

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
16 May 2017 – 2.00 pm**

PRESENT: Sarah Noble (Chair)
Steve Houghton
Susan Hughes
Janet Maynard
Andy Sparks
Barbara Vohmann

IN ATTENDANCE: Elaine Oddie (Chair of the Corporation)
Penny Petch (Head of Teaching & Learning)
Caroline Williams (Deputy Principal)
Mike Tadman (Assistant Principal, People & Services–from 3.30 pm)
Alison Davies (Director of Curriculum, Moulsham Street)
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)

522. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Will Dean (Student Governor).

523. 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.

524. URGENT BUSINESS

The Chair indicated that the main theme of the Meeting will be to review this year's progress against targets in respect of the curriculum areas based at Princes Road Campus particularly regarding area for intervention in 2016/17.

The Committee will also continue to concentrate on the issues of significance relating to Level 2 provision and English & Maths.

The Clerk was asked to look into the ramifications of Board and Committee Meetings being tape recorded to assist in the preparation of the minutes of the Meetings.

ACTION: CLERK

525. MINUTES OF THE MEETING HELD ON 7 NOVEMBER 2016

The Minutes of the Meeting held on Tuesday 7 November 2016 were **APPROVED** and **SIGNED** by the Chair.

526. MATTERS ARISING

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

He also mentioned that, where relevant, papers for consideration by the Committee will indicate the Impact on Quality intended by the actions proposed in each paper to demonstrate how governors have demonstrated their scrutiny over quality matters.

Members now have access to the SPOC questionnaire is on the Governors' portal and the link to the new Maths GCSE specifications.

Members were advised that SPOC is now being done in house, rather than as previously through an outside provider. This change will enable information to be available more quickly and early indications from students are quite positive. Members were informed that the final results will be placed on the Governors' portal.

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

ACTION: CLERK

A governor requested that the point on Page 3 of the Minutes regarding marking lag needs to be followed up and will be covered under the TLA presentation.

527. IN-YEAR PROGRESS, RETENTION, PROJECTED SUCCESS & ATTENDANCE

The Committee **RECEIVED** a Report from the Deputy Principal and the Director of Information Services giving an overview of the above matters, with comparison, where relevant, to the College target, the same point last year and the most recent national provider rates.

Key highlights:

- Overall 16-18 retention up 6pp to 94% compared to last year
- Projected success for 16-18 learners for all qualifications is 88%, above target by 4pp, last year by 8pp and above NA by 9pp – this is pleasing and due to hard work from a large number of staff
- There is some inconsistency in projected success for individual 16-18 qualifications
- 19+ retention is up 2pp to 95% over 2016
- 19+ attendance at level 2 remains of concern due to the poor attendance at English & Maths lessons
- Attendance levels at levels 1 and 2 continue to be challenging and reflects poor attendance at Maths and English lessons
- Projected success rates for 19+ (all qualifications) is 92% but each level shows a more mixed picture.

Governors reviewed data across all 20 programme streams in the College and noted variance in projected success rates from 97% for Travel and Tourism to only 78% for Mechanical Engineering. Overall, eleven programme areas have projected success rates on or above the College average of 89%. Governors questioned the variability across courses and sought reassurance of actions being taken to smooth out the inconsistencies.

Governors asked about projected success at Level 2 which has been an issue in the past and a focus of this Committee. The Deputy Principal responded that 83% projected success is expected and a review of this prediction is taking place next week – the final one for this year. It is still the case that the progression is not as good as at Level 1.

The progress ratings reflect learners' progress against target achievable grade (TAG) with such progress being reviewed every six weeks and this was noted by the Committee, notwithstanding that there is concern regarding the variance among students meeting their stretch targets between programme areas.

The Deputy Principal reported that messages are very positive and there is confidence regarding projected grades for this year and CAMs have

been charged with ensuring these good signs translate into actual levels of achievement

The 19+ trajectory for levels 2 and 3 is 1 or 2 pp above last year although slightly below target, which itself was challenging.

Members were reminded that the progress data only relates to students on Government funded programmes so, for example, AAT students funded by their employers or by the individual personally are not included. These areas are not inspected by Ofsted.

