



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON THURSDAY 19 JANUARY 2017 AT 18.15 IN THE SKILLS PARK BOARD ROOM.

| PRESENT ¹ | IN ATTENDANCE |
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| Chris Muller (Chair) Lynn Reddick Avril Lawrence Cliff Hall Mike Broadbent (HE Student Governor) Josh Spooner (FE Student Governor) | Carol Martin – Deputy Principal Fred Carter – Vice Principal Mark Hillman – Assistant Principal Dario Stevens – Vice Principal David Round - Clerk to the Corporation |
| ¹ Attendance = 86% | |

| 12.16 | APOLOGIES FOR ABSENCE |
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| | Pending the arrival of the Chair, Avril Lawrence took the Chair. Apologies were received from Lance Finn. |
| 13.16 | DECLARATIONS OF INTEREST |
| | Cliff Hall declared his interest as a unremunerated director of NCL and NBS Ltd; Avril Lawrence declared her interest as an unremunerated director of NBS Ltd. |
| 14.16 | MINUTES |
| | The minutes of the meeting held on 09 November 2016 were approved as a correct record. |
| 15.16 | MATTERS ARISING |
| | <p>The meeting received and noted a paper (Appendix B) that provided an update about the status of action items referred from previous meetings. It was also reported that: -</p> <ul style="list-style-type: none"> • The A*- C achievement rate for students who had taken the English GCSE resit examination in November was 50% • The equivalent result for Mathematics was 30%. • A new Head of English had been appointed who would start in March. • Six teaching assistants had been appointed to support English and Maths delivery. |

The Chair joined the meeting at this point.

16.16

SELF-ASSESSMENT REPORT (SAR)

The Self-Assessment Report required Board approval before submission to Ofsted. Curriculum and Quality Committee was requested to review the report in detail before making a recommendation to the Corporation at its meeting on 4 February 2017.

Reflecting advice received from the lead inspector at the January 2016 inspection, the new SAR was a more succinct and, it was hoped, clearer and sharper document. The whole College SAR was an executive document supported by more detailed Curriculum SARs and Quality Improvement Plans (QIPs) for each area. Cross College and business support areas also produced SAR and copies of two of the SARs were provided to the Committee as additional evidence to demonstrate the robustness of the process.

The SARs addressed central issues of teaching, learning and assessment and also wider issues of leadership and management, employer/curriculum links, student recruitment and resources etc. Detailed debate had taken place at SMT before the determination of the proposed grades. SMT felt confident about the judgements made; it was noted that members of SMT were also trained Ofsted inspectors.

The view of the senior management team was that the College had not deteriorated since the January inspection. The proposed grades were as follows: -

SELF-ASSESSMENT GRADES FOR WHOLE COLLEGE ASPECTS 2015-16

- | | | |
|------------------------------------------------|----------|---------------|
| • Effectiveness of Leadership and Management | 2 | (good) |
| • Quality of Teaching, Learning and Assessment | 2 | (good) |
| • Personal Development, Behaviour and Welfare | 2 | (good) |
| • Outcomes for Learners | 2 | (good) |
| • Overall Effectiveness | 2 | (good) |

CURRICULUM AREA GRADES

Faculty of the Built Environment

- | | | |
|--------------------------------------------|----------|-------------------------------|
| • Electrical and Motor Vehicle Engineering | 2 | (good) |
| • Construction Trades | 3 | (requires improvement) |
| • Plumbing | 2 | (good) |

Faculty of Creative Industries

- | | | |
|-----------------------------------|----------|---------------|
| • Hairdressing and Beauty Therapy | 2 | (good) |
| • Visual and Performing Arts | 2 | (good) |

