

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
7 November 2017 – 2.00 pm**

PRESENT: Sarah Noble (Chair)
Susan Hughes
Janet Maynard
Elaine Oddie
Jack Pendleton (Student Governor)
Seena Shah (till 4.15 pm)
Andy Sparks
Barbara Vohmann

IN ATTENDANCE: Penny Petch (Director of Teaching, Learning & Quality)
Caroline Williams (Deputy Principal)
Mike Tadman (Assistant Principal, People & Services)
Alison Davies (Director of Curriculum, MS from 3.30pm)
Marco Iciek (Director of Learner Development & Inclusion)
Mark Emerson (Director of Information Services)
Simon Drane (Director of Curriculum, Princes Road)
Rob Millea FCA (Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)

The Chair welcomed Seena Shah and Jack Pendleton, who are new Members of this Committee.

538. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Steve Houghton, who is on leave of absence from the Board.

539. DECLARATION OF INTERESTS AND CONFIDENTIAL ITEMS

Barbara Vohmann declared her interest as a staff member at Anglia Ruskin University. The Clerk declared his interest as Clerk to South Essex College. The Clerk also informed the Committee that his wife's cousin is the Clerk to Writtle University College.

There were no other declarations made.

No confidential items were notified.

540. URGENT BUSINESS

There were no items of Urgent Business.

541. MINUTES OF THE MEETING HELD ON 16 MAY 2017

The Minutes of the Meeting held on Tuesday 16 May 2017 were **APPROVED** and **SIGNED** by the Chair.

542. MATTERS ARISING

The Clerk provided a summary of Action Points from the last Meeting and current status.

He reported, having taken advice, that Voice Recording of Meetings is not advised.

The issue of recruiting students to the Catering courses was discussed at the Board Meeting on 29 September 2017, where the Board noted a continued fall in enrolments this year.

All governors will be given further training on Learning Walks at the next Governors' Development Day in February 2018 with emphasis on looking for Higher Level Skills during Walks.

All other points are covered elsewhere within the published Agenda.

543. TEACHING, LEARNING AND ASSESSMENT

Director of T,L&Q **PRESENTED** a Final Report on the Observation of Teaching, Learning & Assessment for 2016-17.

The key points of the Report were:

- Explanation of the key challenges and opportunities in 2016-17 including CAM coaching programme, cross-college mentoring, embedding of the new management structure, use of performance metrics, holistic staff rating and use of external consultants.
- 291 observations took place and 86% of teachers achieved all five key expectations when observed under the developmental approach to observation introduced for 2016-17, replacing the previous 'grading' observations
- 223 learning walks took place
- Data by departments showed five below the college average of 86% and seven above – Health, Childcare and Access only achieved 60% of staff meeting all five key expectations which has since been addressed
- The data was also analysed by Level of Programme and Provision Type

- Adult level 3 and some study programmes level 1 and 3 were below the average target.
- 53 teachers were supported through the ACE programme and to date seventeen remain on ACE.
- Significant increase in exemplary practice observed during 2016-17
- Two external consultants have supported our inspection judgements as did the Support & Challenge visit from Ofsted in March 2017

The Committee noted that staff mentors (consistently high performing staff) were not observed during the year and therefore their data is not included in the statistics – if they were, the raw data would increase by 4% and the optimised data by 2%.

The **recommendations** for 2017-18 include:

- Linking of TaLOS information to staff progress reviews
- Weekly AP surgeries and monthly themed ACE training sessions
- Use of college wide mentors
- Continued non-direct support (see previous minutes)
- Weekly CPD sessions delivered by College managers
- Monthly planned Learning Walks (Governors will also do Learning Walks)
- Observation of new staff and those on the ACE programme will be prioritised as will observations of staff who during 2016-17 struggled to meet the five key expectations

A governor asked how many observations have taken place this year. So far, 27 observations have been completed and validated, of which 45% meet key expectations. Although this percentage may appear low, the observations so far this year have prioritised the more 'at risk' and lower performing teachers and the results are in line with expectations.

The target for staff meeting all five key expectations for the year is 90%.

A governor observed that the metrics noted on page 4 of the Report does not identify training needs for staff. It was confirmed that actions taken for each staff are recorded and tracked in their progress reviews.

A governor observed that the performance of Learner Coaches was under average. The response was that some issues have arisen but action has been taken through replacement of staff and the results are better now compared to last year.

In response to a governor question, it was confirmed that teacher training is being undertaken by all those staff who are not trained so far.