Governors sought assurance as to all possible methods were being employed by the College in sustaining and improving attendance levels to get students into class when they should be and are achieving, particularly at this stage of the academic year.

Senior Management reported that there are still issues in getting students to attend English & Maths classes in particular and a variety of techniques are being used to encourage students mirroring techniques used elsewhere in College. Some students are very hard to engage with as they are not at all interested in E&M due to past failures at school.

A **Task & Finish group on English & Maths** is being set up to ensure all procedures to improve E&M attendance will be fully in place for September. The College is confident that our processes and mechanisms reflect what other providers are doing to address the attendance issue. The Chair of the Committee confirmed that attendance will continue to be a standing item on agendas of this Committee.

The Committee **NOTED** the Report.

528. TEACHING, LEARNING AND ASSESSMENT

Penny Petch (Head of Teaching & Learning) **PRESENTED** an In-Year Report on Teaching, Learning & Assessment, concentrating on progress against the Action Plan. This had been requested by Governors at the last Meeting of the Committee.

The key points of the Report were:

- 266 observations so far this year (target 300, which is higher than last year of around 220) with 67% of teachers meeting all 5 key expectations against target for the year of 80% (this rises to 71% if high performing teachers are included)
- High performing teachers who act as mentors (18) are not observed
- Underachieving teachers are required to meet with an Advanced Practitioner for further support and development

- Five key areas for development were identified at the end of last year – a target of 80% was set for good practice to be seen in observations and all areas are now above 80%
- In-year optimised data demonstrates that 82% (84% including mentors) of observations meet all five expectations which had been identified at the end of last year and are tracked in observations

Developments continue to include Departmental Teaching and Learning Days, Pedagogy Pulse, July Professional Development week, Teaching and Learning strategy of the Month, AP support (including weekly surgeries), two external consultant visits (Princes Road and Moulsham Street) and continued Learning Walks, one series focusing on British Values and Welfare to ensure it is embedded in the classroom. ACE has been replaced by two weekly CPD sessions for teachers to attend and some are directed by line managers. One final Learning Walk for the year is planned on the theme 'Stretch and Challenge' for learners.

Detail of progression of these developments was provided to governors in the paper.

Our consistently high performing teachers continue to act as mentors and are not observed themselves.

The current Dataset demonstrates that Teaching Learning & Assessment is on an upward curve notwithstanding that governors noted there are some inconsistencies remaining across different areas of the College.

Governors were informed that Stretch and Challenge focus for teachers is the current theme so that, even if areas are doing well as demonstrated by observations, the challenge is to do even better.

The optimised data shows best performance as raw data is affected by staff issues and challenges as there have been staffing issues including new appointments, authorised absences and some departures.

CPD attendance is good and is found useful by staff. In response to a governor question, the Head of Teaching and Learning said that the bite size CPD has worked really well.

Performance and practice has improved this year on the back of initiatives put in place at the start of the year. Vocational support for English & Maths teams has improved.

A governor enquired why there is no English & Maths mentor. Staff difficulties have contributed to this (new staff and uncertainty about

staff being suitable for mentoring) but the resource now exists to establish mentors for this area.

A governor asked if staff are aware of the five key expectations underpinning Learning Observations. Training has been given and is regularly reviewed so it is consistent, meets objectives and there is supporting evidence.

A governor sought assurance regarding future development of English & Maths. It was explained that improvements are sought in all curriculum areas not just in E&M and Management consider that performance and practice of teaching staff has improved over last year.

A governor challenged the statement in the papers that 'support in for E&M staff and teaching in vocational areas is improving' though the rest of the paper might suggest otherwise. The Head of Teaching and Learning confirmed that improvement is taking place.

The Committee **NOTED** the Report.

529. ENGLISH AND MATHEMATICS

Alison Davies **PRESENTED** a Report providing an overview of the College's progress in this area. These demonstrate clear indicators of improvements in outcomes for 2016/17, although it is recognised that they are not yet good enough.

The Committee **NOTED** and commented on a failure to manage the delivery of English and Mathematics to ensure significant improvements in outcomes will have a negative impact on the employability of learners. It may impact the outcome of the next Ofsted inspection due before Christmas 2017. This issue remains a considerable challenge for the College and for most other FE Colleges.

