

Meeting of the Quality and Curriculum Working Group

Thursday 19th September at 4 pm

Seminar Room 4

Minutes

Present: Jon Thedham (Chair), Kevin Boles (Governor), Andrew Lord (Governor), Neil Boggin (Governor), Kelvin Nash (Principal).

In attendance: Kelli Horner (Head of Quality), Hilary Pezet (Head of Faculty), Mary Osmaston (Guest), Tamara Breeze (Director of Governance and Compliance)

- 66 **Apologies for Absence:**
John Mansergh (Governor), Richard Evans (Vice Principal for Education and Standards)

Mary Osmaston was welcomed to the working group as a guest, Mary had been invited to join the board as a co-opted member of the QCWG or as an independent governor based on her extensive experience as a teacher educator and her role as an Ofsted inspector.

- 67 **Declaration of Interests**
None

- 68 **The emerging impact of the change agenda on teaching and learning**

Hilary Pezet, Head of Faculty for the Arts and Media Campus, presented her faculty's experience of the teaching and learning 'change agenda' to the group.
'Ready, Steady, Go' (the new approach to student induction) had been received well by the teaching team. It was acknowledged that some induction practises had not been refreshed recently and the new standardised approach had been helpful. The focus of approach was to improve student experience and tackle retention issues by creating a strong sense of belonging once the students had committed to the right programme.

Self-assessment of starting points had been crucial in each subject, for example, in Performing Arts, the students had assessed their skills in; dance, singing and acting. The self-assessment would be compared with the teacher assessment in the first review at six weeks, then targets would be set. Within the programme, it was planned that each student would have an 1:1 careers appointment to discuss their aspirations and desired destinations, that meeting would form the basis of their journey through their programme and strengthen the understanding of the provision intent.

The Ready Steady Go' programme would include an element of community work to enable students to get to know and be involved in the local community, within the Arts and Media Faculty there was an established involvement in community projects, specifically, Kendal Torchlight Carnival and the Lakes Comic Art festival.

Hilary explained the how important it was to engage parents from an early point in order to maximise the support available to the students.

The staff team had taken on the message, 'Swap, don't drop' and the students were also using that language. This initiative highlighted the progression opportunities within the College for young people and ensured that there was a programme for everybody. The early signs were that this approach had increased internal progression and improved retention. The group asked how the impact of 'Ready, Steady, Go' would be measured and it was accepted that attendance and retention data presented to board would be useful to measure impact.

The next initiative within the change agenda was, 'One Thing', that involved recognising that students received a lot of feedback and often struggled to understand exactly what they need to do to improve. The teachers were now asked to focus on one thing that would improve student work. The Arts team were positive about these changes and the Faculty Head had noticed that conversations about teaching learning and assessment had increased significantly, within an already reflective team.

The Principal and Vice Principal had met all full-time students within the first two weeks of term and reinforced the key messages of the change agenda using the same language which had increased consistency across the campuses.

Members of the working group questioned again how impact could be measured and discussed how feedback to the board would be evidence based. The student satisfaction induction questionnaire was linked to the teaching and learning charter and would be presented to evidence the student experience.

It was stated that starting points must be accurate and then acted upon in order to make the exercise effective. The Head of Quality discussed that accurate assessment of starting points was not a one-size-fits-all approach but tailored to the needs of each group. The governors asked if the change agenda had been accepted across the College and the Head of Quality explained that the teaching and learning charter had been launched in November 2023 with the introduction of new ideas throughout the last academic year and training to support those during the summer, had meant that although there may have been some resistance initially, it was now accepted and embedded.

Hillary was thanked for her and her team's hard work and for the presentation of the excellent practise at the Creative Arts and Media campus. HP left the meeting.

Summary of Results August 24

The Head of Quality briefed the working group on the headline achievement data for 23-24, achievement levels had increased by 4%, from 84.4% in 22/23 to 89.1%.

