**SIR GEORGE MONOUX COLLEGE**

**Minutes of the Online Meeting of the Quality & Performance Committee**

**Tuesday 22 March 2022: 6.30pm**

|  |  |
| --- | --- |
| **1** | **Present:**  Alastair Owens (Chair),Stephen Jones (Vice Chair)**,** Dave Vasse (Principal) Mariam Benamer, Tim Stockings.  **In Attendance**  Holly Bembridge (Vice Principal), John Kirk, (Interim Clerk to the Corporation)  All members were present |
| **2** | **Declarations of Interest**  None |
| **3** | **Minutes of the Previous Meeting** **29 November 2021**  These were approved as a true and accurate record. |
| **4** | **Matters Arising from the Minutes**  None |
| **5** | **Board Level Risks**  None that will not be discussed in Agendum 6 |
| **6** | **College Development Plan**  The Committee received and considered the College Development Plan including March updates.  AO introduced the item, which has been divided into sections appropriate to each committee.  DV Noted that this year sees the College working in an extremely complex, demanding, and challenging environment in best serving the young people at Monoux in the post-pandemic recovery phase. Issues include study skills, classroom behaviour, and attendance.  The student’s knowledge base is not where it would ordinarily have been, and TAGs have generally been inflated, often to the detriment of students.  Parents are under enormous stress and anxiety, and are therefore not in a position to properly monitor and supervise students in their behaviour, punctuality, etc. There is a greater level of distraction, often for good reason such as bereavement in the family.  Retention is good, but attendance is down, so student performance has inevitably dropped, meaning much more work is needed in personal development, investing in resources to improve attendance, and improvement in literacy.  HB Noted that data across the sector on GCSE performance mapped directly to attendance. Covid absence among staff has contributed to lower student attendance in some areas, resulting in poorer than expected progress.  Higher grade A Level pass rate predictions are strong, though creative A Levels have been a concern due to ongoing health issues among staff. Students on Business courses have poorer resilience and therefore performance in L2 and L3.  Graphics teaching wasn’t good enough and a new teacher is now in post. Overall, this may mean we are out of red ALPS in vocational this year,but remaining above national average.  The manager in Applied Science has left us and the new teacher is doing very well, but the lack of continuity has resulted in lower attendance than desired.  MB reported that the quality of teacher feedback to students could be improved by including more specific advice and action points. Sociology has an excellent feedback model with detailed progression steps for each student. Attendance was an issue for students.  DV The student engagement centre, which is outlined in the Development Plan, and with a team dedicated to early intervention, is expected to make a significant impact on attendance, reducing the requirement for sanctions. Better monitoring and tracking of patterns of poor attendance will be introduced, with earlier intervention in either welfare or habit to improve attendance.  HB Recognised that there is a need to improve in written feedback, and a working group has met with the sociology team and designed a four-point framework which can be adapted to each subject area. Teachers will receive training on this, and teacher development plans will include coaching on this point.  SJ Noted that feedback from teachers is often a general, ‘you need to analyse more’. This can be improved by providing examples and greater description for students of what analysis entails.  DV Literacy strategy is being formulated to include having a learning coach to teach staff about how to embed literacy into their teaching.  AO Asked how the framework will be monitored to ensure it is having the desired impact?  HB Referred to the Charter School Movement in the US, which has worked very well in schools with high deprivation, similar to Monoux. Reliable training sources have now been identified and Nazia Shah has developed the teacher training framework, with coaches and trainers responding quickly.  DV Added that this teaching development is a part of one staff member’s PhD thesis.  TS Asked if the overall collective target is going to be achieved with these resources and limited time available?  DV Affirmed that the beginning of next year is the time when we must be on target. Next year will be operated on a tighter budget for more students. The crucial factor is teacher recruitment, and by the end of May we must ensure a full roster of competent staff.  TS asked that Corporation members be notified if there was anything specific they could do to support the meeting of these targets.  SJ Asked if there will be a complete return to exams, and will there be concessions in marking?  HB confirmed there will be normal exams for all students and a more lenient marking regime. In Vocational not all the courses need to be assessed, so long as all course material has been covered in the plan of work. Marking grade boundaries are still uncertain, so teachers are being asked to be a little generous in predicted grades.  AO. Is it fair to summarise that performance in some areas will not be as good as previous years?  HB confirmed that expectations on performance are generally lower, with areas such as applied science, being weaker due to temporary teaching. The overall environment of lower student resilience makes a big difference, which has manifested in huge increases in mental health cases and access requests.  DV noted that a more accurate comparison will be with 2018/19 data.  MB Asked if there was a specific strategy to work involve e Parents/Carers?  DV noted that James Gould is leading on that, ensuring clear communication with, and the involvement of parents, raising expectations on parents, with a concentration on attendance.  AO Asked about the timing for the introduction of T Levels?  HB noted that as 70% of students are on vocational courses, T Levels will be extremely important to Monoux. All managers and teachers in relevant subject areas have received training, with visits to colleges to observe existing practice. Pathways and progression are a concern as relatively few HE institutions have committed to accepting T Levels, even though that’s where our students wish to progress. There is still some financial risk in planning to complete for when we start in 2023, with a sensible investment plan in place for these exciting qualifications.  AO Noted that the External Relations Committee should also monitoring that risk.  SJ Asked about the gap in L2 provision.  HB confirmed that there is a ‘transition to T Levels framework’ coming from the DfE which we are looking to pilot in L2. Other than the standard English and Maths requirements, there is significant flexibility in other qualifications, including work experience. This is a relatively blank canvass, which presents us with opportunities to offer internal certificates on behaviour for learning, etc. |
| **8** | **Any Other Competent Business**  The committee wished to record their congratulations to Holly on her appointment as the Principal at King Edward VI Stourbridge from September. |
| **9** | **Date and Time of Next Meeting**  Tuesday 7 June 2022 (6.30pm) |