The Committee noted that there was a continuing issue in recruiting Engineering staff and premium rates are having to be paid. (There is some evidence of the same staff circulating in the sector and negotiating new pay and conditions)

A governor asked if enough is being done to keep staff motivated and up to date in training. Management stated that staff are provided with relevant CPD to meet generic and individual needs and there are Learning Walk themes to roll out good practice.

A governor noted the recommendations in the Report which in effect, constitute an Action Plan. This was agreed. Further, the governor asked about actions in current Curriculum Intervention Areas and whether the Action Plan needed specific actions for these Areas.

Management responded that the CIAs are listed and stressed in the College Improvement Plan as well as separate action plans for those Departments identified, sufficient to give confidence that the intervention areas are being carried forward. Engineering has met targets in terms of teaching (88% of observations met all expectations) but success rate outcomes have not met targets. It therefore remains an intervention area for 2017-18.

In response to a governor question, it was confirmed that the TLA recommendations noted above will be linked to the College Improvement Plan.

The Committee felt it was a helpful and informative Report.

The Committee **NOTED** the Report.

544. ENGLISH AND MATHEMATICS

Director of Curriculum (MS) **PRESENTED** a Report providing an overview of the College's progress made in last academic year and the current position in relation to English and Mathematics.

Progress

Considerable progress has been made during the year which includes:

- Moderation of controlled assessments
- Staffing stability and timetabling changes
- Homework tracking for GCSE Maths
- Teaching, learning & assessment
- Staff development and preparation for the introduction of the new curriculum next year

- Link with FEDEC providing training on new specifications
- Exam preparation and excellent attendance at GCSE English & Mathematics examinations of 91%.
- Support and Challenge feedback
- Development and establishment of 'task and finish' working group, which is now meeting regularly
- Effective use of SAR and action planning

There was confidence that everything which has been done during the year has had a positive impact and the college has improved against national rates though it is acknowledged that improvement is still needed. This is the on-going focus for 2017-18.

In recognition of the progress made, English & Maths is no longer a specified intervention area for 2017/18, but English & Maths does remain a priority across the whole curriculum.

A governor asked about the impact of the Task & Finish Group for 2016/17. The group convened in the final term of last year, so 2017/18 is its first full year of operation. It will be monitored and measured through the year and its task is to consolidate our approach to best practice in English & Maths. A major emphasis will continue to be on attendance and the CAMs are working to motivate students to attend, using a variety of techniques.

The Committee will be updated on the Group at the next Meeting.

ACTION: AD

Management also commented that the new GCSE specification is developing and becoming embedded. Delivery time is being extended to a third hour in recognition that students have to reach the higher standards required in the new qualification.

Outcomes

GCSE English pass rate A* to C was 25.9% (2016/17 17.2%) and GCSE Mathematics pass rate A* to C was 30.2% (2016/17 27.6%).

Functional Skills English rose to 67% (up 20pp) and FS Maths rose to 60% (up 10pp).

These outcomes evidence our efforts to raise standards and outcomes and the rates achieved are comparable with other local Colleges.

22 full observations took place in 2016/17 in which seven out of nine staff met all five key expectations equating to 78%, against a target of 80%.

A governor commented on the good re sit results and it was noted that this had required quite a lot of one to one support. In addition, a lot of work had taken place where some students had failed by a small margin. As a result quite a number of students had been upgraded from D to C in English although fewer in Maths.

Retention and Attendance

Attendance at Maths & English sessions is lower than attendance on all vocational components of a student's study programme and is inconsistent across curriculum areas ranging from 82% to 68%, compared to College overall attendance average of 86%. (see Task and Finish Group focus in these curriculum areas as above)

End of year Retention rate was 85.5% compared with a cross College all levels rate of 92.7%.

Teaching, Learning & Assessment

Underperforming staff were effectively line managed throughout the year and seven out of nine staff met all five key expectations, an improvement over last year. There is now a stable College teaching team in this area.

The Education Training Foundation has adopted our strategy and approach as good practice and intend to roll it out in the North of England. The Department Head's considerable impact and success in improving outcomes in this area is also recognised.

The Committee requested a presentation on the new curriculum for GCSE English & Maths at the next Meeting.

ACTION: AD

The Committee **RECEIVED** the Report.

545. LEARNER VOICE REPORT

The Committee **RECEIVED** a Report from Director of Learner Development & Inclusion on the development of Learner Voice in 2017/18 and the outcome of student polls to date.

