

**Minutes – Academy Quality Council  
Monday 25 March 2019 at 5pm**

**Present:** Peter Eyre (Chair), Chloe Williams, James Barber, Helen Manning, Rachel Holmes, Miaya KC, Dawn Arnold, Nigel Wooldridge, Rebecca Rhodes (Assistant Principal) and Simon Reigh (Assistant Principal).

Meeting opened 5.05pm

**1. Standing Orders**

**1.1 Apologies for absence**

Catherine Cole, Sue Myland and Stuart McSweeney.

**1.2 Declaration of Pecuniary Interests**

None declared.

**1.3 Safeguarding**

Councillors were reminded to consider any safeguarding issues in all agenda items.

**1.4 Minutes**

The minutes of 28 January 2019 were agreed, to be signed after the meeting.

**Action: PE/SM**

**1.5 Matters Arising**

**Outstanding items:**

All Councillors confirmed that they had read Keeping Children Safe in Education and had undertaken Prevent and Equality & Diversity training.

**1.6 Chair's Business**

Nathan Scott (Government & Politics) and Peter Wright (Philosophy) were congratulated for being nominated for University of Oxford Inspirational Teachers awards.

The Chair attended the College's annual Training Employment and Apprenticeship fair, which saw a large number of employers and training providers taking part.

**2. Main Issues for Consideration and Discussion:**

**2.1 Progress Monitoring**

College attendance and retention figures were reviewed, with discussion of the retention figures for some Level 2 courses, noting that there were individual stories behind the raw figures which put the numbers in context.

Anticipated Alps grades for all year 13 courses were reviewed and it was noted that the aim is to give realistic grades for all students in all subject areas.

There was an update on all courses previously graded Alps 5 with discussion on the role of workshops. These are timetabled depending on the availability of resources within each subject area and that many of these are offered through the goodwill of teachers in their spare time, which results in some disparity between subject areas and does have an implication on teacher workload.

### **Work experience update**

Central tracking figures were reviewed. Completion of the bronze Prospects Diploma award requires 19 hours of meaningful employer engagement, with 37 hours for the Silver award. Students on majority vocational courses are targeted to ensure that they book work placements for the summer.

### **Updated DfE headline accountability measures for summer 2018 results**

Completion figures for some Level 2 vocational courses were of some concern, which has now been addressed at enrollment, where recruitment takes place with all curriculum managers present together. There has also been some tightening of entrance requirements where students were previously being accepted with 2s and 1s at GCSE.

An explanation was provided for the low 'returned and retained' figure for level 3 Applied General courses (21.3%). In 2016 the core aim for 47 Medical Science students was recorded as Applied General. Upon their return in 2017 the core aim for 37 of these students was reclassified as Academic. Where students have been classified as vocational in their first year and academic in their second year, they have been considered as 'not retained by the college'. Combined with the fact that our legacy BTEC and Cambridge Technical qualifications are not included in the L3 Vocational Performance Measure this statistic is not at all meaningful.

Questions were raised about the basis for the relatively low score for the percentage of students attaining AAB in at least two facilitating subjects (14.9% against an England average of 16.2%). It was subsequently confirmed that the measure is of all A level students in the College (rather than only those A level students who have taken at least two facilitating subjects). So, 14.9% of our A level students achieved three A levels, of which at least two are in facilitating subjects, at grades AAB or better.

### **Update on January examination results in ICT & media**

The results for these external examinations were reported to be very good and above national achievement figures.

## **2.2 Update on Ofsted EIF areas**

The new proposed Ofsted Educational Framework was discussed with reference to proposed inspection measures, where the focus will be on intent, implementation and impact over in year data and outcomes.

Simon confirmed that, for Level 12 and 13 students, the reference to "reading widely" was not a specific requirement for wider reading beyond a student's area of study.

### **Student resilience/independence.**

Rachel met with Matt Smith, Anne Temple Hall, Mark Rayner and Jacquie Howard

to assess the College's approach to this new Ofsted area: "support(ing) learners to develop their character – including their resilience, confidence and independence – and help(ing) them know how to keep physically and mentally healthy".

Detailed notes of the meetings and report have been published on the AQC Drive under "Documents", follow up questions to be considered at the next meeting to include:

- How does the College assess personal development skills on arrival?
- Do some students arrive at the College with better personal development skills than others (e.g. does the school they come from make a difference?)
- How does the College assess "resilience"? (Do learner voice surveys ask questions about resilience, confidence, etc?)
- What measurable difference does the College make to student resilience, etc?
- Potential for lack of consistency between tutors - how is best practice shared between tutors, performance measured and support provided?
- Can students fall through the cracks where they, and parents/carers choose not to engage, or if they are struggling in ways which do not manifest in their academic performance?

Rachel plans to return to this area to talk to students in the latter half of the Summer term.

**Action: MS/RH**

### **Areas to consider in upcoming meetings**

May:

Rebecca on pedagogical priorities with reference to the Ofsted EIF

Helen on guidance for Level 2/vocational students in their choices and destinations through to their results and after leaving College.

July:

Simon: The College's Ofsted readiness

**Action:HM/SR/RR**

### **2.3 Update on learning walks with Tomlinscote**

Rebecca reported back on the newly planned process of teacher exchange between the College and Tomlinscote, to start in the new academic year and then potentially to be rolled out to partner and link schools.

### **2.4 Student application/interviews**

These are progressing apace, with 3,300 student interviews having taken place over the previous weeks.

#### **2.4.1 Teacher recruitment**

Recruitment had taken place for new teachers in a number of subject areas, including Law, Economics, History, Criminology and Health and Social Care. It

was noted that some areas had very short shortlists of applicants to choose from.

### **2.5 Report on EQR in Sociology and Economics**

An EQR was mounted in both these areas, both of which having new curriculum managers. These were both extremely positive and no major areas of concern were raised. The reports for these, and the outcomes for External Mentor Support meetings in Fine Arts, will be circulated.

**Action: RR**

### **2.6 Learner voice summary (February)**

The outcome of the February Learner Voice survey was tabled. It was noted that high levels of satisfaction were registered across both Curriculum and Tutorial areas. Prospects Diploma and Prospects for Life numbers were discussed as they were markedly less good (78% and 63% respectively). It was felt that students were less likely to appreciate the content of these sessions where they have other pressing study commitments. This might require different approaches in delivery in the future.

### **2.7 E&D update**

A new E&D Coordinator has been appointed and an action plan formulated, which Councillors will be updated on in the July meeting.

The meeting closed at 19.25

Signed: \_\_\_\_\_  
Peter Eyre, Chair

25 March 2019

### **Date of next meetings:**

Monday 13 May 2019, 5pm

Monday 1 July 2019, 5pm