**Corporation of Sir George Monoux College**

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

**held on 29 November 2021**

|  |  |
| --- | --- |
| **Present** | Alastair Owens (Chair), Stephen Jones, David Vasse. |
| **In Attendance** | Holly Bembridge (Vice-Principal: Curriculum). |

|  |  |
| --- | --- |
| **1** | **Apologies for Absence and Quoracy**  It was reported that Jagdev Kenth had resigned his membership of the Corporation and will therefore play no further part in the work of the Committee. Members expressed their appreciation of his work on the Committee.  In the unavoidable absence of the Clerk to the Corporation, the meeting was recorded for subsequent minuting.  The meeting was quorate. |
| **2** | **Declarations of Interest**  None. |
| **3** | **Minutes of the Previous Meeting: 21 September 2021**  It was noted that the draft minutes had been approved by the Chair of the Committee for circulation.  They were approved as a correct record of the business transacted and *prima facie* evidence of the proceedings to which they relate. |
| **4** | **Matters Arising from the Minutes: 21 September 2021**  None except as provided for within the meeting agenda. |
| **5** | **Board Level Risks**  It was noted that board level risks pertaining to the Committee’s remit relate to agenda 6 and 7 below.  No other risks requiring the Audit Committee’s attention were identified in the course of the meeting. |
| ***6*** | **Ofsted Inspection Report**  An indicative verbal report, in advance of the published report, was received from the Vice-Principal (Curriculum).  It was reported that:  *the College had been graded Good overall, and in all constituent areas;*  *“deep dives” had been conducted by inspectors into Sociology, GCSE Mathematics, Health & Social Care, Business (vocational provision), IT (vocational provision), all of which were positively commented on;*  *teaching in GCSE English had been favourable commented on, though some criticisms had been reserved for the standard of marked work;*  *there had been some criticism of the Applied Science provision, reflecting the presence of continuing staffing issues;*  *attendance, though broadly in line with similar providers in London, had been regarded as too low;*  *student behaviour and personal development, including their readiness to learn, are regarded as strong features of the College;*  *middle management had been singled out for positive comment, and staff had been noted as well-trained and ambitious to expand their teaching skills;* and  *governance had been regarded as an area for improvement, with particular relevance to governors’ familiarity with their safeguarding responsibilities, though College practice had been regarded as good.*  The three key areas for improvement were reported to be:  *improved student attendance;*  *achieving greater teacher consistency across the entire range of provision;* and  *greater consistency in terms of written feedback to students.*  In the above regard, it was noted that attendance is strongly correlated with average points score per entry, and that the College, given the low average points score of its cohorts, will need to be highly innovative to achieve sustained improvement.  The Principal observed that much had been learned from the visit paid by members of the SLT and others to Chicago schools, where the students enrolled face significant challenges in their everyday lives, and that more field work may be needed to enhance further the level of student engagement.  Many of the College’s students face challenges in their home circumstances, and have been relatively unsuccessful at Key Stage 4, which factors will continue to place high demands on the College.  The Committee congratulated the leadership team and all the staff, whose hard work had been rewarded with the improved inspection outcome.  It was noted that the next inspection, given present Ofsted resources, will not take place until 2028-29, though if the College is confident of obtaining an Outstanding grade, it could apply for an earlier inspection.  The Ofsted draft report, issued ahead of the official report, will be circulated as part of the papers for the Corporation meeting to be held on 14 December 2021. |
| **7** | **College Self-Assessment Report (SAR) 2020-21 and Key Performance Indicators (KPIs) 2020-21 & 2021-22**  The said documents were received and considered.  The following key strengths were noted:  *staff understand students’ needs and support them very well, adapting lessons, affording opportunities to deepen learning or go beyond the curriculum, and providing drop-in sessions. Consequently, students develop their confidence and appreciate the good relationships they build. Disadvantaged students achieve and progress very well, out-performing their peers;*  *leaders and managers have created a very effective, coordinated approach to personal development and career planning; under the Monoux Student framework there is a synergistic range of activities such as Passport, assemblies, careers fairs, and 1st Year Graduation - working as part of the broad curriculum to help students to understand their options and form ambitions. There is therefore a good rate of progression to positive destinations;*  *leaders and staff have developed a positive and solutions-focused culture. Therefore, throughout the challenges of the pandemic, staff have worked together quickly to transform the work of the college, with the great majority of students participating in education throughout the shutdown and relatively little loss in learning. As a result, students are retained at least