience dashboard, highlighting the type of data available to managers and teaching staff.

Dr Smith encouraged governors to get involved with themed learning walks as a further mechanism by which assurance can be sought that the actions being taken are appropriate and having an impact, as well as facilitating ways in which additional challenge can be provided by governors. It was agreed that this will commence in the autumn term.

Resolved:

To note the content of the presentation.

72. Support for Learners

Mrs Noblett presented the item, and explained the support and advice provided to learners to meet their own particular needs. She drew the attention of the Committee to the main issues relating to 2016/17: eight Prevent concerns were raised by staff, of which three were referred to the police; 88% of all staff have completed Prevent training; 27% of Safeguarding referrals related to Mental Health issues; student surveys demonstrate an improving trend of learner satisfaction; 1,420 learners received additional support of some type, with 420 requiring special examination access arrangements; and two new student governors have been elected.

Resolved:

To note the content of the presentation.

73. Teaching and Learning Strategy

Mrs Humphreys presented the report and described “The Preston’s Approach”. This is intended to be a live, evolving document, updated formally every six months and accessible to all staff. The long term aim of the Strategy is to achieve and maintain consistently high standards. Expectations of staff in a classroom based setting are clearly set out, and a similar approach has also been adopted for work based learning. The approach has been agreed by the College Executive Leadership Team.

Governors requested that a date and version control number be added to the front page, and confirmed satisfaction with the approach being suggested.

Resolved:

To note the report and support the approach being taken.

74. Date of Next Meeting

To be confirmed.