



COULSDON CAMPUS LEARNING AND QUALITY COMMITTEE MEETING
Wednesday 9 June 2021 at 6.00pm
Virtual Meeting

MINUTES

Present: Tom Hesmondhalgh (Chair)
Caireen Mitchell (Principal & CEO)
Jean Cook
Claudine Reid
Andy Wilson
Soumick Dey
Fiona Brennan (Staff Governor, Coulsdon)
Donna Hollick (Co-opted member) – from 6.25pm
Margaret Bird (Co-opted member)

Attendees: Odette Carew, Principal, Coulsdon College (CP)
Phil Castile, Acting Assistant Principal, Curriculum and Quality (AAP)
Martin Silverwood, Head of Learning and Quality

Clerk: Clare Mitchell, Director of Governance

1.	Apologies for Absence Apologies for absence were received from Abbigail Azirou, Student Governor for the Coulsdon Campus.
2.	Declarations of Interest There were no declarations of interest.
3.	Minutes of the Coulsdon LQC Meeting held on 3 March 2021 The minutes of this meeting were <u>agreed</u> as a correct record.
4.	Matters Arising from the Minutes not on the Agenda The Committee <u>noted</u> the updates to the action list. The CP reported that the tutorial system was now being used to improve the response rate to the QDP survey, with each tutor having responsibility for ensuring their group of students completed the survey. Once embedded, this system should result in further improvements in the response rate over time.
5.	Principal's Report – Coulsdon Campus The CP presented an overview of the key issues set out in her report. In year retention was at 94% overall, with retention highest for Year 12, suggesting that progression to Year 13 would be strong. The Heads of Faculty were optimistic about the likelihood of improving achievement rates above 2019/20 figures. A robust and transparent process had been put in place to agree Teacher Assessed Grades (TAGs), which had been implemented across all faculties.

The process for calculating TAGs had been clearly communicated to parents and students. As a result few appeals were expected. The CP thanked staff for their hard work to implement this challenging process in a short timescale. The Committee also expressed its thanks to staff.

The March 2021 snapshot review had shown improvements in teaching and learning, which had improved from Grade 3 (requires improvement) to Grade 2 (good). This judgement was supported by more positive student feedback.

Retention remained high (99% and 98%) for students studying GCSE English and Maths and achievement was expected to improve on 2019/20 levels.

Employability and wider skills development was being emphasised across all faculties; with increased employer and community engagement. Dates for face to face work experience had been agreed for 2021/22. This would include work experience for Year 13.

There had been three QDP surveys across the academic year. The Head of Learning and Quality reported that these showed a steady improvement in student satisfaction, particularly in the areas of safeguarding and wellbeing. However, there was still work to do to increase student satisfaction with teaching and learning. The CP reported that there was now greater engagement with students to address issues as they arose. As a result, the level of interaction in online lessons had improved significantly during the second lockdown. There was also increased teacher feedback on learning and a catch up email now went out weekly to students and parents.

In preparation for 2021/22 a centralised timetabling process was being introduced co-ordinated by the AAP. This would be built around GCSE English and Maths slots so that learning in those areas could begin from the start of term. In future, only those students who met clear criteria including attendance and progression over the first four weeks would be entered for the November GCSE examination sitting. The enrolment process for 2020/21 was being streamlined to ensure a smooth start to the new academic year and existing Year 12 students were currently enrolling for Year 13.

The Committee asked about the feedback received from students at the snapshot reviews. The Head of Learning and Quality responded that students had commented on the improvements in remote learning and that they had much greater clarity on how to progress with their learning. Students felt that staff cared for their wellbeing and their progression.

The Committee welcomed the progress that had been made but one member expressed concern that the Committee had not been fully aware of the extent of the concerns about the Coulsdon Campus prior to the current CP's arrival. The P&CEO reminded the Committee that the Coulsdon Campus had been graded 3 (requires improvement) in the 2019/20 SAR and this had been reported to the Committee at its November 2020 meeting. The new CP was being more transparent about the areas that required improvement and tackling them directly.

