



Meeting of an electronic Standards Committee held at 0900 on 29 April 2020

Present	Ali Abdi (60-64/19 only)	Steve Blackshaw	Martin Buck (Chair)
	Annie Gammon (60&61/19 only)	Adeshola Onakoya	Kevin Watson (Principal)
In Attendance	Ralph Devereux (Clerk)	Ian Ellis (HFL)(60&61/19 only)	Mohanned Khabbazeh (VPCQ)
	Kishan Pithia (VPSS)		

60/19 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. Electronic meetings were confirmed as I&A compliant.

61/19 MIDDLE LEADERS

Foundation Learning is provision for those mostly at entry level or level 1 as well as students with special needs. A verbal presentation was received from the present Head of Foundation Learning (HFL) who was in the process of leaving the college after a successful period in post. The attached Self-Assessment Review (SAR) considered progress against the Quality Improvement Plan (QIP) and this was supplemented with a verbal assessment of the state of the Department. There had been a strong engagement with college aims and ethos and a parallel increase in take-up of the enhanced offer of Continuous Professional Development (CPD) including on internship programmes, high needs students and young people with education and health care plans. Morale was high and commitment was clear. There was a wide and diverse student population ranging from those with little (or no) English and low literacy up to Level 2(L2) English for Speakers of Other Languages (ESOL) and achievement ranged from Functional Skills (FS) to L2 in vocational subjects. There had been insufficient interest in Pathway Courses for this academic year. Participation in Hackney Council's "Project Search" internship programme helping special educational needs pupils to develop real work skills at Homerton Hospital and Hackney Town Hall had been particularly valuable and had involved 18 students. Additionally, West Ham United's Foundation outreach vehicle had helped 20 Alternative Provision learners; this was particularly valuable and it should be more widely used. The Department has become increasingly successful and achieved sound local and national results and had been self-assessed as "Good" against an Ofsted standard. Work on the evolution of natural progression routes to L3 was still developing. This work was delivered by 14 staff (2 offsite) and their available contact hours were almost fully committed. Planning was at an early stage to integrate more with secondary school SENCOs in the coming year and cross- community collaboration would undoubtedly bring benefit to all. The preparation of pupils for the world of work was good and successful. Thanks were recorded for Ian's attendance at the meeting but also, and more significantly, for the strong contribution that he had made to Foundation Learning at B6 and he was wished every success in his new promoted role in the Midlands. **(Action 1)**

The HFL left the meeting.

The comments were endorsed. The need for interaction and collaboration had been rehearsed often in this Committee. The Department was close and worked well but the Head's departure may prove to be the catalyst for change once his leadership was no longer there, and some re-organisation may be the result There were pros and cons to the thoughts and they would be

carefully evaluated but in the near future. Such provision was well funded but, as had been previously recognised, the unpleasant truth was that such provision could have unfortunate negative effects on recruitment elsewhere in the college. This would be an issue for the Chairs' Group to integrate into considerations of college culture at their next meeting. **(Action 2)**

- a. The information was received.
- b. Actions had been identified. (Register at 70/19)

Annie Gammon left the meeting

62/19 MINUTES OF THE LAST MEETING

the minutes of the last meeting (26.03.20) were confirmed for electronic signature, Clerk to action. **(Action 3)**

- a. The information was received.
- b. Actions had been identified. (Register at 70/19)

63/19 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	48/19 Last minutes (25.01.29) confirmed for signature.	Complete
Action 2	50/19. Thanks recorded for HOM contribution.	
Action 3	51/19a. Attendance recording during current measures,	
Action 4	51/19b. Recruitment targets set for 2020/21.	
Action 5	51/19b. Project Hackney performance share with AG/HLT.	
Action 6	53/19. Further discuss HLT Report.	
Action 7	56/19. Re-examine end-of-year exam grading process.	

re Action 5. There had been a recent meeting aimed at strengthening Hackney Secondary Head teachers' (HT) support, particularly with Year 11 leavers for B6 as a strong choice for continuing studies. The purpose had been to consider a "special relationship" between the secondary schools and both local colleges which would lead to students opting for them as first choice. The upwardly travelling B6 had much to offer at all Levels and could be a positive alternative to school sixth forms. There had been more support and understanding at that HT meeting and more momentum was evident; it was agreed to consider "Project Hackney" as an agenda item at the next meeting. **(Action 4)**

c. There were no requests for urgent business.

