

NOTRE DAME CATHOLIC SIXTH FORM COLLEGE

Minutes of the **Curriculum and Standards Committee** meeting held via Teams on:

TUESDAY 20 SEPTEMBER 2022 AT 5.00PM

PRESENT	Father Michael Hall (Chair)	Principal
	Natalie Cullen	Father Tim Swinglehurst
	Jo McPartlan	Sadie Walker
	Ronan McKernan	David Wright

IN ATTENDANCE: Susan Francis – Clerk to Corporation
Deputy Principal
Assistant Principal Quality Improvement
Assistant Principal Teaching & Learning
Assistant Principal Student Experience
Assistant Principal Quality & Curriculum

The agenda was taken slightly out of order to allow the Principal and Deputy Principal to deliver a webinar.

The meeting was opened with a prayer.

1.00 APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS

1.01 No apologies were received from Helen Hayden.

2.00 ELECTION OF COMMITTEE CHAIR

2.01 The election was carried out by Clerk to the Corporation.
Father Michael Hall was nominated as Chair of the Committee. He was voted in for another term of office for a period of one year.

Resolved: That Father Michael Hall be Chair of the Curriculum and Standards Committee for a one-year term of office.

7.00 PRINCIPAL’S/DEPUTY PRINCIPAL’S REPORT

This document had been shared with governors ahead of the meeting.

The following summer results headlines were brought to the attention of the governors:

- 7.01
- 9 students were successful at gaining entry to Oxford or Cambridge.
 - All CLA (Children Looked After) students achieved and had progressed
 - There had been an increase in high grades: 59.2% against 48% in 2019, National Benchmark was 62.8%
 - There had been an increase in Pass rate A*-E: 98.4% against 97.6% in 2019, National Benchmark was 98.4%
 - 1185 A Level high grades (A*-B) achieved
 - 83% of students achieved a high grade (D*-M) in BTEC and CTEC courses
 - College had a 100% pass rate in BTEC/CTEC
 - T Level Digital: In 2020, Notre Dame became one of the first providers across the country to offer the brand-new T Levels
 - 75% of the Digital T Level students achieved a high grade.

ACTION

- 4 Digital T Level students had successfully gained employment.

7.02 A chart showing retention and achievement data had been included in the report. College was pleased with these figures that were a testament to the work of College staff during the very challenging pandemic times.

7.03 **Results Summary 2022**

- The College had to prepare students for both a contingency arrangement and prepare students for external exams.
- Ofqual/JCQ placed exam papers at least a week apart to mitigate possible absence related to Covid. The exam series schedule was therefore extended and started first week of May and ran until last week of June.
- Advance Information for GCSE, AS and A Level exam was released by each exam board in February, as part of an unprecedented package of support for students, including changes to non-exam assessment, providing formulae and equation sheets in some exams to help make exams as fair as possible this year.
- ALPs (A Level performance system) did not re-bench their data sets to reflect the CAGs (Centre Assessed Grades).
- Vocational qualifications results were based for on some units being given a TAG (teacher assessed grade), moderated units and externally sat exams; again, this presented difficulties when trying to analyse results.
- The Nick Allen data reviewed the progress of each student in the subject against a national benchmark, this triangulated with the ALPs data and the national benchmarks have provided the information to inform action plans for 2022/23.

7.04 An explanation of the data in the table **Summary of A Level ALPS including EPQ** (Extended Project Qualification) was given and notification that intervention strategies for some subject areas were already in place.

Summary of A Level ALPS including EPQ

Summary of A Level ALPs including EPQ	2018	2019	2020	2020 Excluding unconfident ALPs grades	2021	2021 Excluding unconfident ALPs grades	2022
Subjects in RED – Top 25% of the country - Outstanding	12	8	18	12	22	13	6
Subjects in BLACK – Middle 50% of the country – Good/Satisfactory	17	16	10	15	6	15	19
Subjects in BLUE – Bottom 25% of the country - Poor	2	5	0	1	0	0	1
TOTAL			29	28	28	28	26

Q – From the 19 in black, how many were close to being red?

A – Eight subjects were close; we have to remember that many students arrived with inflated GCSE data when they started College.

Q - What is being done about the subject in blue?

A – We have got smart targets and a specific action plan in place.

7.05 Governors' attention was drawn to the increase of Post-16 provision across Leeds with a new Maths school opening in 2024, an increase in New College Bradford from 500 to 1200 students as well as a new Pudsey Sixth Form College to have an estimated 600 post-16 places by September 2024. That was vital Notre Dame continued to have a proactive marketing strategy to support continued growth in the light of increased competition.

7.06 The Deputy Principal highlighted the following points from her **Quality of Education overview summer 2022 report**.

