



## Minutes of the Quality and Standards Committee Meeting held on Tuesday 29 November 2022 at 5.30pm via Teams

**Present:** Sarah Carroll (Foundation Governor)  
Mark Dawson (*Parent Governor*)  
Oliver Maddock (*Foundation Governor*)  
Mick Martin, Chair (*Foundation Governor*)  
Leigh Rice (*Associate Member*)  
Sarah Savage (*Staff Governor*)

**In attendance:** Karl Smith (*Vice Principal, Curriculum and Quality*)  
Michelle Williams (*Vice Principal, Strategy and Resources*)  
Janet Gater (*Interim Vice Principal, Curriculum and Quality*)  
Ruth Potter (*Clerk*)

*The Chair opened the meeting in prayer.*

### 1. **DECLARATIONS OF INTEREST**

Attendees were invited to declare whether they had any direct or indirect personal, prejudicial or pecuniary interest or conflict of interest in any matter which formed part of the agenda for this meeting or was likely to be discussed at this meeting. Declarations already recorded in the register of interests were noted.

### 2. **APOLOGIES FOR ABSENCE**

Apologies were received and accepted for Joe Stead. The meeting was declared quorate.

The Chair noted that due to technical difficulties joining the meeting apologies were accepted for the two new Interim Co-Principals, Janet Nevin and Angela Williams, who had planned to observe the meeting.

### 3. **ITEMS TO BE INCLUDED UNDER ANY OTHER BUSINESS**

There were no items for submission under any other business.

### 4. **MINUTES OF THE QUALITY AND STANDARDS COMMITTEE MEETING HELD ON 20 SEPTEMBER 2022** (*previously circulated*)

The minutes were **approved** and would be signed by the Chair in accordance with Article 12 (3) of the Articles of Government. The publication of the minutes was authorised in accordance with Article 13 of the Articles of Government.

### 5. **MATTERS ARISING FROM THE MINUTES** (*previously circulated*)

Committee members considered the action log prepared by the clerk.

Minute 10.1 – Annual Review of 10:10 Programme

The Chair indicated that the timeline for this update report would need to be checked with the new Interim Co-Principals and new Head of RE to ensure practicable.

**Q** – Are there current staffing challenges within 10:10 team?

**A** – Current Head of 10:10 due to leave College at end of term and new member of staff appointed. Personal Achievement Tutor (PAT) vacancies have been advertised and two successful appointments made. Expect to be back up to full capacity soon.

#### Minute 13.1 – Committee Cycle of Business

The Chair indicated that the annual review of the Student Council Constitution may be better suited to the Spring Term meeting (rather than Autumn 1) and requested that this be put to the Student Governor for consideration.

**ACTION - (a) Check timeline for 10:10 Programme update report  
(b) Check cycle for Student Council Constitution review**

## **6. SAFEGUARDING**

### **6.1 Safeguarding Termly Update** *(previously circulated)*

The Vice Principal (Strategy and Resources) presented the Safeguarding termly update report that had been prepared by the Assistant Principal (Pastoral and Personal Development). Key points highlighted included:

- Safeguarding and Prevent incidents – data relating to safeguarding incidents recorded on CPOMS from 1 September to 21 October 2022.
- Safeguarding leadership and governance – weekly Safeguarding Team meetings held and attended on termly basis by Safeguarding Link Governor. Wider Safeguarding Team meetings also now take place every half term involving staff from other areas of College – aim to strengthen the safeguarding culture across the whole College and improve oversight.
- DSL training – members of the Pastoral Team have received DSL training via the Local Authority in order to enhance skills and knowledge base.
- Prevent – no referrals or Prevent related incidents during the period. Training to take place via the Local Authority Prevent Co-ordinator on contextual prevent issues within the borough.
- Staff CPD report
- Cyber bullying and e-safety – no reported incidents during the period.
- Sexual harassment – incidents during the period 1 September to 21 October. All perpetrators/alleged perpetrators were from outside College and support was being provided as required to affected students.
- Mental health and wellbeing – significant increase in the number of students presenting with higher tier issues requiring more specialist (and sometimes external) support. All PATs now trained as Mental Health First Aiders. Student-led wellbeing group set up with support from Lee Cooper Foundation.
- Counselling – two new College counsellors working in job-share arrangement which has increased the capacity of the team. The number of counselling sessions has increased, however there is still a waiting list to access the service.
- Health and safety – Estates and Catering Teams continue to pick up potential safeguarding issues and report these as required.

