

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
15 May 2018 – 2.00 pm**

PRESENT: Sarah Noble (Chair)
Susan Hughes
Janet Maynard
Elaine Oddie
Jack Pendleton (Student Governor)
Seena Shah
Andy Sparks (Principal)
Barbara Vohmann

IN ATTENDANCE:
Penny Petch (Head of Teaching & Learning)
Caroline Williams (Deputy Principal)
Debs Hurst (Vice Principal, Finance & Corporate Resources)
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)

The Chair said that the theme for this and future Meetings will be 'Moving forward in teaching and learning and future ambitions of the CAM's for their areas in 2018/19'

568. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Steve Houghton, who is on leave of absence from the Board.

569. 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 and Company Secretary of Essex Shared Services Limited. 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.

570. URGENT BUSINESS

There were no items of Urgent Business.

571. MINUTES OF THE MEETING HELD ON 20 FEBRUARY 2018

The Minutes of the Meeting held on Tuesday 20 February 2018 were **APPROVED** and **SIGNED** by the Chair.

572. MATTERS ARISING

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

A governor enquired the meaning of the focus for future Meetings. The Chair responded that it was proposed to follow this through by inviting CAMs to the next meeting of the Committee in November 2018 to share their aspirations for their areas.

ACTION: PRINCIPAL

In response to a governor question (page 8 of the minutes), Alison Davies said that there is a strong focus on spelling and grammar so that students have dexterity in these skills given their importance in the workplace.

A governor asked about the results for recent Maths mock exams (page 4 of the minutes). Alison Davies said that the results were quite positive with good attendance and that functional skills are on track for good results. However, only the real exams will prove this and Alison did note the new specification for maths is having a negative impact.

573. PRESENTATION: SUPPORTED EXPERIMENTS

Penny Petch (Head of Teaching & Learning) introduced presentations on Supported Experiments from four curriculum areas which were planned during CPD in March, and explained that staff will present the outcomes of these Experiments during the Professional Development Week in July 2018.

The four areas covered were Special Provision, Student Support, Childcare and Health & Social Care and Business, Law, Travel & Tourism.

Extended Learning/Special Provision (Rob Olding, Lecturer)

Ofsted had identified that targets for students were not specific enough so now students can take sequenced steps to meet their end goals including

personal enrichment activities of their own choice. This has been done for most of this year.

There has been a redesign of the student records to include EHCP (Education Health Care Plan) outcomes giving space for formative assessments to be logged.

Rob explained that the targets are specific and students can have a greater focus on what they are trying to achieve.

All teaching staff in Extended Learning are using the new lesson plan which is set for each day. This has been well received by teachers and support staff.

In response to a governor question, Rob said that students are not necessarily aware of their target but each student has daily lesson plans and regular progress meetings. This has been very positive because the support is specific to individual needs.

Janet Maynard said that at a recent Transition Meeting with Essex County Council, they gave high praise for the thorough reviews done for students and their participation in the formative assessments.

Student Support (Elizabeth Tugwell, Team Leader)

The Experiment was built on improved communication within student support and between student services and curriculum teams so that the young person in question is at the centre of any intervention. This is especially important for vulnerable learners.

She explained the rationale behind the supported experiment – the GDPR implications, the improved lines of communications between teams so that the student students will feel more supported. It involves robust discussions about learners with the curriculum teams and clear actions to be agreed, with a commitment to improvement and better communication.

She indicated the strengths and weakness so far and mentioned that the experiment may well lead to an increased staff workload as students not currently supported are identified as needing intervention.

The Chair asked about the time commitment involved. Elizabeth said the initiative forms part of regular meetings with curriculum teams as a standing agenda item. She believes this is efficient and works better than separate meetings. It enables a quicker and better response when issues arise with particular students.

In response to a question, Elizabeth said the experiment will continue next year.

A governor commented that prioritising contact within the team can be difficult since some students have a variety of different needs. Accordingly, the project is set up to avoid the position of students having to work with more than one student services person. This can also be confusing and feel intrusive for the students.

Childcare, Health & Social Care (Sue Carey, CAM)

The experiment is a focus on student attendance at English and Maths which currently are not within 5% of the attendance by students in their main programme of study. When learners are made aware of the need to achieve, they are still not attending. Sue Carey reiterated the message to students that any further progress in study or into employment will be prejudiced if they do not have GCSE English and Maths. Therefore, the experiment tries to explain how English & Maths is used within their study programme and therefore in the workplace.

