



Meeting of an electronic Standards Committee held at 0830 on 22 April 2021.

Present	Steve Blackshaw	Martin Buck (Chair)	Adeshona Onakoya	Kevin Watson (Principal)
In Attendance	Ralph Devereux (Clerk)	Mohanned Khabbazeh (VPCQ)	Kishan Pithia (VPSS)	
Apologies	Adam O'Brian	Annie Gammon		

53/20 ELIGIBILITY, QUORUM, DECLARATIONS & MEMBERSHIP

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

54/20 STANDING ITEMS

- a. The Minutes of the last meeting held on 18 March 2021 were confirmed for electronic signature. **(Action 1)**
- b. Matters Arising. There were no matters arising.
- c. Outstanding Actions. Actions from the last meeting had been implemented.

See referenced minute for full detail.		Status
Action 1	44/20. Last Minutes (11.02.21) confirmed for signature.	Complete
Action 2	45/20. School leavers destination data to be shared.	
Action 3	46/20. Gap year students voluntary work with pupils.	

- d. Urgent Business. There were no requests for urgent business.

**The information was received.
Action had been identified (Register at 61/20)**

55/20 TEACHING AND LEARNING (T&L)

The Principal spoke to his written paper on the philosophical and practical elements that he had been developing in a revised approach to teaching and learning -lesson observations undertaken over the spring term. This model was significantly professional development in approach as opposed to that used predominately in the schools' and college sector in England over the last decade where the focus was on lesson grading and standards of teaching. This approach into professional development used accurate and focused feedback, that could reinforce confidence and motivation with an expectation that the teacher was encouraged to take an active responsibility for the quality and effectiveness of their own teaching. Essentially, these views influenced the B6 approach and the Principal had drawn elements together into a focussed explanation of how that process was employed. He was half way through the schedule of personally observing each teacher before the end of the year, accompanied by another colleague from a different department; each individual had opted for one of 3 options for the observation process. The programme was based on trust that each teacher owned their own standards and that development was the aim; residual suspicions of ulterior intentions had eroded. Outcomes could be compared with the cross-college state of play some 3 years earlier when the Principal had first watched all members teaching. The process was based on the premise that the observer was the lead teaching professional in addition to being the Chief Executive of the College, and that his expertise would prompt developmental growth. Clearly the feedback had to be tactfully framed and focussed on developments if the carefully built trust base and support was not to become diluted. The process should begin to move on and possibly include middle managers to allow mutual benefit from the process; it would also be beneficial to provide the Corporation with sample reports to inform considerations of progress and discussions possible at development sessions. **(Action 2)** Further progress could possibly lead to peer reviews. The Paper had examined the strengths of the process and these were noted. Agreed to take the paper to corporation away day.

The information was received and noted.

Action had been identified. (Register at 61/20)

56/20 SAFEGUARDING REVIEW

Over the last 12 months the College had moved through 2 Covid induced lockdown cycles and now that all were back in college it was sensible to consider lessons learned, particularly the evolution of the safeguarding processes and vital issue of the mental health and wellbeing of young people. A comprehensive paper had been drawn together to outline the strategic and statutory actions implemented since March 2020 to keep learners safe in the continuously changing environment and to detail the numbers of referrals since September 2020. There was much detail in the Paper which had been circulated well in advance for all to study, it had been arranged in 3 specific sections:

- a. the first looked at the immediate response to the March 2020 Lockdown. The paper explained communications issues: including issue of mobile phones to all team members; Continuous Professional Development (CPD) which included a mandatory “safety online” training module; a custom drafted “on-line etiquette” Policy to ensure consistency; and safeguarding planning for academic year 2020/21, all informed by the significant statutory guidance “Keeping Children Safe in Education (KCSIE) 2020.
- b. The second section examined the Academic Year 2020/21. The year started with a full training session from the Designated Safeguarding Lead (DSL) on the requirements of KCSIE 2020, improvement on care of vulnerable students and “Looked After Children” (LAC) and other associated issues. The DSL and 2 Deputies undertook a Level 3(L3) refresher as part preparation for the year and a full self-assessment of Safeguarding provision was presented to the SMT to allow scrutiny of quality, challenges faced and intended actions. An interim Ofsted visit on 6/7 October had been successfully completed and the section then considered an in-depth examination of the Safeguarding Team and explanations of how in year challenges had been met. The National innovative “No Wrong Door” initiative, introduced as means for early intervention for learners struggling with mental health and how this was practically applied, was particularly impressive and was discussed at some length. The section concluded with an explanation of the “Mental Wellbeing Web page” together with a useful hyperlink.
- c. Data. The final section looked at numbers and types of vulnerable students together with tabulated detail of those 192 individuals on the Safeguarding Register, 162 Welfare Referrals, 115 on the Counselling Register – 469 in total. This was a high number for a student cohort of 1200 and showed the focus by staff on early identification and action. An emerging issue this year was homelessness, no reasons had as yet emerged but the issue was demanding and time consuming, involvement with local and national external agencies for this and other safeguarding issues was explained. All the information had been analysed and drawn together into detail and the forward thinking and Priority Points had been determined, these were:
 - (i) KCSIE 2020 and wider refresher training for the Corporation to be presented by the VPSS;
 - (ii) establishment of a Corporation Register confirming each member had read and understood KCSIE 2020;
 - (iii) cross-college strategy responding to “sexual abuse” highlighted by the recent “everyone’s invited” emergence; and
 - (iv) to widen the “No Wrong Door” initiative as the first point of referral for mental health and wellbeing.

