



Meeting of a Standards Committee held in College at 0830 on 13 January 2021

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

**21/20 ELIGIBILITY, QUORUM, DECLARATIONS & MEMBERSHIP**

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

**22/20 MINUTES OF THE LAST MEETING**

The minutes of the last meetings (19.11.20) were confirmed for signature. **(Action 1)**

**The information was received.**

**Actions had been identified. (Register at 31/20)**

**23/20 ACTIONS AND NOTIFICATION OF URGENT BUSINESS**

a. Actions from the previous meetings had been completed or were in progress.

See referenced minute for full detail.		Resp	Date
<b>Action 1</b>	12/20. Last minutes (17.06.20 & 23.09.20) were confirmed.	<b>Clerk</b>	<b>wie</b>
<b>Action 2</b>	15/20. Congratulation for AoC Beacon Awards entry.	<b>Chair</b>	
<b>Action 3</b>	17/20. EAM detail & booklets to next meeting.	<b>VPCQ</b>	<b>13.01.21</b>

re Action 3. The action had been postponed through higher Covid related priorities.

b. There were no requests for urgent business.

**The information was received.**

**24/20 STRATEGIC OBJECTIVES**

Progress against the ten approved strategic objectives was considered particularly in the light of the challenging College Covid environment which was subject to many immediate and constantly changing scenarios. Each objective was examined individually with some requiring greater scrutiny, the main focus would be on those concentrating on Teaching and Learning (T&L).

a. Objective 1. (Governance) Examination of the first Objective would be considered at the Strategic Planning Session set for 5 March.

b. Objective 2. (Teaching Quality and maximising student engagement and leaning). Progress towards achievement of this objective had been disrupted once again and the last 6 months had been challenging in this, and many other, respects. Focusing on quality, the lesson observation programme had been adversely affected although the standard of the 25 that had been completed had been heartening with none lower than "Satisfactory". Ofsted had recently published a list of "dos and donts", which had contributed to specific on-line technique development. Lessons were adapting as experience was gained and the overall approach, for example the introduction of in-lesson activities and post-lesson discussions was increasingly successful. It was unfortunate that the observations, mentioned earlier had not been evenly spread across the curriculum but nevertheless the outcomes were heartening, evidencing the incremental experience -based improvements, however even

with this improved effectiveness, face-to-face learning would remain the prime method. Cross college work was progressing on adapting pedagogy to suit learners who would be using a variety of IT devices. During discussions it emerged clearly that daily delivery of 4/5 full lessons on line was challenging for teachers although that may dilute, again with greater experience. In terms of general progress it was agreed that purposeful and developmental observations were facilitating improvement. Assurance was sought and given that students with additional needs and those with higher potential continued to receive close focus and Learning Support Assistant (LSA) and wider support as appropriate. **Attendance/engagement/participation** remained at c80% but could not be compared with lockdown 1 as records had not been required to be kept. "IT Disadvantaged" learners (with little or no on-line capability) were provided with hard copy "work packs" which they collected from College. All students were aware and were regularly reminded that teacher assessed results would replace formal examinations and that this process required continuous engagement and, as further guidance was provided by Ofqual that would be disseminated to all. It would be helpful for feedback from those directly involved in this process and AOB would present to the next Committee meeting, and perhaps contributing to development of a theme for the Committee over the remainder of the year (**Action 2**) The low level of staff turnover was only partly due to Covid influences and the perceptible increased commitment of members had forged loyalty and a wish to remain as participants in the journey.

- c. Objective 3/4. (Improving student outcomes/student progress particularly in English and Maths (EAM)). This was a procedural objective and was largely based on careful student/course matching initially during enrolment but re-evaluated before the first half-term. Numeracy and literacy levels were included in these considerations with equal emphasis on writing as well as articulation and assessment processes would be included in CPD; post lesson observation discussions were a valuable tool for gathering common issues, which would inform these training sessions.
- d. Objective 5. (Individual study programme). Maintenance of the vibrancy of the study programme in the current climate was challenging, traditional enrichment such as the Duke of Edinburgh Award scheme were clearly in abeyance. However, teachers provided imaginative on-line enrichment and virtual work experience was available. Tutorials (1:1) continued to provide an excellent tool for monitoring individual progress and outcomes were all recorded on pro-monitor.
- e. Objective 6. (Parity of future opportunity between university and non-university student destinations) The recent widening of adult provision on nursing "Access to Nursing" was a welcome diversification and a dedicated "Adult Provision Co-ordinator" had been appointed Adult funding required evidencing of provision and that would fall into the post responsibility. Moves toward gaining the "Quality and Careers" Standard would be initiated after Easter and may even be delayed until the Autumn Term.
- f. Objective 7. (Embedding of a fair and equal expectation & support regime) Establishment of a Staff Development Committee (SDC) continued and care would be taken to ensure that it was and perceived to be worthwhile and effective and not just a "Talking Shop". In terms of Equality and Diversity (E&D) care would be taken to introduce meaningful and practical improvements and to avoid "Sloganeering". This was all work in progress but remained an important focus.
- g. Objectives 8/9/10. Were not considered at this meeting.

