

**CORPORATION BOARD of RICHMOND UPON THAMES COLLEGE**  
**Minutes of Curriculum Standards and Quality Committee Meeting**  
**Tuesday 6 June 2017 at 5.30pm**

**Members Present:** Barbara Gilgallon(Chair), Mark Payton, Sally Newton, Neal Hook, Aishat Animashaun, Will Whitmore, Robin Ghurbhurun.

**In attendance:** Zoë Lawrence, John O’Shea, Theresa Bray, Sharon Cousins

**Apologies:** Rob Pope

<b>A</b>	<b>Procedural</b>
1	<p><b>Welcome and Apologies for Absence</b></p> <p>The Chair welcomed members to the meeting, and in particular Will Whitmore, the second new student governor who had been recently elected. The Chair also bid farewell to Theresa Bray who would be shortly leaving the College. She thanked Theresa for her significant contribution to the College and the Corporation.</p>
2	<p><b>Declarations of Interest in Agenda Items</b></p> <p>None.</p>
3	<p><b>Approve minutes of CQS Committee 10 May 2017</b></p> <p>The minutes were approved as an accurate record.</p> <p><b>Actions and matters arising</b></p> <p>RG reported that the CLT had agreed to include an additional RAG rating to the risk register similar to that of the QIP. Other items were covered elsewhere on the agenda or had been actioned.</p>

<b>B</b>	<b>STRATEGIC/RISK ISSUES</b>
4	<p><b>Ofsted Preparedness</b>  <i>(Paper was tabled)</i></p> <p>TB shared an overarching plan for Ofsted preparedness with the Committee. This set out actions to be delivered in chronological order in preparation for the inspection this term and actions to be done once the call had been received next term. It was acknowledged that much of the inspection would be based on the Summer’s results. The vocational results would be available in July, whilst the A levels results would be available mid-August. Evidence files were being prepared now to demonstrate student progress. More would be done on this straight away in September with the new intake. Members commented that the plan was clear and helpful. TB said that Governors would have access to all the documentation that was provided to Ofsted, and there would be an opportunity for Governors to prepare for the inspection. RG said that he felt the better time for the inspection would be early October. This would have given enough time for the College to be up and running at the beginning of the academic year, and new systems would have been rolled out.</p> <p>A copy of the letter from Richard Pemble following his Support and Challenge Visit on 5 May was also shared with member for information.</p>

<b>5</b>	<p><b>College KPIs</b> <i>(The College KPIs were circulated in advance)</i></p> <p>JOS reported that the May 2017 percentage retention figure had dropped very slightly to 95.3% as a result of a very small number of students withdrawing who had not attended exams. Attendance was expected to remain at 84% particularly now that students were on study leave. Predicted results for A levels at AP4 was 88.8% and AS was at 82.8%, the latter was up from 62% the previous year. Whilst there had been as much rigor as possible in arriving at the A/AS predictions, there was still concern about their accuracy. The College was more confident about the Award, Certificate and Diploma results, the latter which was expected to be higher than predicted. The predictions for GCSE English and maths was considered to be in line with expectations, though these would be against the new GCSE grading 1-9 where grade boundaries were unknown. There was a significant improvement to maths basic skills up to 71% overall. The KPIs did not include subcontracted figures; these reflected the 16-18 students only.</p>
----------	---

<b>C</b>	<b>TEACHING AND LEARNING</b>
<b>6</b>	<p><b>Predicted Grades – AP4</b> <i>(paper was circulated in advance)</i></p> <p>JOS explained the data relating to each directorate. Directorate A were mostly vocational courses, and there was general confidence that the predictions would be achieved. For Directorate B there was a significant improvement in the IT only predictions. This was welcome given the poor results from the previous year. The maths L2 grades were for grades A-C only. The vocational science was bordering on outstanding. Directorate C were largely A levels. Predictions were up from last year, through there was still concern on their reliability. Overall, the College's focus was predominantly vocational which was an improving and growing element. The College's overall forecast was 81% which did not include subcontracted figures. The inclusion of subcontracted figures would inflate the overall figure. Of the 4840 exam entries 843 (approx. 20%) were considered to be at risk. 304 of these were borderline, with 421 of serious concern (likely to fail). The 304 borderline students were being targeted for improvement to convert as many as possible to increase the 81%.</p> <p>BG asked what was in place for the 304 exam entry students? JOS said that meetings had taken place and detailed action plans had been agreed for each student by the Curriculum Manager. Focus was also being placed on the completion of coursework.</p> <p>SN queried how many of the 304 students may be affected by safeguarding/ mental health issues? JOS felt that this would be interesting data to identify particularly for Ofsted. Some students had been in college but felt unable to attend exams. Staff had been supportive and encouraged all students to sit the exams, though there were some who left exams and despite best efforts could not re-enter the exam room. Mental health support had been put in place to support students with anxiety as much as possible.</p> <p>JOS explained that the maths and English GCSEs were a significant factor in the volume of entries. The impact of the conditions of funding was acknowledged by the committee, and in particular that students were doing maths and English with no interest in doing so which was impacting on results. Supportive strategies had been implemented by student services, including writing out to parents over half term to encourage parental support.</p>

RG explained that if the College were able to secure 84% this would be a solid good for Ofsted. Vocational results would be available for the Corporation meeting on 5 July; A levels were due on 17 August and GCSEs the following week 25 August. A full review of the exam performance would be taken at the Corporation meeting in early September.

#### **Apprenticeship Update**

*(paper circulated in advance)*

Following a wider discussion on apprenticeships which was delivered at the Corporation meeting on 30 March, the CQS received an update on current plans. EOG reported that significant progress had been made in a number of areas including marketing, business planning and HR aspects. EOG presented the current plan to the committee and sought any questions from members.