- ALPs this year did not re-benchmark to consider TAG (Teacher Assessed Grades) grades.
- TAGS between subjects had large discrepancies meaning that a mid-point between 2019 results and TAGS was less/more favourable between subjects.
- Advanced information was also not consistent for all subjects.
- Subject review meetings were taking place currently.

7.07 **Nick Allen Six Dimensions** (*Six Dimensions project, providing bespoke analytics on the performance of individual colleges and the 16-19 sector.*)
The College had invested in this for summer 2022 only as another data analysis in light of ALPs not re-benchmarking with CAGs.

Success: Top income (0.16) 5.4-6.9 G-Score (0.05)

Lines of enquiry: Low income (-0.17) 6.9+ G-Score (-0.09)

The College had been successful with middle band and mixed-race students.

7.08 **Focus – Upper Sixth Plan**

As the 2023 grade boundaries were more likely to be in line with 2019, the College understood that there was a short period of time to prepare the students for success in the summer.

- Low-income students had been shown to have suffered disproportionately during the pandemic, and to this end College had revamped the Academic Mentor system and was looking at targeted use of the 16 – 19 Bursary funding. Around 50% of the students in College come from a low-income background.
- A plan had been launched across College to help very high achievers.

Governors asked if it would be possible to have more detail around the percentage of students from low-income backgrounds for the next meeting, to which the Deputy Principal agreed this would be useful and would provide a report.

**Deputy
Principal**

There followed a discussion around the impact of the students who had not taken a formal exam since they were in Year 6.

7.09 Lower Sixth Plan

- These students had experience of public examinations (GCSE's).
- It was important that there was a period of settling in and a focus on retention.
- Initial testing would be carried out in the first few weeks to establish baselines.
- A punctuality drive was being carried out to encourage good habits and make clear the high expectations around punctuality. There was an issue with public transport to the College, which had been flagged up with local services as well as the local MP.

7.10 Actions and Lines of Enquiry

Departments that had underperformed in both measures had action plans in place and much work was being done across the board with the new Teaching and Learning Team.

7.11 Lower Sixth Cohort numbers as of 14 September 2022

The most recent student numbers were:

- 1410 students (858 female/552 male)
- Declared Needs - Self-declared: 340, ECHP (Education, Health and Care Plan):7, CLA (Children Looked After): 7

The number of students with declared needs was expected to increase once CPOMS (Child Protection Online Management System) data became available the following week.

3.00 SCHEME OF DELEGATION/TERMS OF REFERENCE

3.01 Committee members had all had sight of the documents ahead of the meeting. An explanation was given about how the scheme would work moving forwards. They were agreed in principle, subject to a minor amendment.

Resolved The committee adopted the Terms of Reference and Scheme of Delegation.

4.00 DECLARATION OF INTERESTS

4.01 There were no declarations of interest.

5.00 MINUTES OF THE LAST MEETING

5.01 The minutes from the meeting on 28 June 2022 were agreed as a true record subject to one minor amendment, the Chair was authorised to sign them.

6.00 REVIEW ACTIONS AND MATTERS ARISING

6.01 Minute 4.02- Link visit with Fr Swinglehurst and the Director of Catholic Life.
Completed: A written report on the visit with the Director of Catholic Life had been submitted by Fr Tim. A further meeting had taken place today, a report from which would be provided in due course.

6.02 Minute 4.03/7.01 - Link Governor visits

Ongoing: Link Governors would be dealt with under item 9 on the agenda

The Principal and Deputy temporarily left the meeting at 5.43pm.

8.00 SLT REPORTS

8.01

All reports had been shared as part of the meeting bundle on Teams and via email prior to the meeting.

- Summer 2022 and ALPS Vocational Strategic overview - Assistant Principal Quality & Curriculum
- Report on Enrolment - Assistant Principal
- Teaching and Learning strategy and foci 2022-23 - Assistant Principal Teaching & Learning
- Assessment Aims – 2022-23 - Assistant Principal Quality Improvement
- Attitude to Learning – high challenge, high support (new report) Include update on Achievement Tutor structure – this now fully staffed, texting home each day etc ILP, independent learning - Assistant Principal Student Experience

8.02

- Assistant Principal Quality & Curriculum, gave details from her report on **Summer 2022 Curriculum and T Level update and ALPS Vocational Strategic overview.**
 - The A-Level English Language and Literature launched in September 2021 was proving successful.
 - BTEC Level 3 IT had been decommissioned as a qualification by the exam board, but College had introduced BTEC Level 3 Games Design in September 2021, which had good student numbers.
 - College had Introduced T-Level Education and Childcare this academic year with plans to increase the number of T Level courses further in 2023.
 - Information on the composition of T Levels was shared.