- Looked after children, young carers and vulnerable students – student numbers reported and related activities highlighted.

The report was discussed in detail with numerous questions raised by governors and responded to by the Corporate Management Team (CMT). These included:

**Q** – Note two new PATs appointed – how will the impact of these staffing changes be managed to minimise disruption to students and staff?

**A** – New PATs taking over specific groups of students. New members of staff will be mentored by Senior Tutor and Pastoral Director to facilitate handover.

**Q** – How are staff views on the College’s safeguarding and pastoral systems taken account of during the year?

**A** – Regular academic, pastoral and achievement board meetings take place throughout the year and provide an opportunity for issues to be raised. In addition, extensive meetings held with staff across all departments during September review and SAR process throughout Autumn Term. Further follow-up quality improvement review meetings held in the Spring Term. These meetings provide a forum for interaction regarding both academic and pastoral issues. Additional performance monitoring meetings held as required which are also attended by key pastoral staff and during which pastoral issues can be raised.

**Q** – Which staff are involved in these meetings? How do teachers with no additional responsibilities get their voice heard?

**A** – Heads of Department, Curriculum Leaders, Pastoral Directors, senior pastoral staff, senior tutors attend the meetings. Teachers can feed in their views via the usual line management chain.

**Q** – Are two new PAT appointments sufficient to meet demand given the increased volume of higher tier mental health issues as well as increase in number of vulnerable students?

**A** – Staffing pressures were discussed at the Pastoral and Safeguarding SAR meetings that took place earlier that day. The staffing model was considered to be adequate given the levels of skill and expertise and the available escalation routes.

**Q** – Twenty students reported as being on the counselling waiting list (which is five to six weeks). How does this compare with other institutions? Has any benchmarking taken place?

**A** – Compares favourably with external counselling services and other schools/colleges.

**Q** – Are students on the waiting list risk assessed?

**A** – Triage system in place – counsellors triage the need and if there is an urgent, medical need they advise the student to attend A&E and access NHS services.

**Q** – Any examples of when students have been triaged incorrectly and the wait to access the service has had an adverse impact?

**A** – This has not been reported. Triage process appears to be working; other indicators, such as attendance in College, support this.

**Q** – In terms of DSL staff and Pastoral Team – what support and supervision is in place for these members of staff?

**A** – Weekly safeguarding staff meetings provide opportunity to discuss issues and facilitate peer support. PATs are also provided with time during meetings to discuss issues. Trained counsellors have access to external supervision. The Safeguarding Link Governor confirmed that this approach was evident during his attendance at the safeguarding staff meeting.

The Chair referred members to the Safeguarding internal audit recently completed by the College's Internal Auditors and reported to the Audit Committee in November 2022. This had given rise to one low priority recommendation regarding checks for external contractors.

### **ACTION – Upload internal audit report to GovernorHub**

The Committee thanked the Safeguarding Team for the work they were doing and **noted** the contents of the termly Safeguarding Report.

## **7. Progress and Achievement**

### **7.1 Whole College Summary Including Specific Student Cohorts** *(previously circulated)*

The Vice Principal (Curriculum and Quality) referred the Committee to the most recent monitoring achievement and progress points: MAPP 6 for Upper Sixth and MAPP 1 for Lower Sixth. It was explained that during the two-year linear process, the College had nine mapping points (five in Lower Sixth and four in Upper Sixth) that allowed the monitoring of student progress in each department and cohort. This had proved to be a successful tracking system and was fully embedded across College with interventions taking place when a student or cohort was identified as not achieving expected progress.

