



Meeting of the Standards Committee held at 1000 in College on 26 March 2020

Present	Adeshola Onakoya	Steve Blackshaw	Martin Buck (Chair)
	Kevin Watson (Principal)		
In Attendance	Christian Atwell (Head of Maths)(51/19 only)	Ralph Devereux (Clerk)	Mohanned Khabbazeh (VPCQ)
	Kishan Pithia (VPSS)		
Apologies	Ali Abdi	Annie Gammon	

- a. The Chair welcomed all to the meeting, which was largely attended electronically because of CoVID-19 associated restrictions.
- b. While our meetings are electronically conducted the Clerk assures Members that the Instrument and Articles (I&A), which govern our working processes are compliant and allow for this. For information, the Companies Act 2006 and Charity Commission also explain that ‘attendance’ does not preclude electronic participation. The Charity Commission also allows that unless specifically prohibited in the corporation’s governing document, boards may conduct meetings using electronic means.

48/19 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS & MEMBERSHIP

No notice had been received of any member becoming ineligible to hold office. The meeting was quorate and no interests had been declared.

49/19 MINUTES OF THE LAST MEETING

Some small amendments were made and the minutes of the last meeting (26.02.20) were confirmed for electronic signature, Clerk to action. **(Action 1)**

- a. The information was received.
- b. Actions had been identified. (Register at 59/19)

50/19 MATTERS ARISING AND NOTIFICATION OF URGENT BUSINESS

- a. Matters Arising. There were no matters arising.
- b. Actions from the previous meeting.

See referenced minute for full detail.		Status
Action 1	49/19 Last minutes (26.02.20) confirmed for signature.	Complete
Action 2	43/19a. College Code to be drafted and circulated to all.	
Action 3	43/19c. Attendance detail to next meeting.	
Action 4	43/19d. Tutorial Review to be circulated to all.	
Action 5	43/19d. Tutorial Review to be discussed by Corporation.	In progress
Action 6	45/19. Next agenda items agreed.	

- c. There were no requests for urgent business.

Christian Atwell (CA) joined the meeting

51/19 MIDDLE LEADERS

A presentations was received from the Head of Maths (HOM). At first look the predicted exam results had been largely accurate and it was expected that the final data would confirm a positive general improvement, this was welcomed by staff although some instances of under prediction had still been present. Assessment of and choices of entrants for mock examinations

had been more easily selected, informed by the more accurate information. Teachers shared information of outcomes, thus enabling identification of common errors or themes amongst the GCSE cohort, but as there was only a single A-Level maths teacher that clearly did not apply, however support could be available from the Hackney Learning Trust (HLT). Particular attention was given to helping students' misunderstanding of wording of exam questions through their language skills. Links with other Departments that were maths reliant, such as the Sciences were established and working well. Attendance remained challenging and a high profile focus was maintained, especially with GCSE resits, initiatives to encourage and improve included presentations of certificates at other Departmental celebrations; however, it had been noted that numbers in class improved as the course progressed. Students work was regularly marked (weekly), on-line information was continually updated, homework was marked in class and a general aim was to teach some elements to the next higher grade. An active teachers' training programme was in place, for example a recent full re-run of the "Mechanics" syllabus and an updating on Teaching and Learning (T&L). Departmental sharing of good practice and the work of tutors was extremely useful and valued. The Head of Maths was moving on at the end of term and he was asked what were the next three essential steps on the departmental journey, he identified:

- a. Continuance of the strengthening teamwork particularly on class questioning techniques;
- b. the reinforcement of links with maths related subjects; and
- c. improvement in out of class GCSE access.

He was then asked for his greatest frustration; GCSE Maths attendance and punctuality was the immediate response and the related inconvenience such as slow starts to lessons through late arrivals. Nevertheless, there were positive signs that the Tutors valuable work was having an effect in this area. This had been Christian's last appearance with the Committee and the Chair thanked him sincerely for his valued contribution to the Maths Department and to the College in general. **(Action 2)**

The HOM left the meeting.

The Maths Department had made great advances over the recent past and the three points raised earlier would be introduced in full, for example on-line information for out of class access would shortly be available as a "one-click" on all student devices and active work had already been initiated with linking of associated subjects, with Science there were already some joint classes.

- a. **The information was received.**
- b. **Actions had been identified. (Register at 59/19)**

52/19 ATTENDANCE AND RECRUITMENT

- a. Attendance. Termly attendance detail had been tabulated for the last 3 years and until the February half-term for the current year, the latter excluded "back on track" numbers. The detail showed that, whilst numbers were less robust than last year, previous nervousness of a continuous reduction through the year, appeared unfounded; what was apparent was a flattening of the curve, a plateau, which appeared to vindicate the post-Christmas intervention process. There was more good news, the under-16 number had risen 4% at the same time the previous year and L3 was up by 1%. Considerations moved to the RAG rated information, the first table by course and the second by teacher. The apparently poor performance of "Film Studies" was disproportionately affected because of the low numbers of students, but the persistently low grading of HSPS prompted scrutiny. There was also a tendency for Health and Social Care courses to attract students who themselves have care needs. However, they were supported accordingly in college, and it may be that support should be more focussed. It also may be that focus in such areas should (in Leadership and Culture Terms see 55/19) move from a "green" to a "red" more rigorous culture when looking at practical support. Attendance was an alert area for all and it would present challenges over the next couple of months until CoVID-19 was resolved. The Department for Education (DFE) had issued guidelines of monitoring attendance during that emergency and essentially no registration was allowed. Student participation in on-line lessons and

other provision was explained and discussed and the challenges associated with recording visits was acknowledged. It was agreed that flexible and diverse thought must be given to this issue; there was an on-line leaders' meeting set for the coming Monday and this would be discussed. **(Action 3)**

- b. Recruitment. Monthly numbers of on-line applications for the last 3 years and the current year had been graphically presented since the start of the academic year and were discussed; the data was heartening, showing clear monthly balances ahead in all respects. The total to date 1213 applications, represented more than last year's total; the closest result had been in 2017/18, 856 received. Conversion rates and progression were then discussed in detail. Composition of enrolments for the previous year had been tabulated as:
- (i) enrolment from applications 264;
 - (ii) internal progression 493; and
 - (iii) "off the street" 352.