The Committee asked whether local students were applying for places in 2021/22. The CP indicated that she did not have this information but she was now meeting and strengthening relationships with local schools.

The Committee asked whether the weekly catch up emails were resulting in greater engagement with the College. The CP indicated that she had anecdotal evidence of greater engagement through emails from parents but would investigate whether it was possible to obtain data on how many of the weekly catch up emails were opened.

Action: CP to investigate whether it was possible to obtain data on how many of the weekly catch up emails were opened

The Committee asked how the improvements in teaching and learning had been achieved. The CP reported that the teaching and learning mentors (TLMs) had played a crucial role, as had the management team and heads of faculties; who had set clear and consistent expectations for staff. The Staff Governor reinforced the importance of the TLMs in making improvements to teaching and learning. The TLM team was seen as supportive and non-threatening by staff, who were willing to ask them for help.

The Committee was assured that the positive aspects of online learning would be maintained now that students had returned on site; particularly the importance of students being actively engaged with their learning and the use of interactive IT in the classroom. The Staff Governor commented that while some aspect of the curriculum could be taught effectively online; following two lockdowns students were much more aware of the value of being taught in person.

The Committee **discussed** the Principal's report.

The Committee then **discussed** attendance as the key risk identified for a deep dive discussion at this meeting. The CP presented an overview of the current situation. Overall attendance was at 73%, below the KPI of 85% for 2020/21. The Creative Arts Faculty had the highest attendance at 83%. Attendance levels were between 71% and 74% for the other faculties. Attendance at tutorials (enrichment) was the lowest at 57%. This reflected the fact that the tutorial system had not been introduced across all areas at the start of 2020/21 and not all students had got into the habit of attending these sessions. Attendance had dropped during the lockdown in early 2021 and had not recovered with the return onsite from 8 March 2021.

Attendance was lower for L2 students retaking maths and/or English GCSE. In 2020/21 all L2 students had been entered for the November examination sitting. Some students had then stopped attending classes until the results were known in January 2021 and had found it difficult to re-engage if they had failed. There wasn't a significant different in attendance by gender, but Looked After Children (LACs) attendance was lower, which was a concern. LACs had faced issues engaging with remote learning because of lack of access to laptops and not all had taken up the opportunity to use the LRCs until a laptop was available for them to borrow.

A number of strategies had been put in place to improve attendance; including using technicians and assistants to contact learners during the lockdown to encourage them to engage with remote learning. In terms of the way forward, a slicker start to 2020/21 with robust timetables, resetting expectations for staff and students and better use of data to identify at risk learners was expected to improve attendance.

The Committee noted that a significant number of actions had been identified to improve attendance in 2020/21 and asked how the effectiveness of these actions would be evaluated. The CP indicated that attendance data would be closely