Staff challenges have included the need to use agency staff to cover a departure, an authorised absence and a long term sick issue but staff have worked well together this year.

The Committee **NOTED** the points regarding English & Maths made by Ofsted during the Support and Challenge Visit in March which has led to the establishment of the Task & Finish Group referred to in Minute **527** above. This Group will report back to the Committee at the next Meeting.

These aspects are still on-going but are having a positive effect:

- 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
- Support and Challenge feedback
- Development of 'task and finish' working group
- ETF Health Check

Outcomes

- Of controlled assessments so far, 52% of 419 learners have achieved a good C in English, compared to 26% last year. It is expected that at least half of these learners should achieve a grade C overall following the formal examination
- GCSE Maths indicates progress with 25% of learners are expected to achieve a grade C with a further 23% on a high D, which is improved on last year (19% and 9% respectively)
- English & Maths shows consistent progress with last year and at the end of the year, the College had 54% pass all elements after two sittings.
- Functional Skills English & Maths is only about the same as last year but once GCSE examinations are complete, the staff will move to support this area

Retention and Attendance

Attendance at Maths & English sessions is lower than attendance on all 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%.

In- year Retention is currently 89% compared with a final outturn of 77% last academic year.

In response to governor challenge to this predicted data regarding likely success on likely success rates particularly in English exceeding last year, the Committee were informed that there is proactive monitoring of attendance of M&E to make sure students attend especially if they are actually in College for vocational sessions. Staff are told to get students out of the Café and into scheduled E&M classes often by direct intervention by CAMs. Governors reiterated the need for timely action by managers.

Teaching Learning & Assessment

All GCSE English & Maths teaching staff have been observed a least once in this academic year. With the exception of one who is currently a mentor and an observation is not required this year.

Seven out of nine staff have met all 5 key expectations which equates to 78% against a target of 80% and development proceeds for the other two.

Special initiatives are to be investigated to encourage students to attend and achieve and to expand our involvement with employers. The Senior Leadership Team are focusing on ideas to improve student engagement and incentivising them.

A governor asked what is meant by 'Resilience of students'. This refers to the attitude of students to attendance and participation and, ultimately, to achieve. It involves keeping them positive and forward looking as many have had a cycle of underachievement in the past.

The Committee **RECEIVED** the Report.

530. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

The Committee **RECEIVED** a Report from Marco Iciek (Director of Learner Development and Inclusion) informing the Committee of the requirements of the PDBW theme of the Ofsted common Inspection Framework and provide examples of recent activity in this area.

The Committee were informed of the specific PDBW criteria as defined and the College's current activity in that regard – the aim is for a Grade 2 in this area at the next Ofsted inspection.

It is noted that OFSTED inspections recently which have included this area for the first time under the revised Common Inspection Framework have not been good with few Colleges gaining a grade 2 for PDBW.

The College's current activity is considerable and wide-ranging as is detailed in the paper presented to the Committee. There are some general initiatives concerning the establishment of a PDBW task group and an integration of PDBW activities in the College Calendar for 2017/18. This will include the College having Themed Weeks throughout the year so that all staff and students know what those themes are and what activities and events are being held to reinforce and celebrate those themes.

The criteria are further developed in other activities:

- Tutorial programme
- Learner Voice
- Prevent/British Values
- Employability
- Being Safe
- Staying Fit and Healthy
- Poster competition to signify and identify British Values (governors voted on which poster they thought best)
- OFSTED consultant is attending Professional Development week and Governors invited to attend

Governors were informed by the Clerk that Colleges recently inspected under the new Common Inspection Framework (which now includes PDBW) have not been graded well in this area. Governors restated that the College needs to ensure our activities with students to ensure improvements in student confidence and engagement with PDBW.

The Committee **RECEIVED** the Report.

531. PROGRESS AGAINST COLLEGE IMPROVEMENT PLAN

The Deputy Principal **PRESENTED** an updated College Improvement Plan 2016/17 showing Ofsted Support and Challenge Actions and progress to date. She reported that good progress is being made against all seven College priorities.

The Committee noted that Priority 4 and Priority 5 are still rated RED as there is still some inconsistency of outcomes across the College.

The main progress and developments were covered in earlier items on the agenda.

