

**CHELMSFORD COLLEGE  
QUALITY AND LEARNERS COMMITTEE  
6 November 2018 – 2.00 pm**

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**PRESENT:** Sarah Noble (Chair)  
Susan Hughes  
Janet Maynard  
Christian Norman  
Elaine Oddie  
Ryley Shrimpton (Student Governor)  
Seena Shah  
Andy Sparks (Principal)  
Barbara Vohmann

**IN ATTENDANCE:**

Penny Petch (Head of Teaching & Learning)  
Caroline Williams (Deputy Principal)  
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)

**583. APOLOGIES FOR ABSENCE**

Apologies for Absence were received from Steve Houghton and Debs Hurst (Vice Principal, Finance & Corporate Resources).

**584. 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.

Elaine Oddie and Andy Sparks declared their interests as Directors of Essex Shared Services Limited. Andy sparks also declared his interest as a Director of ACER Limited.

There were no other declarations made.

No confidential items were notified.

## **585. URGENT BUSINESS**

There were no items of Urgent Business.

## **586. MINUTES OF THE MEETING HELD ON 15 MAY 2018**

The Minutes of the Meeting held on Tuesday 15 May 2018 were **APPROVED** and **SIGNED** by the Chair.

## **587. MATTERS ARISING**

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

The Chair stated that the focus of this Meeting was to scrutinise the implementation of the College Improvement Plan for 2018-19 by each Director responsible for relevant aspects of the Plan. Papers in this regard form part of Agenda Item 10 and the Directors involved were present at the Meeting to take questions from the Committee. She further stated that Curriculum Area Managers (CAMs) would be invited to a meeting later in this academic year.

The Committee noted that the Board had approved the Curriculum Plan for 2018-19 at its Meeting on 6 July 2018 on the recommendation of this Committee.

The Committee were reminded that the Grand Opening of Hair & Beauty at Princes Road would take place at 6pm on Tuesday 13 November 2018.

### Governor questions

A governor asked how the new lesson plan is progressing in Extended Learning arising from the Supported Experiments scheme. Janet Maynard commented that it was going well with EHCP plans being written slightly differently and continually reviewed.

A governor asked about the impact and outcomes of Supported Experiments and Penny Petch responded with a number of comments:

- some continuing as part of everyday practice
- the second phase has now begun for Academic and Business areas
- Regular monitoring of progress
- Progress on this will be reported back at the next meeting of this Committee
- It features in the College Improvement Plan under T&L

**ACTION: PP**

A governor asked about staff recruitment patterns and it was agreed that this should be further discussed at the February Governors' Development Day in order to inform next year's Curriculum Plan

**ACTION: CLERK**

It was noted that Governors visited the new Hair & Beauty provision at Princes Road during the Development Day in October.

**588. TEACHING LEARNING & ASSESSMENT**

Penny Petch (Head of Teaching & Learning) **PRESENTED** a Report on the observation of TLA in 2017-18 and a table of actions proposed for the current year.

The key points of the Report for last year were:

- 253 observations this year, slightly fewer than last year (291) - affected by Ofsted inspection
- 84% of teachers meet all 5KE (target for the year 90%) which is slightly down on last year of 86% affected by electrical area without which the rate would otherwise be 87%
- If teaching staff who have left in 2017-18 are removed from the dataset, then the rate rises to 93% of teachers meeting 5KE
- Teachers not meeting 5KE continue to be supported with an AP or a mentor
- Developments to improve TLA: Pedagogy Pulse, Teaching and Learning Strategy for the Month, AP Support, weekly CPD sessions and Learning Walks and Pedagogy Partners
- Use of college mentors to support new staff is successful with good take up
- 379 learning walks took place which informed classroom practice by teachers
- The report analysed data by department and identified trends in training needs.