MAPP1 and MAPP6 were the first mapping points of the academic year and the Committee was informed of the:

- percentage of students who had progressed 'at or above' expected progress
- percentage of students who had underperformed in two or more subjects
- percentage of students who had underperformed in three or more subjects.

The data was also analysed via specific student cohorts, namely: looked after children, young carers, high achievers, students in receipt of the College bursary, and students in receipt of additional learning support. It was noted that both cohorts had significantly high levels of performance at or above expected progress.

Governor questions were invited.

**Q** – Have previously discussed the issue with recruitment of suitably experienced software developer which had hindered the development of Advance (software based tracking system). Is this still a challenge?

**A** – Still an issue. CMT had been exploring an alternative external tracking system used widely across the sector to avoid reliance on development of internal, bespoke system. Plan to investigate this fully with a view to adopting early in the Spring Term so that new system is embedded by new academic year.

**Q** – As development of Advance has halted, are there any current challenges for academic staff when using the system?

**A** – Yes. Main issue is Advance and Portal (attendance tracking system) are different systems and a more streamlined system would be helpful.

**Q** – Are mapping points used to revise end of course expectations for students?

**A** – Yes. Underperforming students are targeted for intervention and effectiveness of this intervention is assessed at next mapping point.

The Committee **noted** the contents of the report.

**ACTION – (a) Provide update on College tracking system at Spring Term meeting**  
**(b) Update Committee Cycle of Business to remove progress report from Autumn Term 1 and provide MAPP1 and MAPP6 update at Autumn Term 2 meeting.**

## 7.2 **Interventions to Raise Achievement** (*previously circulated*)

The Vice Principal (Curriculum and Quality) presented this report and explained that in the absence of validated data, the model of approach had changed since the pandemic and would likely continue into the next year as centre assessed and teacher assessed grades filtered through from 2020 and 2021. The College approach had been to focus primarily on high volume departments (accounting for approximately 35% of results) plus any underperforming departments.

September review meetings and SAR meetings had taken place with all these departments and progress monitored via half-termly meetings. Granular analysis of performance had taken place with senior academic and pastoral staff in attendance providing support and challenge as required to secure improvements where necessary.

The Staff Governor acknowledged the benefits of this approach on the targeted departments and a discussion ensued on the capacity for wider roll out of this as best practice.

**Q** – In terms of Economics and Religious Studies, what is the latest update on interventions?

**A** – Variety of support and scrutiny provided. Staffing changes in both subject areas. Change of exam board authorised in Economics following analysis of specifications. Continued monitoring and tracking should secure improvements.

The Committee **noted** the contents of the report.

## **8. QUALITY ASSURANCE**

### **8.1 Student Destinations 2022** *(previously circulated)*

The Vice Principal (Curriculum and Quality) presented this report and stressed its importance of this progression data for the College and its students. The following aspects were highlighted:

- The percentage of students who had progressed to Higher Education was 72.9%, compared to 73.4% in 2021 and 74.8% in 2020.
- The combined percentage of students progressing to Higher and Further Education was 78.2%, compared to 79.4% in 2021 and 82.4% in 2020.
- Apprenticeships – uptake had increased to 4.2% from 3.7% in 2021 and 2.2% in 2020.
- Employment – students who had progressed directly into employment had remained relatively static at 10.1% compared to 10.4% in 2021.
- The percentage of students who had progressed to universities: in the North West region; within the Russell Group; in the Sutton 30.
- The number of students who had progressed to Oxbridge universities.
- Review of Higher Education destinations set against Liverpool City Region skills analysis.
- Sixth Sense Dimensions Report – recently published and illustrated positive value-added outcomes for the College. Carmel was 7% above national benchmark for sixth form colleges in terms of students' progression to university, 4% above national benchmark for progression to a Sutton 30 institution. This was particularly positive performance given the deprivation indices of student postcodes. Performance data by equality and diversity category also compared favourably with benchmarks.
- At the time of reporting, 96% of student destinations were known.