Reward cards are used for attendance and greater use of text books and library resources rather than wholly relying on digital technology. Students are also being encouraged to explain and share how they have used English & Maths in their work placements.

New members of staff have joined the Department. They are very enthusiastic when emphasising the use of English & Maths in the workplace, which is vitally important.

Sue explained, when questioned, the increased use of external speakers to reinforce the message to students of the importance of English & Maths. E.g. Staff from Broomfield Hospital have given students insight into how to prepare for interview and frame CVs. In addition, speakers from the Home Care industry have visited to reinforce the message to students.

Business, Law, Travel and Tourism (Rebecca Leech, CAM)

The experiment relates mainly to Level 2 students, but there are some Level 3. The Ready-Set-Go experiments aims to improve learner outcomes with greater discipline at its core and improved engagement in class.

It is a process of 'back to basics' and it is going well so far but it is too early to claim success. Unfortunately, there are serial offenders regarding attendance and they need constant nagging with the message 'if you want to progress you need to engage'.

A governor asked if these students will really engage and do they really understand the downside of not engaging? Rebecca said that it is not that they are not interested but just that they are not engaging in the learning process.

The student governor asked how to measure improvement when an offender has turned the corner. Rebecca said learner records would reflect and acknowledge a change.

In respect of all the Supported Experiments noted above: Reports would be given to staff as a whole on Thursday of PD Week to which governors will be invited.

ACTION: CLERK

The Committee **THANKED** the staff for their presentations.

574. TEACHING LEARNING & ASSESSMENT

Penny Petch (Head of Teaching & Learning) **PRESENTED** an In-Year Report on the observation of TLA and also issues identified with the effective working of the assessment centres and the British Values CPD undertaken by staff and governors.

The key points of the Report were:

- 217 observations this year, slightly fewer than last year at this stage (affected but supplemented by Ofsted inspection)
- 79% of teachers meet all 5KE (target for the year 90%) which so far is better than last year
- Teachers not meeting 5KE are supported with an AP or a mentor
- Developments to improve TLA: Supported Experiments (see Minute 573), Pedagogy Pulse, Teaching and Learning Strategy for the Month, AP Support, weekly CPD sessions and Learning Walks
- British Values short qualification completed by 121 staff and governors with a 100% pass rate – remaining staff will complete in July PDW
- All areas for development in observations have been achieved
- Assessment Centre behaviour and staff issues identified

Observations have been suspended in Engineering and Electrical as staff shortages in that area meant that it was not practical to continue. If this area is excluded from the overall total, then the number of staff achieving the 5KEs rises to 86%.

The Chair asked that the table of observations should note the number of staff involved in each subject area so the percentage figures can be put into context.

A governor asked how non-teacher trained staff/ agency staff are being monitored. This is closely managed by the CAMs within their area.

A governor asked how many Advanced Practitioner there are in College. Penny said currently three so their time is limited but their contribution is very beneficial and well respected. They are all on part time contracts. In addition, the College has a number of mentors supporting the teaching staff.

Assessment Centres issues were documented and recommendations noted which Penny will follow up.

The Committee NOTED the report.

575. ENGLISH AND MATHEMATICS

The Committee **RECEIVED** a Report from the Director of Curriculum (Moulsham Street) giving an overview of progress made in relation to English and Maths with a focus on attendance. They also gave a brief overview of changes to Functional Skills qualifications from September 2018.

Alison Davies, supported by Lisa Houghton, Head of English & Maths, reported on the following issues:

- Use of staff performance systems to underpin achievement of 5KE
- Rigorous internal verification for Functional Skills
- Training for new GCSE specifications
- Successful introduction of new GCSE standards
- Review of curriculum offer for 2018/19
- Preparing for changes to the Functional Skills qualifications
- Full staffing for English & Maths: no agency staff being used at present.
- Four members of staff AQA or Edexcel examiners
- Low attendance in English & Maths: overall College attendance is currently at 86% but English & Maths both below 80%
- Development of English & Maths Start and Finish Group focusing on attendance
- Positive trends for outcomes this year (see Minute 576 below)

The Paper provided to Members of the Committee expanded on these points and other aspects of English & Maths in greater detail.