The Key Actions planned for this year were itemised in the Report and included the following:

- Observations for new staff and those staff on the ACE programme
- Explicit linking of TaLOS information to staff progress reviews
- Emphasis in observations of feedback loop and students' capacity to show competent English and communication skills
- Further training on the use of LSAs in the classroom and EHC plans
- Continued coaching from Advanced Practitioners
- Continued monthly Learning Walks focusing on emerging areas of concern

- Raised scrutiny of students in receipt of Higher Needs funding and 'off the job' training for apprentices
- Case study reviews during observation validation to review judgements given by observers to ensure the expected standards are met.

At present, 62% of observations meet 5KE compare to 44% at this stage last year.

### Questions

A governor asked why the use of diagnostic information has not been tackled. Penny Petch said that observers do not always mention it in their reports and they have been reminded to do so, both by new staff and on an ongoing basis during the year.

In answer to a governor, Penny reiterated that all staff are observed every year and that the number of observations carried out is high in comparison to others in the sector.

A governor was concerned about the plan for observations in Engineering and Electrical since it remains as a College area of intervention. Simon Drane acknowledged that this is a challenge, due to pressure on staff in this area. However, every effort is being made to ensure quality is addressed. For example, there is no Programme Area Manager for E&E and the Curriculum Area Manager is currently covering both. CW confirmed E&E are being observed again and have been from the beginning of the year.

The Deputy Principal said that the development of TLA is key factor for curriculum teams and the capacity to improve this will be found in-house but, if not possible, external assistance will be sought.

Governors asked that scheduled dates of Learning Walks be notified to them so that they can attend if possible.

The Committee agreed that the Chair of the Committee should write to College mentors thanking them for their invaluable contribution to the improvement of TL&A.

### **ACTION: PP**

The Committee **NOTED** the Report.

## 589. ENGLISH AND MATHEMATICS

The Committee **RECEIVED** a Report from Alison Davies (Director of Curriculum, Moulsham Street) giving an overview of progress made in relation to English and Mathematics with a focus on attendance.

Key Points:

- Use of staff performance systems to underpin achievement of 5KE which was achieved by all current staff against a target of 83%
- Successful introduction of new GCSE standards predominantly for adult students
- Reintroduction of part time evening classes
- Preparing for resits in November 2018 – there are 27 maths and 16 English resit learners
- Limited information on the new Functional skills qualifications
- Full staffing for English & Maths: no agency staff
- Four members of staff AWA or Edexcel examiners
- Low attendance in English & Maths: overall College attendance at 86% but English & Maths both below 80% - 79% and 76% respectively
- Improvements in achievement for 2018/19: GCSE English grades 9-4 up 13.4pp to 35.5%, 5.8pp above the provider average. Maths was down 3.6pp to 24.9% but this is above the provider average of 22.3%
- Progress overall is very positive

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

### Governor questions

What action is to be taken to improve the unclear E&M responses in Student Induction Survey in this regard this year? Alison Davies responded that the Supported Experiment in English & Maths is raising the profile and the branding of METIS is being changed.

Governors were informed that student concessions are very tight and includes all qualifications including Maths. They are carefully audited.

Alison Davies said that strategies are in place to encourage and improve attendance. These will be maintained and actual attendance is reviewed and monitored in regular curriculum team meetings. There was a request to put review of trend data on the next meeting's agenda of this Committee, including any correlation between attendance and achievement, where there is felt to be causal link. It is clear that one size does not fit all and there is variation between different subject areas.

The IAS will be doing an advisory review in March 2019 of E&M attendance.

**ACTION: CLERK**

Governors asked and were advised that predictive outcomes start in December. The figures will be on the agenda for the next Meeting in February to review the situation and see what further action might be necessary.

**ACTION: CLERK**

Governors were advised of the following in response to questions:

- Improving results for Level 2 Functional skills but the cohort is very small
- Part time evening course has small numbers
- High priority to close the gap between attendance on vocational programmes and English & Maths attendances.
- The Task and Finish Group is now in place to monitor this.

The Committee **RECEIVED** the Report.

## **590. STUDENT SURVEY REPORT 2017/18**

The Committee **RECEIVED** a Report from the Director of Learner Inclusion & Development covering the SPOC Survey 2017-18 (Student Perception of Course), Student Induction Survey (October 2018) and the FE Choices Survey 2018.