Internal progression rates for the last 2 years supplemented consideration of the above and detail informed a forecast target of a total of 994 excluding "off the street", assuming a similar number of these as last year, the total could be 1300+(FEC planning number 1200). However, to avoid uncertainty it was agreed that targets would be: **(Action 4)**

- (iv) on-line 2000;
- (v) conversion of applications to enrolments 30%; and
- (vi) progression of current students at 85%.

Challenges associated with the present restriction of access to College for information and interviews were actively being addressed and current extensive on-line material and communication facilities, were being further enhanced. A recent analysis of applications to date from Hackney schools stood at just 9%, unanimously seen as disappointing and indicating that "Project Hackney" was not yet working, and has not yet become a priority in local schools. Further information was in tables compared 2018/19 with the current year in term of access to four elements of the school environment, such as Assemblies. The detail would be shared with the HLT, in relation to "Project Hackney" and members would be informed of the outcome. **(Action 5)**

- a. The information was received.
- b. Actions had been identified. (Register at 59/19)

53/19 GRADES AND ALPS

Alps provides both end-of-year and within-year analysis through a thermometer based colour coding system where "Red" grading indicates the highest results. The aim was to maintain the excellent performance from the previous year, which had been the highest in the Authority and a "snapshot" of current results had been tabulated by subject and comparators (entries, scores and grades) against that performance; focus was on EG2 Y13. The position was noted and would be updated using mock examination results.

The information was received and noted.

54/19 HACKNEY LEARNING TRUST (HLT) REPORT

Hackney Learning Trust (HLT). The HLT had completed a series of robust individual interviews to assess preparedness for an Ofsted inspection under the Education Inspection Framework (EIF). The exchanges had explored the quality of education together with aspects of leadership and management (L&M). The outcome had been ten "Headline Findings" leading to assessments against the three "I" format:

- a. Intent, judgement "developing but not yet good";
- b. Implementation "developing but not yet good" ; and

c. Impact “significant improvement”.

These had been considered together with the 5 associated recommendations at the last meeting and had been further considered by the SLT and their response was fully explained against each of the recommendations. The conclusion was that the exercise had been worthwhile and the feedback had spotlighted areas for focus and improvement, which were however, elements of which management had been aware. The detail had helped middle managers experience “pressure” interviews and what was required of them. Whilst all elements of the study programme were equally important in the quality of education it was necessary to further align College process to Ofsted priorities. It was agreed that a further meeting with the HLT Team Leader would be worthwhile and could inform the intended culture change. **(Action 6)**

a. **The information was received.**

b. **Actions had been identified.** (Register at 59/19)

55/19 COLLEGE CULTURE AND STAFF DEVELOPMENT DAY

a. Culture background. An outline of an article by David Hargreaves was discussed; the view that there were two prime elements in any organisation:

(i) achievement of the aim; and

(ii) maintenance of harmony.

and that they often conflicted was accepted. The relationship between social control and social cohesion over students and staff, their translation into 4 cultures (blue green red and yellow) was considered with relation to each.

b. Development Day. On the development day it was generally agreed that BSix was a Green (supportive and nurturing) institution which should become more Red (harder-edged) in places in order to meet its many challenges. This without losing the many existing elements which staff are happy with. Possible initiatives and immediate consultations that had emerged from the day were discussed and noted; it was noted that although consultation was commendable, there were times when “top down direction” was necessary. Care was also necessary not to become over-confident or complacent over capabilities: B6 currently remained an “improving” College, not yet “good” see comments above. (54/19) and that philosophy would be included in the strategic plan.

a. **The information was received.**

b. **Actions had been identified.** (Register at 59/19)

56/19 END OF YEAR EXAMS

The end-of-year examination information had been overtaken by events; the process to achieve the 85% progression target would be reconsidered accordingly. **(Action 7)**

a. **The information was received.**

b. **Actions had been identified.** (Register at 59/19)

57/19 URGENT BUSINESS

There had been no urgent business requested,

58/19 NEXT MEETING

The meeting tth would be at 0830 on 29 April 2020.

59/19 ACTIONS REGISTER

See referenced minute for full detail.		Resp	Date
Action 1	49/19 Last minutes (26.02.20) confirmed for signature.	Clerk	wie
Action 2	51/19. Thanks recorded for HOM contribution.	Chair	
Action 3	52/19a. Attendance recording during current measures.	KW	03.04.20
Action 4	52/19b. Recruitment targets set for 2020/21.	KP	asap
Action 5	52/19b. Project Hackney performance share with AG/HLT.	KW	

Action 6	54/19. Further discuss HLT Report.		
Action 7	56/19. Re-examine end-of-year exam grading process.		

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