All students were surveyed during their induction period. That induction period included a variety of activities to introduce students to College life:

- Orientation
- Professional expectations

- Learner Voice
- Assessment methodology
- Progress and Progression Reviews
- Work Related experience
- English & Maths
- Prevent
- British Values
- Safeguarding

The results of the induction poll were provided in detail to the Committee. The responses were in general very positive with affirmative responses of over 80% in most cases.

This polling has continued weekly based on PDBW themes and again the results are very positive with response levels in the affirmative at around 80%. However, polls on an ongoing basis tend to get less positive responses with time.

Nevertheless, some questions/answers do point to further action being necessary, e.g. understanding by students of the need to do work experience.

The Director of Learner Development & Inclusion gave details of ongoing mechanisms to capture and encourage the Learner Voice:

- LV representative in each tutorial group
- Three LV Meetings to date at both Campuses (inc Beacon House)
- Principal and SMT members have attended LV Meetings
- Five Learner Voice Clubs established
- Development of community and charity events (which has been an area of development/expansion based on past activities)
- Student contribution to tutorials

A governor reported that she had attended the most recent Learner Voice Meeting and stated that students were not only raising issues but also suggesting solutions. She said that the students attending were a mixture of levels including level 3 students.

A new governor asked if she could attend Learner Voice Meetings in future.

ACTION: MI

The Committee requested that results of regular student polls be placed on the Governors' portal.

ACTION: MI

A governor asked how Student Representatives are selected. Director of Learner Development & Inclusion said that representatives tend to emerge from each tutorial group are not usually formally elected, which Student Governor confirmed.

Student governor asked about how he could contribute to the development of 'clubs' within the student community, which is one of the goals of the Learner Voice objective.

ACTION: MI

The Committee **RECEIVED** the Report.

546. SELF-ASSESSMENT REPORT 2016-17 & COLLEGE IMPROVEMENT PLAN 2017-18

Self-Assessment Report 2016-17

The Committee **NOTED** that all Governors were provided with the final Version of the College Self-Assessment Report for 2016/17 at the Governors' development day on 20 October 2017. This has been uploaded to the OFSTED section of the portal and will be used by them as part of their evidence at the imminent OFSTED inspection.

Governors were also provided with Briefing Notes that summarise the key elements of the Report including the key data to substantiate the College self-assessed grade as Grade 2.

The SAR is divided into two sections – an Executive Summary providing the narrative regarding the self-assessment (much of which mirrors the Briefing Notes mentioned above) and an Appendix which provides a detailed data analysis.

The Committee, having reviewed the final version of the Report, **RECOMMENDED** that the Report be approved by the Board at its Meeting on 7 December 2017.

ACTION: CLERK

College Improvement Plan 2017-18 (Draft)

The Committee **RECEIVED** the Plan for 2017/18 and **RECOMMENDED** the Plan be approved by the Board at its Meeting on 7 December 2017.

ACTION: CLERK

The Plan provided the Committee with the key actions which will further drive improvement in the College. Updates on progress will be provided to the Committee and the Board during the remainder of this academic year.

The Deputy Principal reminded governors that the CIP continues to focus on the seven priorities for the College and senior management responsibilities for the various actions in the Plan that are delineated.

The Plan also proposed academic targets for 2017/18 on pages 11 to 17 thereof, along with lesson observation targets, work experience targets and attendance levels for Maths & English.

A governor asked that SMT look at a target for punctuality for English & Maths in future, recognising the initial priority is attendance and the target for 2017/18 attendance of 90% is aspirational.

A governor asked if the good results last year were just because it was a better student cohort. The response was in the negative and the College can demonstrate that the value added was greater. In terms of their baseline entry level academically, the cohort last year was not materially different to the previous year therefore they clearly did well and achieved better results. TAG results reflect this. It is also an indication that the right students are now on the right course from the outset.

Director of Information Services commented that the destination data for students from last year that shows better outcomes from last year. It is considered that we are truly unlocking the potential of students. (The data collection on this is nearly complete and will be reported before or by the next Meeting)

ACTION: ME

Governors agreed and emphasised that it is important the College can demonstrate this improvement, especially by adding value to student achievement and that the progress made is real and sustainable.

The targets were **NOTED** – they had been approved by the Board at its Meeting on 29 September 2017.

547. CURRICULUM INTERVENTION PLAN 2017-18

The Director of Curriculum (MS) and Director of Curriculum (PR) jointly **PRESENTED** the College Intervention Plan 2017/18 showing four areas proposed for intervention in 2017/18 namely: Health and Social Care (levels 1 and 2), Business (level 2 including AAT) in respect of Moulsham

Street, Engineering and timely completion of apprenticeships at Princes Road.