- a. The information was received.
- b. Actions had been identified. (Register at 70/19)

64/19 STUDENT SUPPORT

a. Qualification. The essential area of student support during Covid-19 restrictions was considered and discussed informed by an interactive verbal explanation. Since the Easter break, each manager had individually reported on their departmental progress, in particular, attendance at on-line lessons. That was a mixed picture with, 10%-15% participation for GCSE rising to 70%-80% for A Levels. Not all teachers were using the preferred medium "Microsoft Teams" with some relying on more familiar systems. All students had been contacted by letter and assured that on-line work would be taken fully into account during assessment of qualification under the recently Ofqual announced arrangements; it seemed that the content had been absorbed by most of the A Level students. Managers had been fully briefed on developments with the necessary processes, templates had been circulated to ensure evaluation consistency and, after completion of individual scoring, results would be scored by cohort. Judgements would be influenced and balanced by all available evidence of work done. Contact with students in college had been rationalised and the original plan to remain open had proved pointless with an average of three daily attendees, opening had now been focused on Wednesdays for those staff and vulnerable students requiring access could copy and distribute relevant materials and complete tasks.

Essentially, these assessments would not count towards Ofsted results or league tables, but it was important that they reflected the evidenced positive trend and recent incremental increase in overall achievement.

- b. Vulnerable Students. Additional and focused support was provided for the more vulnerable students, it had proved easier to contact these than the wider body and full on-line and/or regular telephone contact had been established, where necessary each day. These contacts included teachers, social workers, parents and carers and support agencies and they were supplemented with a weekly updating omnibus email on safeguarding and mental health matters. As had been considered, such contacts, above the regular and weekly "open college day", provided an opportunity for more direct and personal exchanges. There was no doubt that the early comprehensive pre-emptive planning for the lock down had proved invaluable and had been the major contributor to the current success in teachers' level of engagement with on-line learning. Nonetheless, and as expected, challenges had emerged but they had and would continue to be met. A collateral effect of the "on-line environment" was individual teachers' improvement with personal electronic pedagogy and it was hoped that associated benefit would build up after a return to more normal delivery

Ali Abdi left the meeting.

The information was received.

65/19 RECRUITMENT

- a. Progression. Concurrently with the qualification assessment process, work was proceeding on likely internal progressions, students were individually realistically evaluated and RAG rated, both for continuance and whether they were on their appropriate study programme. As discussed at the last meeting, the progression target for current students at 85% would provide some 650 entrants; that number was expected to become clear in the next 14 days after some L1 students had been interviewed to determine their optimum route.
- b. New Students. The restrictions had required imaginative and focused attention in terms of recruitment for 2020/21 and a wide portfolio of high quality "on-line" content, including "Microsoft Teams" presentations, individual videos for each department and virtual college tours, had been posted up; the scheme was working well. Telephone interviews had been arranged for 145 potential applicants during the coming week and all would follow the same PDF format to facilitate assessments to a common base. High pre-lockdown enrolment activity had reduced after introduction of the restrictions but had now increased and achievement of the "FEC associated target" could be achieved. The analysis of applications from Hackney schools considered last month appeared to show that "Project Hackney" was not yet having the desired impact. The issue would be on the agenda for the May meeting. (63/19b refers)

The information was received.

66/19 CURRICULUM UPDATE

English and Maths (EAM) provision was discussed, in particular the adjustment of the balance between curriculum delivery and tutor input. It had been decided not to increase tutor hours or the size of the group but to supplement individual student/teacher exchanges with flexible entry workshops and more focused provision for potential GCSE Grade 4 students. The changes would be applied initially to maths and if popular and successful they would be applied to English. During considerations, the relatively low level of use for the "Hub" was discussed, it was agreed as sited rather out of the way and positive efforts to enhance attractiveness and relevance as a place for focused individual and workshop study were planned.

The information was received.

67/19 STAFFING

The Curriculum Managers for Math had now left the College and his Foundation and Inclusive Learning equivalent would be doing so at the end of June, Whilst the Maths post would need

replacement it may be that alternative delivery methods could apply to Foundation Learning provision. One application had been received for the Maths post. An additional Chemistry teacher was also necessary to provide for increased student numbers and a Maths maternity cover teacher was necessary. Interviews had been arranged. The teaching of the departing Teacher of Film Studies can be absorbed by existing staff.

The information was received.

68/19 URGENT BUSINESS

There had been no urgent business requested.

69/19 NEXT MEETING

The meeting to be at 0830 on 20 May 2020, would be electronic. A trial run using Microsoft Teams would be arranged. **(Action 5)**

a. The information was received.

b. Actions had been identified. (Register at 70/19)

70/19 ACTIONS REGISTER

See referenced minute for full detail.		Resp	Date
Action 1	61/19. Ian Ellis thanked and wished success in his new post.	Chair	wie
Action 2	61/19. Core group to consider SEND provision.		asap
Action 3	62/19. Last minutes (26.03.20) confirmed for signature.	Clerk	wie
Action 4	63/19b. Project Hackney to be considered at next meeting	Clerk	wie
Action 5	69/19. Trial "Teams" meeting to be held.	KW	asap

Ralph Deveraux (Chair) for Martin Such (Chair)






KW.Minutes 29.04.20RD (1) (2)

Final Audit Report

2020-05-26

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