Discussion ensued regarding the number of A Level and BTEC students with destination recorded as not in education, employment or training (NEET). This percentage had increased to 3.9% in 2022 from 1.5% in 2021, however it was felt that a number of these students were in fact gap year students and staff had been asked to collate case studies to demonstrate progression following their gap year.

Governor questions were invited.

**Q** – Any data on the socio-economic background of NEET students?

**A** – Mixed, but more from lower socio-economic groups.

**Q** – What local provision is there for NEET students – any careers follow-up in the first year after leaving College?

**A** – College provided lots of careers support for all progression routes whilst students were still at College and encouraged them to make full use of this before they left.

**Q** – Subjects studied – is this mapped against local skills needs?

**A** – Yes. Included within Appendix 4 to the report.

**Q** – Foundation Learning students’ progression to FE – what is the main destination institution?

**A** – St Helens College.

**Q** – Progression rate of year zero HE students on to first year of university course?

**A** – Very strong progression. Data available.

The Committee thanked the Vice Principal for his report and acknowledged the excellent progression for Carmel students which demonstrated the College’s positive impact on social mobility.

## 8.2 **Quality Improvement Plan 2021-22: final progress report** (*previously circulated*)

The Vice Principal (Curriculum and Quality) presented this report which was designed to close off reporting against the previous year’s Quality Improvement Plan (QIP). Positive progress was noted in each area with a number of actions due to be carried over into the new academic year for continued progression.

A new QIP had been developed following completion of the College Self-Assessment Review (SAR) process. It was noted that a number of governors had been involved in attending departmental SAR panels as critical friends.

A discussion ensued, particularly in relation to the action on staff and student wellbeing. The Staff Governor acknowledged the efforts that had been made with regard to staff wellbeing and highlighted recent initiatives such as the menopause support group as well as other activities led by the Assistant Principal. The importance of ensuring channels for staff support and feedback, especially during pressurised points in the year, was stressed. Development of a wellbeing strategy would be key to ensure opportunities for continuous improvement were identified.

Governor questions were invited.

**Q** – T Levels – does the College still have sufficient co-operation from employers to facilitate placements next year?

**A** – Work experience co-ordinator has numerous contacts to support this. In addition, employer representatives on SAR panels this year has extended the network of contacts to support the wider skills agenda.

The Committee **noted** the contents of the report and thanked the Vice Principal for his presentation.

## 9. **POLICIES**

### 9.1 **Arrangements for obtaining the views of staff and students** (*previously circulated*)

The Chair presented this policy statement, which was due for biennial review. Committee members’ comments and proposed revisions were invited.

Discussion took place on the frequency and methods by which student voice was sought throughout the year. It was noted that the formal College-wide student voice survey took place annually but Heads of Department were able to run student focus groups at any time during the year to seek student feedback in specified areas. The timing of the staff and student voice surveys was considered to be appropriate.

Discussion ensued on the extent to which the arrangements in place provided an opportunity for staff and students to provide their views specifically on the College's mission, ethos and overall culture.

The Committee **recommended approval** of the policy statement to the full Governing Body.

**ACTION – FGB agenda item**

**10. OTHER MATTERS**

**10.1 Governor training**

No training was reported.

**10.2 Any other business**

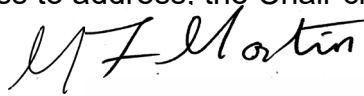
None

**10.3 Date of next meeting**

Tuesday 7 March 2023 at 5.30pm

Following the Part 1 meeting, governors approved the Part 2 confidential minutes of the Quality and Standards Committee meeting held on 20 September 2022 as a correct record. These would be signed by the Chair in accordance with Article 12 (3) of the Articles of Government. There was no other Part 2 business to discuss.

The Chair thanked everyone for their attendance and contribution at the meeting. There being no further business to address, the Chair closed the meeting at 6.55pm.



Signed by the Chair \_\_\_\_\_

On this day \_\_\_\_\_ 7 March 2023 \_\_\_\_\_