The Committee was provided with the reasons for the two areas identified for intervention in 2017/18. Health & Social Care especially where 2016/17 declined on the previous year, as detailed in the Appendix to the SAR, including Levels 1 and 3 being 11pp under National Rate. AAT Level 2 only has a success rate of 74%, which was very disappointing. Short, sharp actions are being taken in both areas.

Staffing has been and is an issue in Health & Social Care resulting in poor student behaviour. (the area has significant overall student numbers) This behaviour is low level but care is needed so that it does not escalate into disciplinary issues (loud talking across each other/ tends to be the weaker students). It is believed that the right staffing will overcome this in the current year because it is a matter of classroom management, but it is acknowledged that it remains difficult to recruit the right staff.

The planned actions for Health & Social Care and Business will mirror strategies for management in English & Maths, where there has been considerable success.

English & Maths will remain under close scrutiny (but not an area of formal intervention) and progress monitored regularly to ensure that the improvement shown to date is sustained. This will continue to be a Standing Item on the Agenda for this Committee during the year.

ACTION: CLERK

Details of the Actions proposed and the expected Outcomes for each of these intervention areas was included in the Report. The Directors of Curriculum will report on progress to this Committee.

ACTION: AD/SD

The Director of Curriculum (MS) said that the areas removed from intervention at Moulsham Street for 2017/18 are demonstrably better and the evidence in outcomes is documented in the Appendix to the SAR which show data figures.

The areas removed were Child Care, Maths and English, Sport and Public Services, Art and Media.

There has been a reorganisation of the Health & Social Care tutorial groups though timetabling needs to cater for English & Maths delivery as well. A governor queried whether there are also underlying ALS needs in these groups. This will be followed up.

A governor said that in the recent Learning Walks they undertook the behaviour etc issues were obvious and challenging and that a consistent approach by staff is necessary. (Agency staff filling vacancies can be problematic in achieving this consistent approach. This was agreed by Management)

It was noted, to provide perspective that some of the intervention areas are not far below National Rates (couple of percentage points) so the College is in a strong position. Intervention is designated for this year to illustrate drive for continuous improvement.

A governor asked if the College wants to continue to offer Health & Social Care provision in the light of the difficulties noted. Management responded that it is an important stream of provision. It fits skills needs in the local community and is not so far below the National Rate that a concerted effort to improve is the right approach. Management feel that the College has demonstrated over the last couple of years that it has the right expectations and methodology to deal with the issues in this area.

The Director of Curriculum (PR) stated that there are clear similarities with Engineering. i.e. This is still an intervention area although 2016/17 showed an improvement in success rate of 10pp but it remains 5pp below National Rate. Electrical is now above National Rate, and is no longer a designated intervention area for 2017/18.

There is a very targeted intervention plan for Engineering with short term actions identified for one term only. Further actions will be identified after re-evaluation by the team (also subject to the pending OFSTED inspection outcomes) There are also some staffing and recruitment issues to be resolved.

There has been limited demand for Hospitality and Catering and Beauty apprenticeships. This is caused by high employer demand for students in the workplace. This means that students can finish their vocational qualification and go straight into employment. (This applies also to Beauty Therapy)

This year's focus and action plan will be on the timely completion of Apprenticeships for Electrical and Engineering. The other areas have been removed from our current offer. These include day release Apprenticeships (around 100 learners) and Work Based Apprenticeships.

The Committee **RECEIVED** the Report and **ENDORSED** the approach planned for this academic year for the Curriculum Interventions at each Campus.

Through the year these areas will be reported to this Committee as part of the regular progress against the College Improvement Plan.

548. ANNUAL SAFEGUARDING REPORT 2017-18

The Director of Learner Development & Inclusion **PRESENTED** this Report to the Committee for consideration and comment. Production of this Report is an annual requirement of the College Safeguarding Policy and the Report is required to be approved by the full Board. The Report also covers Dovedale Nursery.

In addition, the College is required to comply with external requirements:

- Keeping Children Safe in Education (DfE policy)
- Southend, Essex and Thurrock (SET) Child Protection Procedures
- Ofsted's 'Inspecting safeguarding in early years, education and skills settings'

In June 2016, the College completed, with **very high compliance** the Essex Schools and Colleges Safeguarding Audit (Section 11 Audit). This audit is now bi-annual and will be carried out again in 2018.

