

BARTON PEVERIL SIXTH FORM COLLEGE
Standards, Curriculum and Learning Committee
Minutes of Meeting held on
Tuesday, 23 January 2018 at 5.43 pm

Present:

Miss D Knight (Chair)
Mr A Adams
Ms K Dagwell
Mr D Mosaddeghi
Dr D Robinson
Mrs L Webb

In attendance:

Mr J Prest (Principal)
Mrs Z Smallman (Assistant Principal (Quality and Student Progress))
Mrs J Miles (Clerk)
Mr R Temple (Assistant Principal (Schools and Community))
Miss A Wood (Assistant Principal (Teaching and Learning))

Apologies:

Dr A Glaze

Absent:

Mrs P Gedikoglu
Miss A Wilson

	Action
379 Preliminaries The Chair welcomed Mr Adams to his first committee meeting.	
380 Declaration of Interests No member of the Committee had anything to declare relating to the items on the agenda.	
381 Equality and Diversity The Chair reminded members to take into account Equality and Diversity issues when considering items on the meeting's agenda.	
382 Minutes	
382.1 The Minutes of the Meeting held on Tuesday, 14 November 2017 were approved and duly signed by the Chair.	

382.2 Matters Arising

Matters Arising had been actioned or were ongoing. The updated record of the Action Points from the meeting would be kept in the Committee file.

382.3 The Principal reported that discussions had taken place with the new catering managers and the students regarding the catering provision. The Student Governor, Mr Mosaddeghi acknowledged that there had been some price increases but the quality had improved and there were more options at a variety of prices. Healthier options were being promoted.

383 Monitoring of College Self-Assessment Report (SAR) for 2016-2017 – CONFIDENTIAL PAPER

383.1 The Assistant Principal (Quality and Student Progress) (APQS) reminded members that Corporation had recently approved the revision of the SAR in order to include data and reports in a combined document and aid monitoring at each meeting. It was hoped that the new format would aid discussion and encourage questioning. In-year data was included, including ALPs data and which had been calculated in-year for the first time using grades predicted by teachers estimating outcomes at the end of the two-year course. It was noted that, as this was the first set of predicted grades, there were likely to be inaccuracies but predictions should become more accurate as the year progressed. Following discussions after these initial grade predictions grades could be re-entered before the next assessment point in March to allow teachers to see the effect. Art and Sciences had been using this facility very effectively.

383.2 It was pointed out that the Physics projections here were certainly too optimistic but the team had only been together for a year. Following a re-assessment of the standards they were now projecting ALPs 5 which was more realistic, if still over-optimistic. A Governor pointed out that tests needed to be repeated to assess progress.

383.3 The APQS explained that a Quality Improvement Committee (QIC) had been introduced in this academic year, consisting of the Principal and three Assistant Principals, to discuss Directors' progress with their actions in the SAR and their departmental Quality Improvement Plans. The committee was confident that Directors were taking ownership of improvement eg it was noted that concerted actions had been taken during this year to improve attendance and this was very much higher than previous years.

383.4 ALPS Connect, a new tool giving in-year value added information was being used by the College gave the opportunity to drill down in great detail into the results in order to target students needing more help so that additional support could be given. It also showed the effect of re-sitting and what it can do to affect the prediction. Looking through the ALPs Connect data should result in the teacher adjusting how they deal with individual students.

383.5 The following questions were asked and answered:

Q: How was the information moderated?

A: Grades were predicted through the professional judgement of the teacher using a combination of homework, coursework and latest assessment mark; in the better departments there were discussions on how to predict grades beforehand in team meetings.

Q: How are you supporting the newer teachers?

A: They are observing their peers and sharing good practice, including 'live' feedback in lessons.

Q: How are you assessing Art subjects?

A: The assessment is being based on accumulative work; based on where they were currently rather than where they were going to be at the end.

Q: How often are the assessments?

A: three times per year, the next being at the end of February.

Q: Last year you talked about freeing up the SLT – how has this benefitted you so far?

A: There had been far more purposeful and direct conversations with Directors and more time for observing teaching and learning. The Principal and the APQS were overseeing quality and were having three-weekly QIC meetings to drill down into the detail of what was happening in departments, so there was an ongoing discussion focussed on the SAR, Priorities and Areas of Concern. Directors had been able to standardise work more effectively and having teachers who were also examiners was very valuable.

Q: Is the Directory of Good practice a subject list?

A: Yes and, for example, the subject Leader for Physics had taken advantage of this. Some centres have agreed to share data and colleges with excellent provision in each subject area listed. Contact could be made and visits arranged. Also, other colleges are making visits here for English Literature, Biology, Chemistry and Business.

Q: Is anybody getting excellent centres altogether to identify best practice?

A: That is the role of the Regional Schools Commissioner. No Government department takes responsibility – in the case of schools, schools must improve each other.

Q: Learning walks were developing – are there any themes emerging?

