



ST BRENDAN'S CATHOLIC SIXTH FORM COLLEGE
Governors' Teaching Curriculum Quality Committee

MINUTES OF MEETING

Thursday, 16 May 2024

Virtual Microsoft Office Teams Meeting (16:00–18:15 hrs)

GOVERNORS/MEMBERS PRESENT: Mark O'Sullivan [Chair], Svetlana Bajic-Raymond, Bethany Channing-Cone, Marian Curran [Principal], Margaret Harlock MBE, Paul Ryan [6]

ATTENDING: Stephen Clayson [Vice Principal Curriculum Quality Innovation], Vicki Haigh [Head of Teaching, Learning & Assessment] Paul Ryan R*, Leanne Sowersby [Governance Professional] Paul Ryan.

APOLOGIES: None [0]

ABSENT Without Apology: None [0]

CIRCULATION: All Governors, College website

QUORUM REQUIRED: 3/6 (Voting Committee members)

Committee Briefing:

'Use of Assessment to maximise progress and achievement'.

by Steven Clayton [Vice Principal Curriculum Quality Innovation]

SC gave a presentation.

Explained why we are considering assessment now – we are reverting to pre-pandemic measures for accountability, which has implications for the college and how we move forward. There are some suggested questions for the committee to consider using in future.

Accountability measures will now be business as usual, exams data will now be important, as inspectors will be using nationally published school and college performance data, including QAR and value-added data, to inform inspections.

Talked through the accountability measures.

An average point score is generated for each student based on an average of their three best grades. For the college, there will be an average point score for the courses that our students sit. Last year, this was a 'C', for applied courses was a merit. The previous year, this was a 'C+'.

Noted that AAB is important – this is the percentage of students who get AAB, but two of these will be in facilitating subjects (that assist in getting into the best universities).

Last year we narrowed the gap between disadvantaged and non-disadvantaged students more than the national level. There is work to do on the gap between EAL students and non-EAL students.

There is an additional value-added measure, which recognises the different starting points of our students. This is an important area for St Brendan's as a college. The data shared showed that we have significantly more students studying an A-Level from a lower prior attainment, than nationally.

Q – Does national include everyone rather than just sixth form colleges? Yes.

SC talked through the calculations for value-added scores.

SC will talk through the questions on the final slides with MOS.

ITEM	ISSUES RAISED IN DISCUSSION	AGREED ACTION
1. Welcome	1.1 Welcome: Mark O'Sullivan [Committee Chair] opened with the Prayer of St Brendan, as today is the feast of St Brendan, and a welcome.	
2. Declarations of Interest	2.1 Declarations of Interest: The members of the Committee confirmed there had been no change.	
3. Minutes Previous Meeting	3.1 Open Minutes Agreement [28 February 2024]: The Minutes were adopted as a correct and true record and passed for electronic signature and for publication on the website. Tuition find allocation is £89.5k not £89.5	

<p>4. Quality Improvement</p>	<p>4.1 Self-Assessment 2022/2023 Report / 4.2 Quality Improvement Plan [QIP] 2022/23 update: SC gave an update. The data is now showing improvement in key courses between terms 3 and 4. Retention continues to hold steady.</p> <p>Aa a college we are still making great strides in the work of developing links between key curriculum areas and the world of work.</p> <p>Will be meeting next week will several large local employers around the business T-Level.</p> <p>Next steps, SC is meeting with a number of colleagues from the Southwest, to discuss the potential for them to assist with reviewing our quality assurance system.</p> <p>There are also some exciting developments around funding for engineering facilities and the curriculum offer. Building work should star this summer on an overhaul of the design and technology area.</p> <p>Destinations – it has been a challenge to obtain accurate data on this. SC shared a report that teams can use to assess the effectiveness of the curriculum, which shows destinations, as well as showing how many students went on to study a given course at university.</p> <p>There has also been work around working with stakeholders, protecting our college provision.</p> <p>MC noted that we now need to ensure that connections with universities are used so that those universities and speaker from employers are coming in to work with our students.</p> <p><i>SC left the meeting.</i></p>	
<p>6. Principal's Report</p>	<p>6.1 Student Recruitment 2024/2025</p> <p>The most up to date numbers are 2725 applications, 2298 offers and 2098 acceptances. These do not include those moving from Year 12 to Year 13.</p> <p>This shows an increase in numbers that we need to ensure we convert.</p> <p>6.2 Student Recruitment/Attendance Report 2023/2024</p> <p>Retention will also impact on qualifications and achievement rates. There is some concern around access to level 3 which will be looked at. Overall, retention for year 13 has improved and overall year to date has slightly improved – some of this is around mental health in particular.</p> <p>The Access to level 3 is an up and down year. Overall retention is reasonably good.</p> <p>Agreed to include priority groups in the attendance breakdown.</p> <p>MC talked through the figures. Overall attendance is improving – male attendance has improved, female is up and down.</p> <p>Year 13 attendance to date is likely to be slightly lower in the next report due to exams staring earlier.</p>	

