

MINUTES OF A SPECIAL MEETING OF THE BOARD OF LEICESTER COLLEGE CORPORATION

HELD ON 28 NOVEMBER 2019



Present: John Allen (Chair)
Verity Hancock
Brigitte Heller
Andrew Hind
Chan Kataria
Naz Nurani

Louisa Poole
Habiba Rashid
Mandeep Singh
Caroline Tote
Tom Wilson

In Attendance: Louise Hazel
Shabir Ismail
Kully Sandhu
Tina Thorpe
Claire Willis
Marina Gaze

Director of Governance and Policy
Deputy Principal
Vice Principal
Vice Principal
Director of Quality Improvement
Ofsted inspector

1 DECLARATIONS OF INTERESTS

- 1.1 There were no declarations of interest.

2 APOLOGIES FOR ABSENCE

- 2.1 Apologies for absence were received from Jonathan Kerry, Danielle Gillett, Tim Gray, Zubair Limbada, Simon Meakin, Kaushika Patel and Rod Wood.

3 THE NEW EDUCATION INSPECTION FRAMEWORK

- 3.1 Marina Gaze gave a presentation explaining the main aspects of the new Ofsted Education Inspection Framework (EIF). The following points were highlighted.
- 3.1.1 There was a much greater focus in the new EIF on the curriculum in its widest sense and the integrity and substance of the curriculum offer.
 - 3.1.2 A new 'quality of education' judgment would look at the curriculum intent, implementation and impact. This would represent a significant part of the inspection.
 - 3.1.3 'Behaviour and attitudes' would look at attitudes to learning, behaviour, employability, attendance and punctuality.
 - 3.1.4 'Personal development' would cover enrichment, British values, health and wellbeing including mental health, citizenship and E&D.
 - 3.1.5 'Leadership and management' would cover the vision and ethos, staff

development and well-being, the student experience safeguarding and governance.

3.1.6 There were many similarities with the previous framework including the grading structure and notice periods. Differences were around:

- Language and terminology.
- Proving intent. Governors' and senior leaders' strategy for the College would be key. There should be a clear view of what a Leicester College student could expect, achieve and experience.
- Proving impact including destinations/progression.
- A focus on the curriculum and sequencing of the curriculum including IAG and also sequencing of components of the curriculum to build composites.

3.1.7 The inspection would look at the biggest, best and worst areas for each provision type.

3.1.8 Lines of enquiry for governors could include managing staff workload including SLT; consistency across programmes; use of student, staff and employer voice; holding SLT to account; improvements since the last inspection; governors' attendance and impact at meetings and their activity and impact outside meetings.

3.2 Governors asked the following **questions**:

3.2.1 **What the expectations would be about how much destinations data should be collected.** This would probably evolve and the emphasis was likely to be more on collecting information on sustained destinations.

3.2.2 **What Ofsted's view would be where students ended up in destinations which might not be related to their course.** The College should be able to make arguments about the wider skills that they had acquired through their course.

3.2.3 **How would inspectors judge behaviour.** By walking around, talking to students; it was likely that they would talk to more students than in previous inspections.

3.2.4 **Whether it was possible for a college to be judged outstanding if achievement rates were not well above national.** This was unlikely; schools had been able to do this based on outstanding progress but it would be harder for colleges.

3.2.5 **Whether, assuming good teaching, the right systems and processes and everything else was doing well but achievement rates were still not high because of external factors, this would be taken into account.** Up to a point but if all other factors were good, the argument would be that student achievement should follow.

3.3 Governors then **discussed** some of the lines of enquiry and questions posed by the presentation.

3.4 It was agreed that the questions were very helpful and that these should be used as an aide memoire and added to learning walk questions.

3.5 Marina Gaze was **thanked** for her presentation.

4 THE COLLEGE'S APPROACH

4.1 The Principal and Director of Quality Improvement gave a presentation outlining the College's approach to preparing for inspection. The following points were highlighted.

- 4.1.1 A timeline planned for possible inspection in January 2023. Within this there were several strands of activity including development of curriculum intent; assessment strategies; behaviour and personal development; ongoing CPD; and regular reviews including mock inspections and a stretch and challenge visit.
- 4.1.2 Main areas for focus would be around personal development, improving 16-18 and apprenticeship achievement rates and improving the collection and use of destination/progression data.
- 4.1.3 Teaching learning and assessment would focus on continuing vocational CPD and pedagogy, educational research and content practice and retrieval (CPR) to develop and embed good practice.
- 4.1.4 Digital skills would be reviewed including the development of digital pedagogy, assessment for learning, digital technology to enhance teaching learning and assessment and a digital framework for practitioners.
- 4.1.5 Further changes might be needed to the timeline and planned actions as more inspections took place. Updates would be brought back to Corporation and CSQI.

5 DATE OF NEXT MEETING

- 12 December 2019 at 6.00pm

6 ANY OTHER BUSINESS

6.1 There was no other business.