Further comments were made to the Committee:

- Changes to Functional Skills will apply from September 2018 – these are now moving towards GCSEs so that there is an accepted comparability between the two. There is no legacy qualification and the change has to be made. The new regime will no doubt be tougher for the students
- HEIs and employers will take time to recognise this parity
- Attendance has not improved and it is still a real and ongoing issue
- Timetabling remains an issue. The Principal said we must get this right because timetabling must not be a reason contributing to poor attendance
- The Principal said that elements of the Supported Experiments can and should be adapted to all curriculum areas
- The new Start and Finish Group needs to start its work much earlier and needs to gather fuller and better information from feeder schools

The Committee **RECEIVED** the Report.

576. LEARNER PROGRESS 2017/18

The Committee **RECEIVED** a Report from the Deputy Principal and the Director of Information Services providing Members with an overview of retention and projected success against targets and the most current national provider rates for 2017-18. Also included were attendance and progress for each age group, level of study and programme area.

The key points of the Report are summarised below:

- **Outcomes for learners 16-18** have been maintained at all levels except level 3, and are above NR but below target
- **Attendance** is challenging at Level 1
- **Programme area projected success rates** are variable with seven of the 20 programme areas projecting success rates on or above target
- **Progress of learners** varies significantly between programme areas with six of the 20 programme areas progressing 75% of their learners on or above their target achievable grade (TAG)
- **Learners in receipt of higher Needs Funding** continue to make good progress

16-18 learners

Retention for 16-18 learners overall is 93% in line with target; projected success for 16-18 learners all qualifications is 87% against target of 88% and last year's actual of 87% and 5pp above NR.

Level 3 gives concern with projected success rate at 88% against target of 91% and below last year's rate of 90%, but above NR by 2.5pp.

Entry level and Level 1 projected rates are 91% and 89% in line with target and last year's outturn and 10pp above NR.

Level 2 is in line (at 81%) with college target, last year's outturn and just above NR.

Attendance at Level 1 is materially affected by poor attendance at English and Maths and Functional Skills lessons.

19+ learners

Retention for 19+ is 96% and on target and against last year's data.

Projected success for 19+ learners all qualifications is 93%, in line with target, about last year's actual (92%) and 5pp above NR.

At each level, the projected success rates are in line with target, above last year's actuals and above the latest NR by significant margins (levels 2 and 3) and in line with NR for level 1 and entry level.

Projected success rate for levels 1 and 2, though sound, are affected by the increased number of learners on a study programme taking Functional Skills rather than GCSE English and Maths.

As with 16-18 learners, attendance of 19+ at levels 1 and 2 is a challenge due to English and Maths.

The Committee was provided with detailed tables analysing the in-year and projected data.

There are some concerns regarding projections for Level 3.

Overall, projected success rates will be similar to last year and above NR but are not all are going to reach targets. The Deputy Principal made the point that any target of 90% or more is a very high target and is aspirational. The Committee were reassured that the College is on course to achieve good results for this year, at least the same as last year and maybe slightly higher.

The Board will receive an up to date Report at the July Board Meeting.

The Committee **NOTED** the Report.

577. COLLEGE IMPROVEMENT PLAN 2017-18

The Plan for 2017/18 was **APPROVED** by the Board at its Meeting on 7 December 2017. The Committee **RECEIVED** a Report from the Deputy Principal on further progress against the Plan so far this year, incorporating amendments to the Plan following the Ofsted Inspection late last year.

The Committee also **RECEIVED** an update on the designated intervention areas for 2017/18, namely Health and Social Care (levels 1 and 2) Business Level 2 and AAT Level 2 and Engineering at Princes Road.

The Deputy Principal reported that progress is being made in all these areas, noting that the greatest impact on outcomes for learners has been achieved in Level 2 Business.

The Committee were provided with detailed analysis of the actions required to improve in these intervention areas and progress and impact made thus far.

Regarding the intervention areas, the following comments were made by the Deputy Principal:

Health and Social Care –

- The success methodology used in engineering is being utilised in H&SC
- The Department is focused on improvement
- The Department now has a complete staff team
- The Level 2 position is still a concern where projected success is only 69% and retention is poor as well at 71%

Engineering –

- It has been hard to keep this on track this year due to staffing issues but with the help of Simon Drane as a teacher for 8 hours per week, it has been managed
- Retention is good at 87% and attendance is acceptable at 81% and projected success rate is 73% which is not critical
- Student support have been very pro-active on a daily basis
- New staff recruited are having a positive impact

SD was thanked by Governors for his considerable contribution during challenging staffing issues.