8.02.1 The headlines were shown as:

Vocational College ALPs 4

- New Specifications (2016) ALPs 4 (QI=1.05 Needed to be 1.06 for ALPs 3)
- Old Specifications (2010/12) ALPs 6 (QI=0.83 Needed to be 0.86 for ALPs 5)

2016 specifications:

- **RED** Teaching and Learning – High percentage of learners in high-performing departments (ALPs 1-3)
- **BLUE** Teaching and Learning – Low percentage of learners in under-performing departments (ALPs 7-9)

2010 specifications:

- **RED** Teaching and Learning – Lower percentage of learners in high-performing departments (ALPs 1-3)
- **BLUE** Teaching and Learning – Higher percentage of learners in under-performing departments (ALPs 7 – 9)

It was noted that a comparison with ALPs from 2021/2022 for vocational performance showed that all subjects had either improved or the standard maintained, credit was given to staff for their work in this area.

8.02.2 **Digital T-Level 2022 Overview**

Overall Grades Achieved:

- High grades 65%
- Achievement 87%

Information on the core exam grades achieved in Health T-Level 2022 were given, along with background to the course and the country wide decision not to publish results due to discrepancies with the exam papers. Students in College had done very well despite these issues.

Q – What have College been doing to get such good grades then?

A – We recruited with integrity, ensuring the entry requirements were met and it was the right course for the student. In fact, we are hosting an Association of Colleges event to share our good practice.

There followed a discussion about the impact of this decision on the course nationally and students locally.

8.03 Report on **enrolment** from Assistant Principal, Student experience, had been shared ahead of the meeting and the following points highlighted:

- The figures were correct as of 14 September 2022 but were expected to change by the time of the October census.
- Overall, the numbers were similar to previous years with 1410 students (compared to 1420 in September 2021).
- 18 students had re-started due to exceptional circumstances.
- The application to enrolment conversion rate was also comparable to 2021, 42% application to 58% offers made compared to 2022 42% application with 49% offers made.
- The gender profile remained consistent year on year.
- There had been a slight increase in Level 2 enrolments this year.
- The postcode analysis was consistent with last year after a drop between 2020 and 2021 from Bradford postcodes.

8.03.1 Details of the enrolment letter for the 2022 cohort were given:

- The Admissions policy had been amended so that order of admittance was clear in case the number of students arriving to enrol exceeded the places available
- It was made clear in the conditional offer that conditions were grades as well as space at the College

- Also, an explanation in the letter that enrolment would continue until College was at capacity.

8.03.2 The number of enrolments from the direct feeder (partner Catholic) schools showed a significant increase in students from Cardinal Heenan (137 compared to 117 in 2021).

Due to a significant decrease in enrolments from Corpus Christi Catholic College, contact was made and an explanation given by the school for the lower number of applications. College already had plans in place to market Notre Dame at the parents' evenings of Years 9 – 11 at Corpus.

8.03.3 Details of schools with a significant change to enrolment numbers were discussed.

- A meeting had taken place with the Marketing department to discuss a strategy for any schools with declining numbers. With a particular focus on schools in Pudsey and surrounding area due to opening of a new sixth form provision from September 2023.
- There was continued positive enrolment from partner Catholic High Schools and significant increase from St John Fisher in Harrogate and St Mary's Menston.
- The increase in Level 2 enrolments could possibly be due to the GCSE profile pitched slightly lower following CAGS in 2020 and TAGS in 2021.

The Committee stated how pleasing to see that the College continued to be a destination of choice for many, and that staff were proactive in their marketing. The recent outstanding judgement from Ofsted was also a good selling point.

8.04 Assistant Principal teaching & Learning, highlighted the following points from the **Teaching and Learning strategy and foci 2022-23 report**.

College continued to look for innovative practices that ensure the delivery of an outstanding education for students and in support of this:

- Two Directors of Innovation (one for Digital and the other Teaching and Learning) had been appointed.
- A Teaching for Learning-Innovation and Development Action Plan to meet the College strategic aims at all levels was being developed.
- The continued use of educational technology to enhance Teaching and Learning, such as Nearpod, SharePoint and the use of Virtual Reality were being investigated.
- Metacognition: Thinking Moves (first introduced in July 2021) was being embedded across the curriculum and College would become a national hub for this.
- Regular meetings of the Teaching and Learning group to develop ideas, share good practice and ensure there was a cohesive and coherent plan to keep Teaching and Learning front and centre, were scheduled.

- Departmental Teaching and Learning foci were being identified following the subject review meetings.