	<p>Q – Which committee will discuss a more detailed breakdown of attendance by priority groups and subject, and where is the link between outcomes and attendance?</p> <p>Q – Will there be a report on persistent absence and the effect on outcomes?</p> <p>From a quality point of view, the link between attendance, retention and achievement at subject level would be this committee. It would be important to identify reasons for low attendance in terms of quality. Persistent absenteeism would be addressed in Ethos, to look at the reasons behind this.</p> <p>For quality, where there is poor attendance in a subject, may need to investigate any issues. It could also be useful to look at whether there are any issues with teacher absence and student attendance.</p> <p>Under the quality element of the report, to include subject attendance and current attainment.</p> <p>Q – Do we have an idea whether the reasons for low attendance of our students are different? The majority are physical and mental health for those 50% or lower. In the 60-70% there are students who have other priorities, such as part-time work etc and there is a quality piece around the perceived quality of the lessons. Can sometimes see from triangulated information, that there are issues in the quality of a course and sometimes attendance can be improved by improving the quality of the course.</p> <p>As far as we are aware, our experience is very similar to other colleges.</p> <p>MC has been looking at where students have come from. Some Bristol schools are having real issues with attendance, and we are then having to tackle something that is quite systemic. Attendance is low across Bristol.</p> <p>Discussion around the culture of the college around this and ensuring that good attendance is modelled.</p> <p>6.3 Student Three-Year Trend</p> <p>Noted that the report shows the trends for retention, attendance, punctuality and recruitment</p>	
<p>5. Curriculum Teaching Learning & Assessment</p>	<p>5.3 Tuition fund</p> <p>VH talked through the report. Exams have just finished for students who received coaching in creative arts, and this is looking to be positive, data can be provided in the next meeting.</p> <p>The sessions rolled out over Easter received good feedback.</p> <p>The additional money for the past four years has been invaluable and will be a loss, and we will need to think about how we utilise the resources available to provide support.</p> <p>Discussion around the issues with spending the money, and some of the reasons for this.</p> <p>Q – Is this offered to very able to students as much as to less able students? The eligibility criteria have been a sticking point – this is based on GCSE grades which must be a 6 or less. We have tried to be creative around the ways sessions are run, to include more students where we are able to. We have done our best to include masterclasses for the A* workshops as well.</p>	

MC noted that VH oversaw this programme and acknowledged her work on this. Also noted that there has been an audit on this which will go to Audit Committee, and the auditor was impressed with the processes. Governors congratulated VH on her work on this.

It will be important now to consider how these students are supported in the future.

5.4 Quality of Teaching and Learning

VH talked through the report.

Highlighted the work done on Business Studies and noted the improvement in attendance on this course.

There has also been a key piece of work with music technology.

Continue to monitor Maths, there has been a great deal of CPD on a particular element of the course recently and this is improving.

Where we have been able to work intensively with staff we are seeing positive change.

Governors noted the mention of student voice and staff subject knowledge.

Q – What is voice 21? This is a national charity working around oracy and literacy, developing pedagogy that allows people to have their voices heard, to be able to speak fluently and therefore to read fluently etc. We expect students to speak with purpose and to give high quality responses and are working to help teachers support students in this. We have had some successes in students doing TED talks etc. We aim to become a centre of excellence next year.

Q – Where is Religious Studies? VH has done an observation today and has seen an improvement in terms of the oracy and people speaking. VH is currently working with the RPE team as well, doing lesson visits and looking at pedagogy. There will be a separate piece of work looking at the curriculum in term 6.

One of the things in student voice is around getting students to engage in RPE. It is important to acknowledge that students may also want a space for reflection and have an open question for discussion. MC will be looking at the pedagogy with VH and the Catholic inspection framework to marry the two together.

Noted that a course-by-course breakdown can be provided, possibly as an appendix to a longer document.

SC rejoined the meeting.

Governors appreciated the brief reports.

Discussed A-level RE. The achievement rates last year were above national for high prior attainers. Overall the value-added score was slightly higher than that of the whole college.