An initial analysis of the data assessed the impact of course and departmental improvement plans during the year. There had been considerable improvement in the Animal Care department and as a result the departmental improvement plan would be reviewed. Achievement on the land-based qualification was disappointing and a decision had been made not to run this again this year.

Governors noted the data and tested the methodology of the presentation. The group were able to see the improvements and note where additional support may be needed. The Hairdressing and Beauty Therapy department results had improved but were still below the College KPI.

The departments of Sport, Hospitality and Engineering had excellent achievement rates alongside the majority of the creative arts and media programmes.

The Business department would be placed into a Departmental Improvement plan, as would the Childhood Studies department where the T level students had achieved well but achievement on transition/ level 2 provision was poor.

Other areas requiring intervention were noted as; Plumbing, Hospitality Supervisor and Lead Adult Care Worker.

Achievement rates in English and maths were above benchmark for students taking resits. English was 24.9% grades 9-4, Maths, 22.6%.
Too few A level learners had achieved high grades.

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Teaching and Learning CPD update and plan for 24-25

The teaching and learning leaders had been instrumental in the delivery of training for teachers in August, they had provided the training on 'Ready Steady Go' and 'Just One Thing'. There was a discussion about the CPD opportunities within the College for individual teachers and how this had been redesigned to ensure that every teacher, whether at the start of their career, or very experienced, had the opportunity to develop further. The group advised that the CPD experience must cover industry updating, general pedagogy, and subject specific pedagogy. The governors emphasised the importance of linking delivery to professional bodies and received assurance that this was the case throughout the College. Head of Quality explained that the departmental SAR validation activity had evidenced these themes and connections within each department.

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Update on the post inspection action plan The Head of Quality presented progress made on the PIAP.

The post inspection action plan had been fully evaluated within the SAR document that would be presented to governors on the 25th of September. The resulting action plan from the SAR would be known as the QIP (Quality Improvement Plan)

The management of teachers had been focussed on teaching and learning supported by the new lesson observation process that promoted innovation and targeted improvements for individual teachers with resultant areas for development.

The new Teaching and Learning Charter had been implemented to provide a cohesive structure and feedback measure for lesson observations, improving teaching quality and the effectiveness of assessment practices across all programmes.

All course and departmental improvement plans would be reviewed next week taking 23-24 data into consideration alongside the findings from the FE associates visit. Vocational Studies had improved significantly, as evidenced by the student satisfaction survey and lesson visits. Animal care had improved significantly with improved achievement and student satisfaction. The Science department would remain in a DIP, as would Joinery and Plumbing apprenticeships.

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Ofsted update

FE Associates had carried out a mock inspection during the week of the meeting and the findings were generally positive. They had found that learners were able to articulate what they need to do to improve which validated the assessment and feedback approach implemented this year.

The team had found that links with employers and stakeholders were generally good although when apprenticeship programmes linked to a qualification the mapping of the KSBs (Knowledge Skills and Behaviours) required further development.

FE Associates had carried out deep dives into three A level areas and feedback had been strong for two areas, in one area the feedback was less positive and this would be addressed by the Quality team.

In the area of 'intent', it was reported that some teachers still struggled to articulate the intent of their programmes, therefore, training was implemented with crib sheets produced to help them articulate intent. The group asked that intent statements for every programme be made available to the Governors, the Principal would facilitate that.

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Plan schedule of business for QCWG

- a. **Regularity** – 7 dates for meetings agreed for the rest of the academic year
- b. **Sources of evidence** – the group agreed to receive the FE Associates mock inspection report, the 6 -week retention and attendance statistics, the student satisfaction survey results and the 'Ready Steady Go', audit results.
- c. **Deep dives**- the group asked to see more information on apprenticeships and evidence of employer influence of these programmes. The group wanted to meet the Teaching and Learning Leads and two more Heads of Faculty, Tom Conroy and Dan Stamper to assure themselves that the initiatives are having a consistent impact across the provision.
- d. **Impact of activity**- increased oversight of the quality of teaching and learning had resulted in increased support and direction for the College team.

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Any other business

None

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Date of next meeting: Monday 21st October