

**WALSALL COLLEGE MINUTES OF A MEETING OF THE LEARNING & QUALITY COMMITTEE
HELD ON MONDAY 12 DECEMBER 2022 AT 1630 HRS
VENUE: TEAMS**

Attendance **Attendees**
Present: Paul Averis - Chair
Together with: Jat Sharma - Principal and Chief Executive
 Richard Brennan - Assistant Principal Curriculum
 Helena Platt - Head of Personal Development
 Viktoria Deakin - English and Maths Development Manager
 Alison Buick - Head of Governance

Apologies: Mary Mahoney, Heather Lodge

Absent, No Apologies: Sam Jarvis, Rani Sahota

Item	Subject	Who
14.23	<p>CHAIR'S OPENING REMARKS The Chair welcomed everyone to the meeting and thanked the staff for providing the information to be shared.</p> <p>It was agreed that the presentation slides and other information would be circulated after the meeting.</p> <p>The meeting was not quorate.</p>	
15.23	<p>APOLOGIES FOR ABSENCE Mary Mahoney, Heather Lodge.</p>	
16.23	<p>DECLARATIONS OF INTEREST There were no additional declarations made.</p>	
17.23	<p>CURRICULUM UPDATE – MATHS, ENGLISH AND GCSES The Assistant Principal Curriculum shared his screen and a verbal update was given. The following were noted:</p> <ul style="list-style-type: none"> • GCSE results were disappointing this year; • A series of five monitoring meetings in year had been set up and two had been held to date. These were to cover attendance and performance in assessments and mock exams. There had been a meeting with all GCSE staff at the start of term to outline the new processes. <p>The Chair asked about the assessments and if they would be modified. It was confirmed that there would be some modifications.</p> <ul style="list-style-type: none"> • Staff were working hard to track Maths and English. More staff were engaging with the Assistant Principal to ask for support; • Attendance to GCSE classes was higher this year, which was very pleasing. <p>The Chair asked how senior leaders were managing staff anxiety levels. The Assistant Principal was chairing the monitoring meetings and the Head of</p>	

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	<p>Personal Development and English and Maths Development Manager were providing a range of support.</p> <ul style="list-style-type: none"> • Staff had been asked to come to monitoring meetings to explain their data, which meant there was emphasis on them to understand and be able to articulate it; • Parental engagement with Maths and English had been increased; • The assessment 1 results for Maths were shown and explained. There were 1265 16-19 doing GCSE Maths. Results had been analysed by curriculum area and it was noted that there were some marked differences. Computing was one area where results were good. Various interventions were in place. For Maths, based on this assessment, 61% of the cohort were at or above expected progress. <p>The Chair asked if students with EHCPs were being tracked and it was confirmed that they were.</p> <p>The Chair asked how results data was checked. There would be post marking standardisation.</p> <ul style="list-style-type: none"> • The assessment 1 results for English were shown and explained. The assessment had been based on GCSE paper 2. There were 980 16-19 students taking GCSE English. Not all papers had yet been marked so it was agreed that the Assistant Principal would send Governors an update when more data was available. Interventions for those making below expected progress would be agreed; • Some areas of concern had been noted from the assessment results and these were explained; • Intervention strategies had been agreed and these were also explained. <p>There was a discussion about parents evenings. The Chair commented on his experience of doing these online and felt that the college should consider this as engagement was better. The Assistant Principal agreed to look into this.</p> <ul style="list-style-type: none"> • Several staff training activities had taken place, including standardisation and creative writing in English, and Mastery, White Rose and West Midlands Hub for Maths. <p>The Chair commented that he had spoken to the Head of Personal Development about Maths and had offered support from his own Maths Lead if required. Staff welcomed this.</p> <ul style="list-style-type: none"> • There was a detailed tracking system in place for students and an example of this was shown on screen. <p>The Chair asked how staff were expected to use the data and how it was cascaded down. The Assistant Principal responded that the system could be accessed by all staff and filters were available to allow detailed analysis.</p> <ul style="list-style-type: none"> • There was an ongoing strategy for workforce development, including upskilling opportunities at each workforce development day; 	<p>Assistant Principal Curriculum</p>
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	<ul style="list-style-type: none"> The college had 72 Maths teachers but no Maths leader currently. However, an external consultant would be in college during January to do a Deep Dive. <p>Further questions and comments were invited.</p> <p>The Chair felt that it had been a very useful meeting. He was pleased to see progress so far and that there was a holistic approach to making improvements by sharing data and holding staff to account for understanding their areas well.</p> <p>It was suggested that another of these meetings be held next term. A date would be considered in line with the next management monitoring meeting. The data sets would be embedded into the termly Quality Summit meetings. The Chair suggested inviting the Curriculum Development Manager for Computing so that the successes with Maths in his area could be discussed.</p>	Assistant Principal Curriculum
18.23	<p>DATE OF NEXT MEETING Wednesday 15 February 2023 at 1630 hrs.</p> <p>The meeting ended at 1750 hrs.</p>	

Item	How governors challenged management

Item	Impact of meeting on college