The Report and considerations had led to decisions for improvements to Corporation members’ awareness and it was agreed that this Report would be presented to the next Corporation meeting as background to the increased profile. **(Action 3)** Training for the Corporation would be arranged, possibly at the next strategy day. **(Action 4)** Additionally Members would be urged to complete an on-line training module. The regular meetings held between the Corporation Safeguarding Nominee (SB) and college staff would be held each term and formally recorded. **(Action 5)**

**The information was received and noted.
Action had been identified. (Register at 61/20)**

57/20 TEACHER ASSESSED GRADES

The decision that the summer examinations would not proceed had prompted the Office of Qualifications and Examinations Regulation (Ofqual), the Joint Council for Qualifications (JCQ) and other awarding bodies, which applied specifically to B6, to publish individual guidance frameworks detailing the methodology for awarding processes.

- a. the JCQ requirements, including timelines were listed in the Policy (attached) and were individually explained and discussed. The College TAG Policy to a published JCQ template would be submitted to Pearson for scrutiny and approval.
- b. English and Maths (EAM). English and Maths GCSE students would be awarded Teacher Assessed Grades (TAG) for 2021.
- c. multi-purpose qualifications such as Functional Skills (FS), English for Speakers of Other Languages (ESOL) and Skills for Life, would continue generally to follow current processes for the current year; re-entries would be possible for unsuccessful candidates.

The way forward with the examinations and assessment process was then explained and discussed through a comprehensive and interactive electronic presentation. The changes between this teacher assessment process and that for the previous year “prediction based” arrangements were explained and welcomed. This would be a fully managed process throughout; a full range of evidence would support the TAG and inform scrutiny and moderation through to the final submission. Clearly it would be subjective in some respects, unrealistic grade inflation had to be avoided although, if evidentially based, progressive and legitimate improvements would be agreed. An infographic had been completed to inform all stakeholders of the full process. ALevel/AS results would be published nationwide on 10 August and on 12 August for GCSE. The VPCQ was thanked for the clear and well-presented information.

The information was received and noted.

58/20 STUDENT ENROLMENTS.

Enrolments for the coming year as of 31 March were considered. There had been 1704 online applications to date, which was close to the number for the whole year in 2020 and the firm number of offers was now 776+ with more in progress; the positive 6-year trend detail was noted. Interestingly although the numbers were heartening, the enrolment profile, displayed as a bar chart, remained similar as in previous years with a spike in late December/January. Online warming including taster sessions continued. During general considerations, the increasing conversion from application to offer was welcomed, but it was not possible to include detail on “walk-ins” since Covid related pressures had dictated reduced record keeping during the busy enrolment process. It may be possible to obtain such detail at the start of the next academic year and that would be considered. **(Action 6)**

**The information was received and noted.
Action had been identified. (Register at 61/20)**

59/20 URGENT BUSINESS

There had been no urgent business agreed.

60/20 DATE OF NEXT MEETING

The next meeting would be at 0830 on 19 May and would include consideration of equality issues relating to safeguarding.

61/20 ACTIONS REGISTER

See referenced minute for full detail.		Resp	Date
Action 1	54/20a. Last minutes (18.03.21) confirmed for signature.	Clerk	wie
Action 2	55/20. Sample observation reports to Corporation for information.	KW	
Action 3	56/20. Safeguarding Report to next Corporation meeting.	Clerk	06.07.21
Action 4	56/20. Safeguarding training at Corporation strategy day.	KP	14.05.21
Action 5	56/20. Safeguarding strategy meetings to be termly & recorded,	KW	wie
Action 5	58/20. Enrolment stats re “walk-ins” tbc at next academic year.	MK	31.09.21






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Final Audit Report

2021-05-21

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