as well as SFC averages, and very high numbers progress internally;*  *leaders and teachers set high expectations for behaviour and participation in the classroom and across the college: as a result, students behave well, engage in study and other worthwhile activities on campus, and make good progress;*  *leaders are highly visible, managing student behaviour and tackling issues quickly where they arise. As a result, the college is a very safe environment, providing a haven for students;*  *teachers benefit from a co-ordinated and tailored programme of support to improve their craft, and plenty of opportunities to share, watch and discuss practice with colleagues;*  *teachers check and build on previous learning skilfully, incorporating low stakes testing to help students develop long term knowledge and skills;*  *teachers have developed good routines to help students organise themselves and reflect on their learning. Students therefore keep helpful notes and have a good understanding of what they need to do to improve and move towards their goals;*  *teachers and staff have made good links with employers, and work with them in designing challenges and assessments for students. As a result, most students are able to develop their professional knowledge and skills;*  *teachers plan and sequence the curriculum well so that students attain well, develop a depth of understanding in their subjects and move on to positive destinations related to their programme of study;*  *support staff and teachers work well together to provide early help and individual support where students have high needs or particular disabilities or vulnerabilities. Together with highly effective support and liaison of complex safeguarding and Prevent cases, this results in these students achieving well and making good progress, moving on to positive destinations.*  The following key weaknesses were noted:  *teachers need to do more to develop literacy and numeracy skills through marking for literacy and including time for these topics in lessons, particularly as some students feel less secure with these skills after disruptions caused by the pandemic;*  *the pandemic created particular pressures for A Level students, who came in with less predictable CAGs rather than GCSE entry grades. Leaders had less capacity to run interventions at an early stage due to disruptions caused by lockdown and illness, and consequently some students fell behind or struggled and course retention rates are lower in autumn 2021 than they were in 2020;*  *in autumn 2021, in some vocational areas such as business, health and social care, and science attendance levels are too low, and new students in particular are less well schooled in helpful behaviour routines. The college must ensure that strategies to turn around students who have got out of good routines during the pandemic are fully effective;*  *teachers do not always give students adequate thinking time when asking questions. As a result, students sometimes lack confidence and do not always produce the answers of which they are capable.*  The following self-assessed grades were noted:  Quality of Education: **Good**  Behaviour & Attitudes: **Good**  Personal Development: **Good**  Leadership & Management: **Good**  The self-assessed grades adhere to those subsequently awarded by Ofsted, providing evidence that the right level of rigour is applied to internal assessment.  Members focused on the following features:  *attendance: in which context it was noted that it is rare for London colleges to achieve an outstanding Ofsted grade since lower attendance levels act as a brake on high achievement;*  *the impressive contributions of middle management staff, including from curriculum leaders who had benefitted from the pathway structure adopted by the College;* and  *the difficulties of giving written feedback in some vocational courses where it is not permitted under course rules, leading to the necessity for optimising “live” feedback during classes, group feedback, or encouraging appropriate peer-to-peer feedback (with students becoming able to derive realistic targets for their work).*  The opportunities for staff to become involved in external development work now that the College has a Good rating, was particularly noted.  KPIs (2020-21) relevant to the remit of the Committee were noted. The relatively poor outcome in Functional Skills English (less than 1% of provision) was noted in the context that it is an examined course, whereas other courses had been subject to the award of teacher-assessed grades – a significant improvement is anticipated in 2021-22;  It was noted that Ofqual intends that external examinations in 2022 are intended to represent a midpoint in terms of their assessment standard between those last conducted in 2019 and the teacher-assessed standards applied in 2021. For this reason, some 2021-22 targets had been reduced by comparison with the equivalent 2020-21 outcomes.  Attendance will continue to be challenging. It tends to decline as the year progresses, so it may be a “stretch” to match the 2021 outcome in relation to which many lessons had been online and therefore free of the hazards and delays associated with travel to the College.  KPIs (2021-22) relevant to the remit of the Committee were approved on behalf of the Corporation. |
| **8** | **Any Other Competent Business**  None. |
| **9** | **Dates and Times of Remaining Meetings: 2021-22**  The following approved dates and times were noted:  ***Tuesday 8 February 2022 (6.30pm)***  ***Tuesday 7 June 2022 (6.30pm)*** |

There were no actions arising from this meeting.