There was a rise in safeguarding issues raised during 2016/17 which is in line with a three year trend and part of this increase reflects improved awareness of safeguarding issues amongst staff and students.

There were 378 issues raised, of which 83 (22%) were referred to the safeguarding lead and the remainder being resolved within curriculum teams. A total of seven referrals were made to external agencies, one of which was under the Prevent/Channel guidelines as a radicalisation concern, but after investigation by the Police no threat was considered to exist.

Emotional well being support remains of concern with 228 individuals being referred for internal counselling and mental health intervention. Support from a College counsellor was offered or from a mental health advisor to lower risks and the majority of learners engaged effectively with these specialists. In a small number of cases where this support was not accessed, assessments were carried out to determine whether further intervention was required.

Susan Hughes remains the designated governor for Safeguarding and regularly attends Meetings of the College Safeguarding Committee, which met seven times during the year, under the Chairmanship of the Director of Learner Development & Inclusion.

Staff undergo regular training and updating on safeguarding matters and a number of staff attend a variety of external safeguarding or safeguarding-related Meetings, as noted in the Report. There are seven Designated Safeguarding Staff in the College.

The Committee noted that virtually all staff have had face to face Safeguarding Training and all will soon be covered.

The Committee noted that there are no actions outstanding from the Safeguarding Action Plan and a list of key achievements during the year is included in the Report.

All Members of the Governing Body participated in online training for PREVENT provided by the Home Office and the Board were briefed by the Senior Safeguarding Manager on PREVENT and British Values.

The Committee were told that the College has a specific Harassment Policy in the HR suite of Policies, in response to a Governor question. Also, governors were told of the content of the Positive Handling and Physical Intervention Policy.

The Committee were informed that our Reports on Securus last year were outstanding and that students are well aware that all computer usage is monitored.

A British Values Gateway qualification has been developed by the College and all staff will undertake this in January next year.

There are two actions outstanding on the Safeguarding Action Plan:

- The development of a Parent's Portal specifically to publish Safeguarding information for parents & carers
- Development of a support network (maybe via social media) for those who are undertaking Work Related Experience placement

The Committee **RECOMMENDED** that the Board approve this Report at its Meeting on 7 December 2017, subject to including a note to state that all Governors have signed a document confirming their understanding of Safeguarding procedures in the College.

ACTION: CLERK

549. ANALYSIS OF COMPLIMENTS AND COMPLAINTS

The Director of Curriculum (MS) presented an Analysis of the above for the information of the Committee.

A total of 19 formal complaints had been received for the year (previous year 36) and were all dealt with in accordance with the College Complaints Policy. No complaints were escalated to the ESFA for further investigation and action.

Complaints in respect of English & Maths had declined from 14 to two.

To date for 2017-18, five complaints have been received and all have been adequately dealt with.

The College received compliments during the year concerning student representation at external events, excellence of support for students, outstanding commitment by teaching staff and the professionalism and skill of the catering students.

The Committee **RECEIVED** the Report.

550. CURRICULUM PLAN 2017-18

The Deputy Principal **PRESENTED** the Curriculum Plan 2017-18 for consideration and review by the Committee.

The Plan explained the Curriculum Vision of the College for the current academic year and it identifies the provision types, qualification types and levels that the College is providing.

The Plan reflects the following:

- Changing government priorities
- Awarding body requirements
- Local needs
- Funding bodies' requirements
- Quality of provision and success rates
- Learner aspiration and choice
- Local employment opportunities

The Plan is amplified within the TLA strategy, the E&M strategy and the ILT strategy. It continues to reflect the seven Essex priority sectors which are detailed in the Plan (page 6).

The College aims to continue to offer a broad-based curriculum across five provision types and in this context, is unchanged from last year – 16-19 study programmes, Adult learning, Apprenticeships, Learners with high needs and HE.

New curriculum offers for this year were itemised in the Plan. The Plan also identified likely future developments including resource issues. This particularly affects the High Needs Learners provision, where there is increasing pressure from families and from Essex County Council for this provision. The Committee believed that Essex County Council would have to provide capital assistance for us to be able to materially expand this provision.

The College has lodged an Expression of Interest in establishing an Institute of Technology with Writtle University College in respect of Mechanical and Construction Engineering.

A governor suggested the Plan should include as an objective 'to monitor financial contribution of curriculum areas'.

The Committee **RECOMMENDED** that the Plan be approved by the Board at its Meeting on 7 December 2017.