8.05 Details from the **Assessment Aims – 2022-23** were shared by Assistant Principal Quality improvement

- All examined subjects to carry out weekly / fortnightly knowledge tests conducted under test conditions, ensuring efficient use of assessment for learning to take place.
- The testing should ensure that students were revising approximately 5 hours per week for any examined subject
- Raw marks to be stored on departmental trackers / spreadsheets
- Cedar – Grades to be added A – U for ALPS score at certain assessment points.
- Attitude to Learning (AtL) score – The AtL score would be required at certain assessment points – Six times across the two-year programme of study, leading to interventions from staff at all levels.
- The students would receive quality written feedback and a grade on their returned scripts.
- Feedback sheets – Should include a line that indicates the grade awarded for the returned work is not a UCAS predicted grade or prediction of final performance. Any information on the feedback sheet should be in line with the relevant assessment intent and the exam board assessment objectives
- Assessment intent – Each department should have an intent and rationale behind each assessment point.

The next steps would be:

- Impact – In order to maximise the impact of assessment, it is important that the issue and action points are noted on Cedar in terms of interventions.
- This would assist the tracking of progress for Achievement Tutors, Senior Tutors and Heads of Department, who can then use the information to support teachers to put into additional interventions.

8.05.1 The rationale behind the changes made to the assessment calendar were shared.

Q - Has there been any staff feedback from this?

A – Yes, it has been very positive. We will collect more feedback at the end of the academic year.

The Chair commented on the encouraging information in these reports.

Fr Tim left the meeting at 6.50pm.

8.06 Governors were briefly taken through the **Attitude to Learning (AtL) report**.

- Training with all teaching staff and Achievement Tutors had taken place around the high challenge, high support matrix, which was shared and explained to the Committee.
- Attitude to Learning descriptor posters were displayed around College.

- Texts were sent home for students displaying outstanding AtL scores and commendations awarded.
- Students whose AtL was below expectation had letters sent home and meetings set with Achievement Tutors to target where they needed to improve.
- Over 60% of cases had improved by the next data trawl and letters of congratulations were sent home.
- Where there was no improvement, parents were invited into College to meet with Senior Tutors or SLT and further targets and a monitoring period were put in place.
- Attendance texts continued to be sent out for students with 'non parentally informed' absence.
- College attendance stood at 93.4%, slightly above the SFCA College benchmark of 93%.
- Punctuality drives continued to take place across College as it had been shown that over 90% of students improved their punctuality with early intervention.

8.06.1 To inspire independent study, students were encouraged to complete five hours of independent study for every subject (single A-level equivalent). Each student was given a target of 75 hours (approximately two hours per week) to sign in and work at one of the independent working spaces in College. Commendations were awarded for students who met targets and Achievement Tutors intervened where targets were not being met.

8.07 The Chair thanked all those involved in producing such comprehensive and informative reports and for attending the meeting.

9.00 LINK GOVERNOR REPORTS

9.01 The Chair had spoken with SLT about the role of the Link governor ahead of the meeting and had agreed to change the way in which Link Governors operated. The Governance Professional had sent out guidance on Link Governors and the Committee were asked to refer to these documents before arranging a visit.

The Principal and Deputy rejoined the meeting.

Resolved: That the Link Governors for 2022/2023 would be as follows:

- Safeguarding – Jo McPartlan
- Quality of Education/Assessment/Teaching and Learning – Fr Michael Hall
- Vocational overview – Sadie Walker
- Enrolment/Attitude to Learning - Natalie Cullen
- Catholic Life – Father Tim Swinglehurst

10.00 POLICY REVIEW

All policies were included in the meeting bundle on Teams and via email.

Governors had been asked to read through all policies ahead of the meeting.

- Safeguarding Policy (including Child Protection and Prevent) *Annual*
- Student Code of Conduct (recommend to Corporation) - annual

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| <p>10.01 <u>Safeguarding Policy</u> (including Child Protection and Prevent) <i>Annual</i>
 Minor changes to this policy had been highlighted.
 Resolved: That the Committee recommend this policy be approved at the Corporation meeting.</p> | <p>Corporation</p> |
| <p>10.02 <u>Student Code of Conduct</u> (recommend to Corporation) - annual
 The changes to the policy were explained. That the policy would be reviewed annually.
 Resolved: That the Committee recommend this document be approved at the Corporation meeting.</p> | <p>Corporation</p> |
| <p>11.00 ANY OTHER URGENT BUSINESS</p> | |
| <p>11.01 There was no other business to address.</p> | |
| <p>12.00 DATE AND TIME OF NEXT MEETING</p> | |
| <p>12.01 Monday 12th December 2022 at 5.00pm</p> | |

The meeting closed at 7.00pm.