After discussion, it was agreed that the findings of Learning Walks by Governors should be matched to Staff Learning Walks to ensure consistency.

The Report was **RECEIVED**.

532. PRESENTATION - PROGRESS AGAINST TARGETS

The Committee **RECEIVED** a Presentation showing progress against targets and action taken for the Curriculum Areas based at Princes Road and Beacon House, including current areas identified for intervention in 2016/17.

This was given by Simon Drane, assisted by the Curriculum Area Managers based at those two locations, and was in response to a request at the previous Meeting from Committee Members.

Simon commenced by giving a short PowerPoint presentation giving the key objectives against the College Improvement Plan for each relevant Curriculum Area. A copy of the presentation was provided to all Committee Members and will be placed on the Governors' portal.

This presentation covered the following Curriculum Areas:

ELECTRICAL & ENGINEERING	Mark Baker
CONSTRUCTION	Michelle Box
HAIR & BEAUTY, HOSPITALITY & CATERING	Tanya Gower
APPRENTICESHIPS	Sally Gatrell

Simon's presentation made the following key points:

- There has been a clear change of culture at Princes road this year
- Progress reviews set clear targets for staff including being proud of what they do and of results
- Staff reminded that every learner can achieve and there is a need to ensure that they complete their course so as to successfully achieve
- Ensure students clear about their study programme and the expectations of them from the outset

The Curriculum Area Managers for the above areas (noted above) joined the Meeting to provide further insight into their areas and to answer questions from the Committee.

The Committee were reminded of the six targets which are in place for each CAM, including student progress, outcomes, setting robust targets, English & Maths improvement, quality of TLA and grow commercial income streams.

The CAMs noted the Committee's concern to improve attendance and retention noting that this can impact on achievement rates if those students are not likely to achieve. There is also the data impact of students who begin a course of study but then are able to find employment, which should reflect as a vocational success.

Governors asked how they can demonstrate why learner achievement has improved. The CAMs were encouraged to note the evidence (verbal and written) in their action plans in support of improvement, including course meetings, hidden customer surveys, presentations to new students,

explanation of the aspects of study programmes, meeting the expectations of students/parents and giving good career advice.

Electrical & Engineering is an intervention area and the CAM explained what intervention steps have been taken this year and indicated there is good progress being made. Projected Success for Electrical Installation is 84% (last year 66%) and Engineering is 78% (last year 52%). The goal is rapid improvement.

Other points made were:

- Direct ownership by teachers is now in place
- The whole focus of presentation of lessons very clear
- English & Maths is a 'must' and still attendance is a challenge but it is being tackled
- The Principal put in a crib sheet for lesson improvement and this has had massive impact
- He felt they were ready for inspection
- A tracking system has been developed and this enables better monitoring

CAM also indicated that there is a need to obtain commercial income, introduce new qualifications for next year in engineering and to further development of Apprenticeships in response to Government initiatives.

The CAM reinforced the point that Attendance at English & Maths classes is still a problem in their area.

In Construction, trades are a major issue and the involvement of students in English & Maths, although it has improved. Students, particularly at level 1, being told how important E&M is for their future employability.

The expected outcome for **Beauty** is 90% as per progress to date which is a great improvement on last year. The new tracking system is working really well and information is right up to date. Students can see their performance records easily and timeously.

The Committee had a wide ranging dialogue with the CAMs present and all CAMs contributed. In response to questions, which included governors challenging the CAMs on data in areas where learner progress was below targets, the CAMs referred to and commented on the following issues:

- Change in the mind-set of the engineering team with focus on outcomes
- Stronger Performance Management by CAMs

- Teacher Observations improved on last year in all Princes Road curriculum areas (assuming good or better equates to percentage meeting all 5 Key Expectations)
- Ensuring validity of the curriculum offer, especially for employers therefore ensuring students finish their qualification and are employable
- Engagement with Employers
- Getting the right level of course for the right student
- Comprehensive Action Plan adhered to and used with staff
- Staff stability
- Focus on Teaching Learning and Assessment
- Improve WREX (work related experience) – community projects

Key challenges in Apprenticeships

- Inconsistency between apprenticeships
- Residual challenges with entry ability in E&M
- Holistic approach to targets
- Minimum levels of performance
- Reviewing consistently underperforming areas
- Attendance at Maths & English is still poor – 8 to 15% disparity in attendance against their vocational course

It was noted that **Catering** is a concern because the number of learners are declining (only 59 at present). The area appears to have a poor image and the learners are of a lower academic level. The CAM is examining with Senior Management whether the curriculum is suitable or not with the aim of reducing the downward spiral. One effect of the low learner numbers is that there is an underutilisation of facilities (which are good).

