

Thursday 23rd February 2017, 5.30pm

MINUTES

PRESENT:

Mr C Garvey, Foundation Governor, Co-Chair
Ms P Rowe, Co-Opted Governor, Co-Chair
Ms C Ezekwe, Foundation Governor
Ms S Jones, Co-opted Governor
Fr G O'Shaughnessy, Foundation Governor
Mrs S Flannery, Principal
Mr G Thompson, Associate Principal, Curriculum

IN ATTENDANCE:

Mrs E Lewis, Clerk to the Governors
Ms A Griffiths, Head of Sociology for items 1 to 6 inclusive

Ms P Rowe was in the chair and opened the meeting at 5.30pm. It was quorate throughout.

1. **Opening Prayer:** was offered by Mrs Flannery.
2. **Confirmation of Chair for the meeting:** Ms P Rowe
3. **Apologies:** Mr R Vianello
4. **Declarations of Interest:** there were none
5. **Membership / Introductions:** Mr Garvey welcomed Fr Gerry O'Shaughnessy, who had been appointed Foundation Governor on 3rd February 2017. All present introduced themselves.
6. **Anna Griffiths, Head of Sociology. [BAF 1 Quality]:** Ms Griffiths was welcomed and introduced by Ms Rowe. The committee appreciated the opportunity to hear from a Head of Department.
Ms Griffiths SFX in September 2016 as Head of Sociology. Her talk was in four sections, "Organisation and delivery"; "Teaching and Learning"; "Assessment" and "Adding Value" and was supported by an illustrative handout.
Organisation and Delivery: Ms Griffiths explained how a Scheme of Work had been developed for the department to support the organisation of an holistic delivery of the entirely new linear subject specification. She explained why the concept of a spiral curriculum (or interleaving) was the best way to retain knowledge and described how students would identify and understand the progress they need to make; knowledge they need to acquire and skills they need to develop across the two years of the course. The scheme of work would embed revisions and with the aid of personal learner check lists (which the committee noted from the handout), students would see a countdown to the



exams and be guided what would be covered before the exam. Students would be encouraged to return to their personal learner check lists regularly. Ms Griffiths advised that all the practical organisation resources are available to students on MOODLE¹ which students can access inside and outside of college.

Teaching and Learning: Ms Griffiths described the techniques and strategies which had been introduced to instil a habit of learning so that the students become used to knowing what is expected of them (eg group work; independent learning; extensive reading.) Lesson are available on MOODLE for reference. Teachers share planning from one centralised lesson to ensure consistency across the department.

Assessment: Ms Griffiths explained a range of assessment tools and strategies which have been developed and built in to support effective and targeted feedback of student progress. She outlined the “perfect paragraph”; collaborative teaching practices to test effective questioning and a quick “loop” check using phones. Ms Griffiths also described how colour coded writing is used in the marking of assessments to highlight whether objectives had been met.

Adding Value: Ms Griffiths discussed how rigorous tracking of assessment levels and marks along with digging deeper to identify gaps in students’ learning was adding value to progress. She explained how the Dashboard (online student tracker) and Alps scoring are used to monitor progress and inform decisions about which students need to be prioritised.

Ms Griffiths confirmed to Mr Garvey that students on the linear course take internal mock examinations.

The committee asked questions of Ms Griffiths to understand how as a head of department she was monitoring the progress of the students; whether she felt they were on target; what standards / habits of learning and attainment skills they had and what the challenges were to achieving target grades and adding value. The meeting heard how progress varied between students of different levels of ability and at different stages in the course.

Ms Griffiths left the meeting at 6pm. It was confirmed that the ideas and good practice she had presented were being disseminated across the college.

7. **Minutes of previous meeting held on 27th September 2016:** Were reviewed; agreed to be a true and accurate record and were duly signed by Ms Rowe.
8. **Matters Arising:**
 - 8.1. **Terms of reference:** had been updated and approved by the full Governing Body on 8th December 2016. The revision converted the Chair’s term of office to 2 years and extended Mr Garvey’s election as Chair of the CSQ Committee from one to two years from 27th September 2016 in line with the Co-Chair.
 - 8.2. **DBS Clearance for governors:** Mrs Lewis explained that arising from the decision of the Governing Body, taken on 8th December 2016, that governors should apply for DBS clearance, the Director of HR would attend the meeting of the full Board on 11th July 2017 to explain the process, gather in the completed application forms and confirm identity. Prior to the meeting, forms would have been sent to governors with instructions for completion and a list of the documents required to verify identity. As governors are volunteers there would be no cost to the college or individual.

¹ The online dynamic learning environment



Portability is achieved when an individual signs up to the update service for which there is a fee.

9. **Review of Actions carried forward:** There was one action at item 11.1.

10. **Curriculum Quality & Standards Report: progress against improvement plans; value added measures and qualitative feedback from students: [BAF 1 Quality]** Mr G Thompson and Mrs S Flannery introduced the documents which had been included in the papers for the meeting.