A: Quality Improvement Plans were being reviewed in departments and learning walks with Directors and Assistant Principals were feeding into the teaching and learning meetings. Reflective questions were helping departments to develop. The Academic Leadership Group also discussed learning walks and good practice.

Q: You are very clear about what you are looking for this year – are there any glaring omissions as a result of what you have found so far?

A: We did wonder how sound the ALPs evidence was that BAME students were underperforming against their white counterparts. When the destinations data was examined it was clear that they were outperforming their counterparts in progression to Higher Education. Measuring outcomes required using a range of measures, not simply ALPs.

383.6 The Chair noted that this was the first set of data and it was making staff more accountable and benchmarking was underway as was the sharing of good practice. There was a lot of good news eg improvements in the disparity between boys and girls and in attendance. It was also noted that in due course individuals, teams and departments could play more of a role in the professional development of their colleagues.

383.7 The APQS was thanked for a very clear report.

384 Student Destinations Report

- 384.1** The Assistant Principal (Schools and Community) (APSC) presented a very full report for leavers in July 2017 and which included an update on destinations from leavers in 2016. It illustrated the great care taken by the College to track students and highlighted:
- one year after leaving Barton Peveril, 75.6% of students had taken up places at university
 - the improvement in the data allowing the Senior Leadership Team (SLT) to drill down to any student by name/school/destination
 - headline information was on page 6 of the report
 - in 2017 the majority of students had moved on to Higher Education and although there was a slight drop in the number applying to university this year the percentage was similar to the previous year at an equivalent point
 - the percentage of students going into employment was up to 13%
 - apprenticeships were up very slightly
 - the numbers going on to STEM subjects had increased from 35% to 40% in three years
 - the number going to Oxbridge was consistent with the previous two years
 - the number of students going to higher tariff universities was higher than average (there were also different tariffs for different courses)
 - the gap between Advanced level students and vocational students going to universities, though the latter could possibly go to degree apprenticeships
 - as a percentage, more students from Southampton schools were going to universities than those from partner schools
 - in 2017 destinations of BAME students were shown on page 21, with at least 73% going into Higher Education (significantly above the College average of 65-67%, so an achievement of some note)
- 384.2** The information for those students deferring entry to university would be updated in the following year's report.
- 384.3** Members discussed the recent trend for students to attend more local universities and the challenge to get families to consider institutions further afield.
- 384.3** The Principal added that the Government league tables were due to be published on the following Thursday (destinations would be much later) but these do not reflect an accurate picture eg because many Art and Drama courses do not go through UCAS and they do not count those taking a gap year. The College does publish the complete information and at their last visit the Ofsted Inspectors accepted the College figures because the information was so detailed.
- 384.4** Members noted the content of the report and thanked the APSC for the dogged determination to produce comprehensive information.
- 384.5** The Chair added that because of the change of date of the meeting the feedback from Early Leavers would be reported at the May meeting.

385 Review of the College Mission Statement – CONFIDENTIAL PAPER

- 385.1** The Principal reminded members that the Mission, Vision and Aims, which forms part of the three-yearly Strategic Plan, had previously been reviewed annually at the Strategic Planning Awayday to ascertain whether it was still appropriate. The

current cycle would end this year and a new Strategic Plan was due to be presented to Corporation in July to cover 2018-2021 and the SLT had considered the Mission ahead of drafting the new Plan.

385.2 The SLT was suggesting very slight changes to the wording but in further discussion and since the paper had been circulated were now proposing:

- to change the word 'welcoming' to 'inclusive'
- to balance giving and taking; in the Values and Attributes section the aim was to concentrate on the act of learning and the notion that giving is a pleasure
- to highlight employability skills in the modern economy
- to encourage students and staff to take responsibility and take active steps towards good health

385.3 It was noted that the Mission had been refined over the years; it illustrated a clear ethos based on learning and was understood by students and staff. The Student Governor stated that it reflected his experience of life in College. Members approved of the proposed changes and recommended them to Corporation. They particularly liked the emphasis on inclusion.

385.4 The Principal added that it was hoped that the proposed Strategic Priorities for the new Plan would be the basis of the strategic discussion item at the March Corporation meeting and then the final draft Strategic Plan would be presented for approval at the July Corporation meeting.

386 Standing Items

386.1 Safeguarding

There was nothing to raise.

386.2 Strategic Initiatives on the horizon

The Principal reported that there was a plan in Government for a review of further and tertiary education; at the moment it would start at age 18. Schools and universities were well funded but there was a fundamental lack of sufficient funding for Sixth Form Colleges and school sixth forms. The Principal had written to six Members of Parliament to ask them to make this point to Damian Hinds, Secretary of State for Education.

387 Committee Business

There was none.

388 Information Exchange

The Student Governor advised members that there was a local group supporting fair funding for schools in the area.

389 ***Date and time of next meeting: Tuesday, 15 May 2018 at 5.30 pm in the Akehurst Room***

The meeting closed at 7.20 pm.