5.1 Student progress

Q – What is the value added based on? This is all internal data, between term 3 and 4. This is the 2019

	<p>benchmarks as described in the presentation.</p> <p>Q – what are the overall progress grade definitions based on? This is based on value added. The level 3 VA is based on target grades.</p> <p>SC talked through the report. Noted that there is a caveat around the quality of the assessments being made, some are less robust than others, and this will be a development area for term 6 and is part of the CPD plan.</p> <p>Psychology, there are just under 200 students doing this subject, so the number of U grades is higher, but is not out of line as a proportion.</p> <p>Noted that all subjects reviewed their curriculum following this data drop to create a countdown plan for the last 8 weeks. SC flagged that the Business team have been working tirelessly to cover for staff absence. Psychology have worked very well to produce very tight revision plans.</p> <p>There have been grade boosts and revision plans for all of those with U grades.</p> <p>For the ALPS analysis, SC has chosen priority course of concern from last year. Where there has been a focus, most of the subjects have made good progress.</p> <p>Where attendance is particularly low, there is often a correlation with low overall progress grades. There are stories behind some of these, such as students with significant mental health issues, but they are still impacting the headline figures.</p> <p>Noted that this report covers the attendance by subject.</p> <p>It would be useful to give percentages of students with U grades.</p> <p>overall progress grade looks at where we are against the ALPS target. So we are one grade away. SC will provide a narrative in future to explain this.</p> <p>Q – What does WJEC stand for? This is a Welsh examining Board/</p> <p>Q - How has someone gone down from a 5 to an 8? This relates to the issues with robust assessment, a small snapshot was use, rather than a holistic view. This is why we will be focusing on this as CPD to ensure that assessments are planned and thought through.</p> <p>5.2 Recruitment of staff: MC gave an update</p>	
<p>7. Policy Review</p>	<p>7.1 Monitoring, Standards and Quality Policy</p> <p>SC talked through the policy. The unions have been consulted and there were a few points of clarification that have now been added in. SC talked through some of these.</p> <p>SC also talked through the changes to last year’s policy.</p>	

	<p>Suggestion around trying to add a flavour of the Catholic social teaching of the college into section B, and there was a discussion around this. The policy is very much linked to standards set by Ofsted and Ofsted were impressed by this policy and it sets out the values by which we monitor quality in the college.</p> <p>Q – There is a reference to sub-contracted provision, but have heard very little around this – is there much of this? There is some sub-contracted provision, some of which is funded, such as sport and music. This allows us to ensure that we are monitoring the quality of the provision in these cases.</p> <p>Q – Could we include something around adherence with Catholic social teaching? MC feels that The Diocese inspection framework would be interested in things like how the Catholic social teaching is woven through the college, in things like student induction, through policies etc. The Diocese will ask the Head of RE how strong the quality assurance measures are. Also noted that this policy has also been through the staff forum and consultation. It is useful to keep this in mind when discussing these issues.</p> <p>Monitoring, Standards and Quality Policy approved</p>	
8. Safeguarding /PREVENT	<p>8.1 Safeguarding/PREVENT Committee Duty review.</p> <p>Need to include a standing item around the Local Accountability and meeting the local skills element.</p> <p>Noted that the destinations data will also link in to meeting the local employers’ needs.</p> <p>VH and SC have circulated activities to staff for term 6 to review curriculum to incorporate British values within their curriculum.</p>	
9. Risk Register Review	<p>9.1 Review of Risks Allocated to Committee</p> <p>SC talked through the risk register item. This has been reviewed by the principalship.</p> <p>Noted item 2.4 has had some additions and talked through these.</p> <p>There are also changes to 2.5 in the further actions around the central observation team and targeted support for faculties and induction for new middle leaders.</p>	
10. Committee Business	<p>10.1 External Governance Review: SBR advised we have received a first draft of the report, which is very comprehensive. Overall, it is a positive report. MC and SBR will meet with the reviewer. There is also a draft action plan. There were three broad strengths in board composition, structures and interaction.</p> <p>An area for development is reporting and information overload. There are also recommendations around managing the oversight of the risk register, skills around HR etc, and possibly work around governor induction and training. Overall, the reviewer was very positive about the governing body.</p>	

	<p>10.2 Committee briefing next meeting – agreed MO and SC to consider this nearer to the meeting in September.</p> <p>10.3 Report topics for Board of Governors: Methods to address quality issues, tuition fund, progress and use of assessment and ensuring this is reliable.</p> <p>10.4 Committee Recruitment: We have interviewed two people, one of whom will likely join this committee and another who might be appropriate for Ethos. There is another person who has been interviewed as a potential co-opted governor on the Resources committee</p>	
11. Any Other Business	11.1 None	
12. Correspondence [Not covered within the agenda]	12.1 None:	
13. Next Meeting	13.1 Date of Next Meeting: TBC	
Minutes Agreed	<p>Minutes of Meeting agreed as true and accurate record.</p> <p>Date: 13 November 2024</p> <p>Signed: _____ Committee Chair</p>	