BG reiterated the importance of marketing the College given the competitive environment in which it was now operating for apprenticeships. EOG said that the College was exclusively working with levy payers at the moment for which there was a significant lead in time of 8-12 months before benefits were realised. This impacted on financial profiling and cash flow which was felt necessary to include on the risk register and cross reference to the Finance and Resources Committee. It would also be an area that would be scheduled for internal audit.

#### **Punctuality Learner Readiness Policy**

*(Outline paper was circulated in advance/ draft policy and survey results were tabled)*

TB explained that the policy had been developed in consultation with staff and students through a meeting forum, and via a survey. Approximately 110 people had contributed overall. The policy would allow latecomers to be admitted to 9 am lessons with no cut off, but for lessons after that during the day there would be a zero tolerance of lateness and students would not be allowed in to class once the register had been taken. The value of punctuality throughout the college for staff and students would be emphasised and the policy made clear to students at the beginning of the academic year. Concessions would be considered for a student's personal circumstances which would be noted on the portal or evidence would be required. Staff punctuality and prompt lesson starts had been an issues for the College. Staff should be in the classroom and ready to teach for 9 am. Delays were often incurred due to time needed to login to computers and settling the class. The student members were in agreement with the policy but felt that there may be issues with students returning to the College after lunch, as many walk into town. Members felt that the 1 hour's lunch break was sufficiently long and that students needed to make the effort to return on time.

RG felt that the sanctions and rewards for lateness needed to be made clear to students. He expressed concern that some students would not make the effort to come in for 9 am lessons and arrive for 10.10 when, if late, they would not be allowed into class. Punctuality was included in the student contract which students sign on enrolment. This would need to be amended to reflect the new policy. It was imperative that the new policy be consistently enforced across the college. The responsibility for catching up with work would be that of the student and not the teacher and the focus would be on maintaining the delivery of the lesson and not on the latecomer. WW commented that the non-admittance from 10.10 may not work for construction, art and music lessons which were generally a single session which lasted for the majority of a day. This would be particularly relevant in that the work can only be carried out as part of the lessons and with the use of the required facilities. This was acknowledged as

	a valid point and alternative arrangements may need to be considered for these type of lessons.
--	---

D	OTHER
<b>7</b>	<p><b>Any other business</b>  <b>Safeguarding Policy and Report</b>  <i>(Draft policy circulated in advance, Report and updated policy tabled)</i></p> <p>SC explained the changes which had been made to the layout of the draft policy which would enable sections of it to be used separately and would also be helpful for publication on the website. The detailed procedures and descriptions had been prepared into annexes. It had been shared with HR and IT for comment, to ensure consistency with related policies. Reference had been made in the policy to 14-16 provision, and apprenticeships. The processes for dealing with allegations made against staff would be covered by the relevant HR policy. RG suggested that the Safeguarding Governor could review the SCR, and check on other safeguarding data as part of their responsibilities. SN felt that this was a good idea and would take this up. SC said there was an intention to set up Strategic Safeguarding meetings with relevant College personnel and the Safeguarding governor. This would provide a College overview and enable any trends and themes to be better identified. SN emphasised the need for regular governor training and updates on policies.</p> <p>SC presented a high level safeguarding report. She explained that in future these reports would contain more detail and the data would be broken down into curriculum areas, ethnic groups and gender to better identify gaps. MP asked what awareness there was with students to safeguarding procedures? Was including a question on the student survey about whether they felt safe was enough? TB felt confident that the staff were clear on safeguarding procedures within the College and most staff were level 2 safeguarding trained. Staff were now clear that they needed to refer cases to the designated safeguarding lead or deputy rather than attempt to tackle issues themselves. It was important that safeguarding issues were dealt with in the right way through the correct people and were recorded properly. Some students were not clear what safe meant as posed in the survey. Some thought that this was more to do with their physical safety in respect to the building works, rather than their emotional well-being when using IT, for example. Comments on the policy included:</p> <ul style="list-style-type: none"> <li>• Consistency on terminology used, for example children should be referred to as students</li> <li>• P5 – this page leads into a procedure which could be separated as an annex to make it clearer</li> <li>• External speakers needed to be expanded on</li> <li>• Para 1.1 - table needs amending to include senior post holders</li> </ul> <p>SC also reported that student services were now located in a single space which would improve the sharing of information and better support students. It was also the intention to have a Safer Learner Week at the beginning of term to reiterate to students how to keep themselves safe. Comments on the report from members included:</p> <ul style="list-style-type: none"> <li>• More specific reference to Prevent, including meetings with Prevent leads</li> <li>• Allegations against staff needed including</li> </ul>

	<p>It was agreed that once the comments made had been incorporated into the draft it was not necessary for the policy to come back to this committee (unless there were any substantial changes).</p> <p><b>Action: Safeguarding report and policy to be amended in line with governor comments.</b></p>
<b>8</b>	<p><b>Future CQS Committee Meetings:</b> 26 September 2017</p> <p>The meeting closed at 7.00 pm.</p>

**SIGNED:** ..... **Date:**

Barbara Gilgallon  
Chair of Curriculum Quality and Standards Committee

**Actions**

Agenda Item	Task	Responsible
6	Apprenticeship cash flow to be included on risk register and cross reference to Finance and Resources Committee. Also inclusion on IA schedule.	ED/ZL
6	Student contract to be amended to reflect the Punctuality Learner readiness Policy	SC
7	Safeguarding report and policy to be amended in line with governor comments.	SC