ACTION: CLERK

551. RISK REGISTER AND KEY PERFORMANCE INDICATORS

Assistant Principal, People & Services **PRESENTED** the updated (to 31 October 2017) College Risk Register to the Committee, which was **NOTED**, together with the updated Dartboard.

The previous updating to 31 August 2017 was reviewed by the Audit Committee on 19 September and the Board on 29 September 2017. The Senior Leadership Team reviews the Register weekly. The current detailed Risk Register is placed on the governors' portal.

Since the review mentioned above, one risk has been removed (achievement of surplus in 2016/17) and two have been added (failure to mitigate the loss of 16-18 funding of £700K in 2017/18 under the lagged funding model - AMBER) and (failure to agree an extension to the existing revolving credit facility - GREEN).

No risks have increased in rating since August. The number of AMBER risks have reduced from 16 to 5 and there are currently no RED risks.

Only one risk has increased (from GREEN to AMBER) – slow progress being made nationally to apprenticeship reforms and availability of new apprenticeship standards which could impact on apprenticeship delivery and forecast income.

The Committee noted that on Assistant Principal, People & Services retirement, the Assistant Principal, Finance & Risk will take over responsibility for the Risk Register.

The Committee were informed that the Register will be reviewed as regards Apprenticeships, which is an area of uncertainty. It was noted that some other areas (financial soundness) have reduced but at the same time the Register need to be revisited to bring them up to date

In addition, the Register may well be influenced by the forthcoming OFSTED inspection recommendations and observations.

The Committee noted that the College Self-Assessment Report (which had been considered in draft on 20 October 2017) graded the College Good – 2 and this risk is believed mitigated.

552. COMMITTEE MATTERS

Self-Assessment

The Clerk **PRESENTED** a Report on Committee Self-Assessment for the 2016/17 year.

The average grade awarded by the six Committee Members was 1.75 (last year 1.9), which is an increase in satisfaction and is above Good on the way to Outstanding. Members raised a number of issues in connection with training, including more training on Learning Walks (identifying High Level Skills being taught) and how to acquire the knowledge to better offer challenge.

Attendance at Quality & Learners Committee Meetings during the year was 72% (Board average 87%).

The Committee made the following comments:

- Excellent curriculum presentations (and a wish they continue)
- Meeting with CAMs extremely useful to facilitate challenge and to improve knowledge of curriculum areas
- The Committee has made a difference both qualitatively and quantitatively
- Would like more contact with students
- Important participation in reviewing intervention areas

Terms of Reference

The Terms of Reference of the Committee were attached for reference but Members did not believe any alterations or amendments were required.

The Committee **RECOMMENDED** that the Terms of Reference of the Committee be approved by the Board at its Meeting on 7 December 2017.

ACTION: CLERK

Governor Visits (verbal) and Future Training Needs

Susan Hughes reported that this term to date she had attended Learning Walks, Meetings of the Safeguarding Committee, a Learner Voice meeting and PDBW walks.

Sarah Noble reported that this term to date she has carried out Learning Walks in the Health & Social Care area.

All reports are now available on the Governors portal.

Michael Lager and Doug Zeeman attended a Staff Development session on 'High order thinking skills' on 20 October 2017 during the Governors' Development Day and Amanda Montague attended a session on 'Making progress visible'.

It was **NOTED** that observations arising from Governor Learning Walks are passed to staff and actioned in the same way as observations from Staff Learning Walks and written reports are placed on the Governors' portal. Management noted that there was considerable correlation between governor observations and staff observations.

The Deputy Principal commented that an outside consultant from FE Associates said that staff interviewed commented on the engagement with governors.

Training on Higher Level Skills and how to observe them during Learning Walks will be provided at the Governors' Development Day on 2 February 2018, along with (as mentioned earlier in these Minutes) the new specification for GCSE English & Maths.

ACTION: CLERK

The Chair asked Members to inform her of any particular future training needs they wished to request. Members did indicate they would appreciate more instruction of how to ask challenging questions.

Review of Terms of Reference and compliance therewith

The Committee **NOTED** that the Committee had complied with its own Terms of Reference during 2016/17 as evidenced by a document prepared by the Clerk for review.

553. ANY OTHER BUSINESS

There were no matters of Any Other Business.

554. DATE OF NEXT MEETINGS

Tuesday 20 February 2018 at 2 pm

Tuesday 15 May 2018 at 2 pm

There being no further business, the Meeting terminated at 4.45 pm.

Signed.....Date.....