10.1. **2016 – 17 Key priorities – Update Jan 2017:** Mr Thompson explained that the update amalgamated and summarised key priorities from the post-inspection action plan and the college improvement plan and it was agreed that this was a helpful way to review the priorities. The report had been colour coded to highlight updates and progress against actions.

Mr Thompson reported in detail against each of the 25 key priorities discussing the actions and strategies which had been put in place to progress the improvement identified in the plans.

(Key Point 1) A report on a lesson observation visit to SFX by Teaching & Learning staff from Havering Sixth Form College was noted from the papers. Feedback was presented as “what went well” and “even better if”.

(Key Point 2) The committee noted reports of and recommendations arising from two Internal Quality Reviews (IQR) of Science and Maths which had been included in the papers for the meeting. The Science review had been a peer review by the London Sixth Form Partnership and the Maths review in November 2016 had been undertaken by former HMIs Harriet Harper and Alex Falconer. Mr Thompson explained how the recommendations were being implemented.

Ms Rowe referred to attendance and lateness noted in the Maths report. Mr Thompson responded with an explanation of why the period between the November GCSE resit and the release of the results in January had an impact attendance. The committee noted that further IQRs were planned in Politics and IT.

(Key Point 3) The committee acknowledged the rigour of the Sociology department in the tracking and monitoring of students. Mr Thompson gave a detailed explanation of the KAPP (Key Assessment and Progress Points) cycle of formal discussion of progress with students individually over five periods in a year.

With reference to comment by the Ofsted Support and Challenge Inspector on the tracking of progress for students on vocational programmes (“BTEC”), Mr Thompson tabled and explained a screenshot of a vocational markbook from the centralised dashboard as an example of improved tracking. Governors noted that the markbook could be viewed by students as well as staff. Mr Thompson described changes introduced in the teaching of vocational courses to better support the tracking of progress. There was now a target of three completed units each term. He discussed the usefulness of having this centralised markbook record on screen when reviewing subject progress with Heads of Departments. He confirmed that the tracking process works equally well with academic courses.

(Key Point 4) Mr Thompson reported that improvement in the use of value added



data at middle management level was ongoing. He explained a potential move towards Level 3 Value Added (L3VA) as a mechanism to drive up performance. Included in the papers for the meeting was an example L3VA curriculum report which Mr Thompson interpreted for governors. This had been provided by Stoke Sixth Form College during a visit he and Mr Atkinson the Head of MIS had made to the college to look at L3VA.

Mr Garvey commented on the sophistication of value added analysis.

Mr Thompson outlined the merits of working with one system and affirmed that the "Stoke" L3VA system could be embedded in the SFX Dashboard and confirmed that it was not subject specific. He referred governors to a document in the papers which explained how value added scores are calculated.

(Key Point 5) The committee noted the improved results of GCSE resits in English and Maths taken in November 2016. Maths 20% A – C; English 28% A – C and iGCSE English 40% A – C.

An intense high revision day is planned for May to support GCSE Maths and English students preparing for resits in summer 2017..

(Key Point 6) Mrs Flannery explained the principles of a revision of the college timetable and how it would impact on teaching and learning. The current timetable had been in operation since 2010. Consultation with staff had been launched the previous day. Mr Garvey observed that teaching blocks would contain macro lessons and asked about the impact on a student who was absent for a key day for his/her subject. He was assured that each block is split into two. Mrs Flannery commented that macro lessons had been shown to improve attendance in another college.

(Key Point 7) Ongoing preparation and training for the final tranche of subjects going linear in 2017 was noted. Continued uncertainty about when the new NQF BTEC specifications which would include examinations would be introduced was noted.

(Key Point 8) An illustrative summary of the SFX Learner Voice Strategy had been included in the papers for the meeting and was discussed. This had been prepared in response to a request from Ms Rowe to know more about qualitative feedback from students. In addition Mr Thompson tabled and explained some sample subject surveys which are completed by all classes for all courses using the same four questions. He noted an increase in the number of cross college focus groups including a newly formed Tutor Group Representative group co-ordinated by the Chaplain to feed through pastoral views of the college. Ms Rowe asked how frequent the focus groups were. Mr Thompson explained that Curriculum focus groups are ongoing with an intention to increase the frequency of Cross college groups.

(Key Point 9) the development of SFX Corporate activities would be reported to the F&R Committee.

(Key Points 10, 11): The committee reviewed a tabled extensive calendar of "Teach Each Other" inset training events for January and February focusing on the sharing of good practice in Teaching, Learning and Assessment.

(Key Point 12): Mr Thompson confirmed an ongoing focus on techniques for



monitoring students' progress by effective checking of learning in lessons. This is a focus of lesson observations and is referenced to on the observation report.