	<p>monitored for evidence of which actions were having an impact. There would be greater communication with students, both formally and informally, to find out what was working for them. There would also be increased engagement with the parents of at risk students. Student focus groups would take place in advance of student surveys, rather than reactively, to build a sense of community and address issues earlier.</p> <p>The Committee noted that achieving and maintaining high levels of attendance was difficult with students in this age group but currently attendance levels meant that students were missing a quarter of their course and addressing this was crucial. To do this, there needed to be a set of common expectations across the campus which were clear to all students and staff. In addition, there would need to be a range for strategies to address attendance issues at an individual level. The emphasis on a smooth start to the new academic year was important and this would be an ongoing requirement with each new cohort of students. The P&CEO noted that one of the key strategies for improving attendance was already well underway, with the improvements in teaching and learning. Engaged students were more likely to attend. Students would be encouraged to attend rather than penalised for not attending. Encouragement would be framed around good attendance preparing students for higher education and employment and enabling them to access the support that the College could provide.</p> <p>The Staff Governor indicated that she expected to see a significant improvement in attendance in 2021/22. The new timetable would mean busier, more engaged students who would have access to more enrichment opportunities.</p>
6.	<p>Student Governor’s Report</p> <p>The DoG raised an issue relating to attendance on behalf of the Student Governor who was unable to attend this meeting. There had been some confusion among Year 13 students about whether they were expected to attend College after the June half term break and this had impacted on attendance for this group. The CP explained that under normal circumstances Year 13 students would go on study leave after half term to prepare for their examinations. However, national examinations had been cancelled this year because of the pandemic and had been replaced by TAGs. Communications had now gone out to Year 13 students to explain that the need for them to continue to attend. These students would be undertaking employability and stretch activities as their final pieces of work were being marked and TAGs were finalised.</p> <p>The Committee noted the issue raised by the Student Governor</p>
7.	<p>Operational and Quality Improvement Plan 2020/21 – Coulsdon Campus</p> <p>The Committee noted the updates to Strategic Objective Two relating to the Coulsdon Campus.</p>
8.	<p>Safeguarding Interim Report 2020/21 - Coulsdon Campus</p> <p>The Committee noted the Safeguarding Interim Report.</p>
9.	<p>Policies</p> <p>The Committee noted that the updated Learning and Quality Policy and Framework and the Positive Behaviour Policy and Procedure had been provided</p>

	<p>for information. The Head of Learning explained that the changes to the Learning and Quality Policy and Framework were minor and reflected current practice at the two campuses. There was now a greater emphasis on record keeping in the Positive Behaviour Policy and Procedure and on proactive use of this data. The AAP reported that the staff duty rota at the Coulsdon Campus was being reviewed to increase staff engagement with students. A positive behaviour steering group would consider how this policy could be embedded across the campus.</p> <p>Staff at the Coulsdon Campus had been involved in the updating of these policies. Any comments from Committee members should be submitted to the DoG ahead of formal consideration at the Croydon LQC meeting on 16 June 2021.</p>
10.	<p>Committee Risk Register (Strategic Risk Two)</p> <p>The Committee <u>noted</u> the updates to Strategic Risk Two and <u>discussed</u> the risks relating to poor attendance as noted under Item 5.</p>
11.	<p>Review of Terms of Reference</p> <p>The Committee <u>recommended</u> the proposed amendment to the Committee's terms of reference, which related to the Committee approving the relevant sections of the risk register for consideration by the Audit Committee.</p>
12.	<p>Post Meeting Evaluation</p> <p>The Committee commented on an improvement in the thoroughness of the reports and the openness of the discussion. The P&CEO noted that the results of the staff survey were now available and the headlines would be presented to the next meeting of the Finance and Resources Committee. As this Committee considered matters specific to the Coulsdon Campus, the P&CEO proposed that a paper on the results of the survey for Coulsdon Campus staff should come to the next meeting for discussion.</p> <p>Action: P&CEO to bring the results of the staff survey for the Coulsdon Campus to the next meeting</p> <p>The Chair noted that the Governors' Portal was now up and running and asked for any feedback on how it could be improved to be sent to the DoG.</p> <p>Action: Governors to feedback to the DoG on any proposed improvements to the Governors' Portal</p>
13.	<p>Dates of Future meetings</p> <p>The Committee <u>noted</u> the dates as follows:</p> <p>Wednesday 10 November 2021 Wednesday 9 March 2022 Wednesday 22 June 2022</p>
14.	<p>Other Business</p> <p>The P&CEO noted that this was the Chair's last Coulsdon LQC meeting as he would be leaving the Governing Body in early September after four years on the</p>

	Board. She thanked him on behalf of the Committee and Coulsdon College for his support; particularly as one of the Governors who had been involved in the merger with Coulsdon College.
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Approved as a correct record at the Coulsdon Campus LQC meeting on 3 November 2021

*Clare Mitchell
Director of Governance*