Business and AAT –

- positive outcomes from actions taken and around 90% should succeed (1st Diploma and Extended Certificate)
- still some staffing issues being worked through

CIP

The Deputy Principal reminded governors that the CIP continues to focus on the seven priorities for the College and Senior Management responsibilities for the various actions in the Plan are delineated. Good progress is being made against these priorities.

Nevertheless, the following priorities have been graded as RED for improvement:

- 3. Attendance at English & Maths lessons
- 6. Learner achievement of both Functional Skills and higher grades in GCSE English and Maths, through sharing best practice and implementing the new GCSE specifications
- 7. Effective review of the progress of Apprentices with appropriate target setting and feedback

Clear progress has been made with the progress of Apprentices and also Work Based Learning placements.

The Committee **RECEIVED** the Report.

578. CURRICULUM PLAN 2018/19

The Principal and Deputy Principal **TABLED** a draft of the College Curriculum Plan for next academic year for consideration and review by the Committee.

The Plan explained the Curriculum Vision of the College informed by the recently approved Strategic Plan 2018-21, identifying provision types, qualification types and levels that the College is providing.

The Plan is constructed on the same basis and taking into account the same drivers as for the previous year (see Committee Minute 550)

The College will continue to offer study programmes at entry levels and levels 1, 2 and 3 to 16-18 learners across 14 of the 15 sector subject areas (SSAs). Adult learning provision is offered at entry levels and levels 1 to 4 across the same 14 SSAs.

Apprenticeships are planned to continue to expand and to transfer from the current frameworks to the New Apprenticeship Standards. In addition, the College will introduce end point assessments (EPA) centres for apprenticeships in resource intensive standards.

The Committee was further informed of proposed additions/deletions to the Curriculum offer compared to last year as documented in the paper.

The Committee noted the continuing demands on the College from Essex County Council for High Needs Learners provision and longer term requirement for further physical space for this work.

The Plan is framed taking into account any resource implications from pursuing the objectives in the Plan. These resource needs will be incorporated as necessary in the Budget for next year.

In response to a question from a governor, the document is primarily for internal use and gives an indication of direction of progress.

The Chair said that the Plan does not mention recruitment patterns specifically, either in-year or over a period of time, and this will be considered for inclusion in the next Board Development Day in October 2018 to examine and review. This can inform future Curriculum Planning.

ACTION: CLERK

The Committee **RECOMMENDED** that the Plan be approved by the Board at its Meeting on 6 July 2018.

ACTION: CLERK

579. RISK REGISTER AND KEY PERFORMANCE INDICATORS

The Vice Principal, Finance & Corporate Resources, **PRESENTED** the updated (to 3 May 2018) College Risk Register on elements which relate to this Committee, which was **NOTED**, together with the updated Dartboard.

The Senior Leadership Team reviews the Register weekly. The current detailed Risk Register is placed on the governors' portal.

There are 33 risks in total, of which 1 is RED, 16 AMBER and 16 GREEN (7 with a score above 4 and 9 with scores below).

The RED risk relates to the potential costs of the relocation of Hair & Beauty to Princes Road particularly in relation to drainage at that site.

The Report detailed the AMBER and GREEN risks and the current position mitigating/addressing the risks in question.

The Key Performance Indicators discussed were those relating to Quality & Learners matters and were covered in detail in Minute 576.

In response to a governor question, the Principal advised that Beacon House is still operational. Meanwhile, a planning application has been submitted for Princes Road regarding the works to facilitate the relocation of Hair & Beauty.

Therefore, the College, through the Vice Principal, Finance & Corporate Resources is in discussion with estate agents regarding the sale of Beacon House. The College is advised that there appears to be interest in acquisition and the College aim is to effect a sale as soon as possible, so long as the price is acceptable.

The intention remains to occupy Princes Road with Hair & Beauty provision from September 2018. If the building works are not fully ready then there is a Plan B to deliver the theory content of the Study Programme for the short time until the salon and treatment rooms are completed and ready for use.

580. COMMITTEE MATTERS

Governor Visits (verbal)

There were no visits reported by Members.

Schedule of Business 2018/19 and Meeting Dates 2018/19

The Clerk **TABLED** these schedules for the information of the Committee and highlighted the change in the date of the Search & Governance Committee and the full Board from 22 March 2019 to 29 March 2019.

581. ANY OTHER BUSINESS

There were no matters of Any Other Business.

582. DATE OF NEXT MEETING

Tuesday 6 November 2018 at 2 pm

There being no further business, the Meeting terminated at 4.35 pm.

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