**The information was received and noted.**

**Actions had been identified. (Register at 31/20)**

## **25/20 COVID**

The present Covid situation and the associated effect had largely been considered in the previous item, however, suffice it to say that the "ups and downs" of advice and guidance sometimes contradictory had provoked a challenging situation since before the start of term and which continued. As required, a full Covid testing facility had been established in the "Bob

Herring” suite and that was now held in readiness. The College remained open for at risk pupils and for staff utilisation although only a small number of students attended with a few specialist staff to supervise and assist; although little used, the availability for both groups to visit was important for their mental health. Work continued with preparation for external and vocational examinations. The resumption of fully on-line learning had again highlighted the predicament of those “IT Disadvantaged” students, with none or only shared/limited access to electronic devices. Sixty laptops had now been loaned out and a further 60 were expected to arrive in the near future but the Department for Education (DfE) had confirmed the funding priority for primary and secondary pupils and that had been confirmed by both the Sixth Form College Association (SFCA) and the Association of Colleges (AoC). Locally some charities were helping and West Ham Football Club had promised some assistance. Hopefully, some future funding would be available to offset unbudgeted College expenditure, which again highlighted the impracticability of the FE Commissioner (FEC) requirement for a further £100k savings.

**The information was received and noted.**

#### **26/20 STUDENT RECRUITMENT**

- a. Enrolments. Student enrolment was considered informed by tabulated data. The “Back on Track” (BoT) initiative had produced 45 additional students, all of which had been successfully assimilated into existing classes, a challenging exercise, which would be completed this month. Two additional high needs students were in the enrolment process particularly to get BSix identified as the education provider for the associated EHC plan. In all, this represented 47 additional BoT students, which together with 18 enrolled adults and one pending interview for the new “Access to Nursing” was a welcome result. The Individualised Learner Record (ILR) return for December (R04) reflected a total of 1113 Education and Skills Funding Agency (ESFA) funded learners not accounting for the 30 January starters and the 2 high needs students. This number had now exceeded the 10% over subscription normally sufficient to prompt additional funding; with the December numbers included it was closer to 15%. The as yet undefined associated funding uplift would be apparent in the 2012/22 budget,
- b. Applications. Applications for the last 4 years was graphically presented and was considered, the curves were noted as similar in shape but progressively increasing in number. The traditional January spike could be in question this year because of the lockdown and would be closely monitored. The second pillar graph illustrated conversion rates over the same 4 year period. The application profile was heartening, 96% was from year 11 leavers (age 15) indicating B6 as a college of choice, but regrettably the proportion of Hackney applicants remained stubbornly static; it was agreed to include this as an agenda item in the March meeting. **(Action 3)** The possibility of the need to recruit additional teaching staff would also be considered. **(Action 4)**

**The information was received and noted.**

**Action had been identified (Register at 31/20)**

#### **27/20 SPECIAL EDUCATIONAL NEEDS & DISABILITY/LOOKED AFTER CHILDREN (SEND/LAC)**

The 13% (157) of the student body classified as “Vulnerable” were detailed by nature and severity of their need and until recently had been under the guidance of Head of SEND who had now fallen into a longer term sickness. Administration of the provision was now under the direct remit of the VP(SS) and the Learning Support Manager (LSM). Analysis of in-year data on these students was underway to inform progress assessments. Assurance was given that there was provision for “at risk at home” pupils in College (see also 35/20), those in foster care were assessed as safe. Each student’s situation was unique and full account was taken of all influences, external support agencies were fully involved working collaboratively in a progressive and open relationship.

**The information was received and noted.**

#### **28/20 ACCREDITATION**

- a. Accreditation. Work with Sussex University towards accreditation of the BSix Study Programme Award, Careers and Enrichment continued. The required portfolio had now been passed over for evaluation, had been well received and accreditation was looking favourable. Members took comfort from the information.
- b. Award. The BSix entry “Knowledge is Power” which had progressed to the final round in the “Inclusive Learning and Leadership” section of the Association of Colleges (AoC) Beacon Awards, had now been evaluated through a comprehensive on-line process. That process would now apply to the other finalist, Weston College (Weston-Super-Mare); the result would be announced by the end of February and Members again took comfort from the excellent achievement.

**The information was received and noted.**

**29/20 URGENT BUSINESS**

There had been no urgent business requested.

**30/20** The next meeting would be electronic at 0830 on 11 February 2021 and would consider at least: a report from AoB on the present teaching/tutor environment, student attendance/engagement and progression and lesson observations report linked to Ofsted criteria. (MB/KW to discuss)

**31/20 ACTIONS REGISTER**

See referenced minute for full detail.		<b>Resp</b>	<b>Date</b>
<b>Action 1</b>	22/20. Last minutes (19.11.20) confirmed for signature,	<b>Clerk</b>	<b>wie</b>
<b>Action 2</b>	24/20b. AOB to present to next Committee meeting.	<b>AoB</b>	<b>11.02.21</b>
<b>Action 3</b>	26/20b. Project Hackney to be on March Agenda.	<b>Clerk</b>	
<b>Action 4</b>	26/20b. Possible recruitment of teachers to be considered.	<b>Chair</b>	<b>asap</b>

*Ralph Devereux (Clerk) for Martin Budge (Chair)*






# B6 StandardsMins13.1.21RDMBKW

Final Audit Report

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