(Key Point 13) Mr Thompson described the work a group of undergraduates was doing to support students who should be achieving the higher grades to attain their potential particularly in the at-risk areas. An Assertive mentoring scheme would be commencing shortly in the run up to examinations.

(Key Point 14) Mr Thompson explained the strategies in place to develop the written and spoken English skills of learner and the application of numeracy on all courses. He said that the extent of this was being monitored through lesson observation reports.

(Key Point 15) Mr Thompson reflected on the steps taken to promote independent learning skills noting training that had taken place and a techniques Ms Harper, former HMI had introduced "SOLE" (self organised learning environment). The proposed new timetable would provide the opportunity for teachers to employ a variety of teaching and learning techniques and promote student autonomy.

(Key Point 16) Mr Thompson reported development of sharing good practice and a programme of monitoring the quality of marking / feedback being given on students work. A purple pen system had been introduced which students use to respond to comment by teachers.

(Key Point 17) Mr Thompson explained that growth mindset training was being used in the lead up to exams to raise the ambition and aspirations of students in tandem with improved target setting.

(Key Point 18) The impact of improved monitoring of and intervention in student attendance was noted to have achieved some improvement. Mr Thompson commented that further improvement could be achieved on level 2 courses.

(Key Point 19) The enhancement of work experience and employability skill development opportunities was under review to determine how best to collate and log all the experiences.

(Key Points 20, 21, 22) Value added and bench marking had been addressed through discussion earlier in the meeting.

(Key Points 23, 24) Mr Thompson concluded that progress with the preceding key priorities would deliver improvement in success rates and benchmark positions. The outcomes on level 2 courses were focused on Business.

(Key Point 25) Mr Thompson confirmed that data collection of student destinations had been improved and would be shared with teams in due course.

The comprehensive update report was accepted by the committee. Mr Thompson said that further impact would be shown by the next meeting.

The committee noted the report on progress to date of the London Sixth Form



Partnership from the Partnership Coordinator, Kevin Watson (Leyton College) which was acknowledged to be a good summary of the work of the group. Mrs Flannery reported that £50k funding had been secured to further the work of the partnership. An invitation for governor joint working was noted with support for the suggestion.

11. Governance: BAF 12 Governance

11.1. **Scheme of Delegation:** had been deferred from a previous meeting pending committee restructuring. It was noted that this needs to be revisited. **ACTION: Clerk, Chair, Principal**

11.2. **Skills Audit:** as updated at the Governors focus morning in October 2016 had been included in the papers for the meeting and was duly noted.

11.3. **External Review of Governance, July 2016:** The committee reviewed the three key recommendations made in the report by Mr John Boyle, NLG²:

11.3.1. Membership of the CSQ: Mr Garvey confirmed that he would propose to the full Governing Body in March 2017 that the governor membership of the CSQ be increased to six with a quorum of three. Staff and student governors would not be eligible to serve. He noted that Mr Richard Vianello (foundation governor) had volunteered to serve on the committee and that Fr Gerry O'Shaughnessy had also accepted an invitation to serve.

ACTION: Clerk for agenda of meeting of Governing Body on 22nd March 2017.

11.3.2. Delivery of PI information; data and data timelines to governors: Had been discussed at the Focus Morning in October 2016 and would be kept under review. It was agreed that the Principal's report was a key review document for governance at SFX. Governors appreciated the content including the appendices which they regard as insightful and illustrative.

11.3.3. . Establish a Search & Governance Committee: The Governing Body had resolved to establish this committee for the new academic year, 2017 – 18. The committee would prioritise looking at succession planning and make recommendations about the term of elected office of the Chair of Governors
ACTION: Clerk to draft terms of reference. Chair of Governors to invite discussion at full Governing Body meeting.

The external review had further suggested consideration of a maximum number of terms of office for governors. The Clerk noted that any bye law made by the governing body concerning the number of terms would not apply to foundation governors (Instrument 7(3)).

12. Review of effectiveness of meeting: [BAF 12 Governance]: The collated summary of evaluations for 2015 – 16 was duly noted.

13. Risk Management: [BAF 12 Governance] The committee discussed whether any new risks or modifications to existing risks had been identified to be fed into the risk register. Mr Garvey commented that value added had been a factor in triggering the Ofsted inspection but the strengths of BTEC provision had not been fully represented by the report. The committee recognised that whilst SFX provides security, safety, stability to a significant number of its students who would not find such comfort elsewhere; socio-economic factors are not a factor in value added calculations. The potential toll on staff arising from the levels of emotional energy and stamina expended responding to the socio-economic

² National Leader of Governance



needs of the student body was agreed to be a risk factor in retaining good staff.

Mr Thompson and Mrs Flannery were thanked for their contribution to, and preparation for, the meeting.

14. **Any other business:** there was none.

15. **Date of next meeting:** Weds 14th June 2017 (focus remains on quality with staff experience (HR) as required).

The meeting closed at 7.38pm

SIGNED _____

DATE _____