CAM has had to work intensively with staff to motivate them and get them working as a real team, capitalising on their individual strengths and skills.

The Committee **THANKED** the CAMs from Princes Road and Beacon House for their insights into the activities at those locations. Future updates were requested, including scrutiny of 2017 interventions and any new interventions for next year.

533. RISK REGISTER

Mike Tadman (Assistant Principal, People & Services) **PRESENTED** the updated (to 8 May 2017) College Risk Register to the Committee, which was **NOTED**, together with the updated Dartboard.

The previous updating to 28 February 2017 was reviewed by the Board on 31 March 2017. The Senior Leadership Team reviews the Register weekly.

There has been a further reduction in the overall risk profile of the College, with five of the 25 identified risks reduced since February.

No risks have increased in rating since February.

The Area Review risk has been removed from the Register following the completion of the Area Review process and a new risk relating to post-Area Review arrangements introduced.

There are currently no RED risks.

In response to a governor question as to the change of status of the OFSTED Risk on the register, it was explained that, as a result of the recent Support & Challenge Visit, it is believed that the OFSTED risk has lessened. This will be reviewed once the final 2017 outcomes and success data is known.

534. KEY PERFORMANCE INDICATORS

A summary of progress against KPIs was **NOTED** by the Committee, with detailed commentary. The previous iteration was considered by the Board on 31 March 2017.

Some key highlights were noted:

- Strong applications for 2017/18 with higher learner numbers expected than last year
- 16-18 apprenticeship funding value for 2016/17 has been downgraded from £776K to £750K reflecting a cautious approach but is offset by over performance in Adult Apprenticeships
- Retention rate for Looked After Children is 81%, below target of 92%

Management clarified that there are no National Averages available for Looked After Children, but anecdotal evidence in the sector suggest that our retention rate is consistent with other Colleges.

Performance against all other KPIs are currently rated GREEN or AMBER.

In response to Governor questions, it was noted that staff absences are analysed by teaching and non-teaching staff and it is the case that the rate is lower for teaching staff this year compared to last.

In addition, it was confirmed that cash days in hand are often low in March due to the payment profile from the Funding Agencies. There was no need to use our overdraft facility this year during the period January to April 2017.

535. COMMITTEE MATTERS

Self-Assessment

The Clerk **PRESENTED** a Self-Assessment Checklist for Members of the Committee to complete for the 2016/17 year and return to him as soon as possible so that a Report can be prepared for the next Meeting of the Committee.

Members' input as to improvements in the Committee process were requested by the Chair, e.g. agenda, remit, along with return of the forms.

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

Governor Visits

The Chair reported that she had met recently with the Deputy Principal to discuss general issues of Curriculum & Quality as part of a termly cycle of regular meetings between them. She had also spent a day doing Learning Walks focussing on Level 2 and E&M classes, as well as meeting staff and students. Her notes are on the portal.

Susan Hughes (Safeguarding Governor) reported that she had recently attended a Meeting of the College Safeguarding Committee and had placed her notes on the portal.

The Clerk asked if any other Members had visited the College to provide a brief Report for inclusion in the Minutes.

Meeting Dates 2017/18

The Clerk **TABLED** a schedule of suggested Meeting Dates for 2017/18, which was **NOTED**.

Schedule of Business 2017/18

The Clerk **TABLED** a programme of business for the Committee for 2017/18, which was **AGREED**.

536. ANY OTHER BUSINESS

There were no matters of Any Other Business.

537. DATE OF NEXT MEETINGS

Tuesday 7 November 2017 at 2 pm
Tuesday 20 February 2018 at 2 pm
Tuesday 15 May 2018 at 2 pm

There being no further business, the Meeting terminated at 5.00 pm.

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