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|-------------------------------------------------------|---|------------------------|
| • Media, Games Design, Music | 2 | (good) |
| Faculty of Professional Studies | | |
| • Business, Accounts, Travel and Tourism | 1 | (outstanding) |
| • Care, Early Years, Catering | 3 | (requires improvement) |
| • Computing | 2 | (good) |
| • Sport and Public Services | 2 | (good) |
| Faculty of Land-based and Foundation Learning | | |
| • Foundation Learning | 2 | (good) |
| • Animal and Land-based Studies | 2 | (good) |
| • Mathematics | 4 | (inadequate) |
| • English | 4 | (inadequate) |
| BUSINESS SUPPORT AREA GRADES | | |
| • Adult Skills Development | 2 | (good) |
| • Advice and Guidance | 2 | (good) |
| • College Information Services | 2 | (good) |
| • Examination Services | 2 | (good) |
| • Estates | 2 | (good) |
| • Finance | 1 | (outstanding) |
| • Human Resources | 2 | (good) |
| • IT Services | 2 | (good) |
| • Learner Services | 2 | (good) |
| • Learning Resources Centre and Reprographic Services | 1 | (outstanding) |
| • Marketing | 2 | (good) |
| • Quality | 2 | (good) |
| • Work Experience and Employer Services | 2 | (good) |

Members of the Committee asked in the light of the grades for English and Mathematics whether it was possible for curriculum areas to be graded as Good or Outstanding? A debate on the matter took place and members of Management confirmed that Ofsted had put it on record that English and Mathematics was not a 'limiting grade'. Those colleges that had received an overall assessment of 'requires improvement' or 'inadequate' and who also had poor performance in English and Mathematics had systemic weaknesses in their core curriculum areas. However, it was clear that a college could not be Outstanding if it had poor performance in English and Mathematics. It was therefore felt that the judgements made in the SAR were reliable.

This SAR whilst being, in part, based on the evidence from the January Ofsted inspection, it was noted that the judgements in the previous short two-day inspection were slightly different as they sought either to confirm or repudiate the previous inspection grade which was Good. The bases for the assessment of those areas with either a grade 3 or grade 4 were considered. It was noted that: -

- The proposed grade for Construction reflected issues about the rigour of the student application process, curriculum management and the narrowness of the curriculum. A new Faculty Director had been appointed to broaden the curriculum offer particularly at higher level and to develop apprenticeships.
- Early Years had been adversely affected by a decision to change the awarding body/qualification and also a significant turnover in key staff in the department. A new qualification was now being followed by students and there was greater stability in staffing which provided a foundation for an improvement in overall quality.

There was a discussion about student recruitment and discipline issues in the construction department which the Principal undertook to follow up (**ACTION: CH**). Health and Social Care used to be a grade 1 department.

A correction to one of the statements of strength was proposed and agreed viz. 'Apprenticeship achievement rates **for adults** are high'. There had been a decline in the 16-18 apprenticeship achievement rates, which were largely delivered in-house as opposed to 19+ apprenticeships which were delivered in partnership with subcontractors. Management commented that it was proving difficult to recruit qualified staff with strong teaching skills in key apprenticeship areas such as construction where there was high demand.

Governance was strong and the recently introduced Governor/Curriculum links scheme had strengthened Governors' understanding and engagement with the curriculum.

The areas for development were: -

- Learner achievement rates in English and Mathematics
- Professional standards in a minority of curriculum areas
- Expectations and challenge for students to be consistently high
- Drab and uninspiring pockets of accommodation
- Employer involvement in curriculum design and engagement with students
- Resourcing of management information service
- Enhancement of CPD and development planning for teachers to achieve outstanding levels of performance

- Reduction of student withdrawal rate prior to the October census
- Achievement rates for 16 to 18 apprentices

The actions required to raise the College to an Ofsted grade 1 Outstanding College were reviewed and confirmed. The Chair commented that he felt that the Committee had not identified any surprises in the SAR and he felt confident that the judgements in the report were accurate.

RESOLVED: that the Curriculum and Quality Committee endorses the SAR as amended and recommends its approval by the Corporation at the meeting on 04 February 2017.

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| 17.16 | ANY OTHER BUSINESS |
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There was no further business and the meeting ended at 19.30

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| 18.16 | DATES OF FUTURE MEETINGS |
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The meeting scheduled for Wednesday 01 March 2017 at 6.00pm was re-arranged for **Thursday 02 March 2017 at 08.00am.**

Wednesday 03 May 2017 at 6.00pm

Signed

Chris Muller, Chair of the Curriculum & Quality Committee

Date

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|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Author | David Round |
| Title | NESCOT Curriculum & Quality Committee Minutes 19 January 2017 |
| Date | 20/01/2017 |
| File Ref: | c:\users\david\dropbox\nescot folders\nescot corporation\curriculum and quality committee\cqc 190117\minutes of the meeting\cqc minutes 190117 draft.docx |