The **SPOC Survey** was positive with students' overall satisfaction continuing to rise to 82% (2017 80%). This rate was only 63% in 2016.

The Committee were provided with a breakdown of the responses for information and areas where the satisfaction levels with under 85% were highlighted. Of these, only two questions (does the College listen to my views 76% and is the course well organised 72%) scored below 80%. It remains frustrating that the college listening to students' views question only attracts 76% satisfaction

The College feels that 85% satisfaction rate overall and for individual questions is a reasonable benchmark. There are some areas where levels of satisfaction are below this 85% as noted above.

The overall College satisfaction average of 82% is not met by some margin in Electrical and Engineering 71% and Construction 54%.

In response to a governor question, only about 50% of students respond to the questionnaire but there is no sector benchmark with which to compare. The survey occurs in the classroom.

Safeguarding is not asked as a specific question in Survey and this will be considered for the future. Marco Iciek referred to the Ofsted Report which said that safeguarding is a strength of the College.

The student governor said that Construction students were not asked why they had concerns. Governors felt that this dialogue should take place in all problem areas.

The Principal stated that the College is not always as good as it could be in relaying information back to students on what the College has done and this is an area for further improvement.

Simon Drane said that he had met regularly with students to explain staffing difficulties faced by the College and the best compromise that could be offered, which was well received by students.

In future, the survey would look at gauging employer satisfaction as well as student satisfaction.

The final question in the Student Survey is 'would you recommend the College to a friend' and this rated 85% and it is hoped this could be improved in the future.

The **Student Induction Survey** took place recently and overall the survey produced a positive response of 84%. The only two areas of low responses were, how courses will assess students (20% said no) and how to make a safeguarding report (19% said no).

These two aspects of induction will be revisited in the tutorial programme and students asked again later this year.

In response to a governor question, it was advised that not all learners responded with 1768 responses out of 2170 students, just over 80%. There will be a push to get a better return of the total number of new students in the future.

The **FE Choices Survey** is conducted over a four month period and is a quota survey. It has improved but the results are still poor and in the bottom quartile nationally.

The Committee noted the Actions planned following the outcomes of these Surveys including review by the Performance Review Boards, analysis by

curriculum teams and sharing the results with learners to encourage suggestions for improvements from them.

The Committee **NOTED** the Report.

## **591. ANNUAL SAFEGUARDING REPORT 2017-18**

The Director of Learner Development & Inclusion **PRESENTED** this Report to the Committee for consideration and comment. Production of this Report is an annual requirement of the College Safeguarding Policy and the Report is required to be approved by the full Board. The Report also covers Dovedale Nursery.

In addition, the College is required to comply with external requirements:

- Keeping Children Safe in Education
- Southend, Essex and Thurrock (SET) child protection procedures
- Ofsted's 'Inspecting safeguarding in early years, education and skills settings'

The College completed the Essex Schools and Colleges Safeguarding Audit in 2018 and achieved **very high compliance**. The Ofsted inspection in December 2017 rated Safeguarding in the College as Good.

The Committee was reminded of the staff who are Designated Safeguarding Staff in the College and the Professional Development which they undertake. In addition, all staff and virtually all governors have successfully achieved the Level 1 British Values qualification.

The number of Safeguarding issues raised increased from 378 in 2016/17 to 467 in 2017/18, of which 41% were referred to the safeguarding lead for enhanced assessment and intervention, the remainder being dealt with within the curriculum teams. Eighteen matters were referred to external agencies, but there were no referrals under the Prevent/Channel guidelines.

It was noted that the raw figures are affected by the transfer of Safeguarding data from previous learning providers and, if these are removed, then the figure is slightly increased from 297 to 311.

Susan Hughes remains the designated governor for Safeguarding and regularly attends Meetings of the College Safeguarding Committee which met seven times during the year under the Chairmanship of the Director of Learner Development and Inclusion.

A governor observed that increasing community problems regarding safeguarding does spill over onto the College but it is an issue for all Colleges in Essex and in the rest of the country.

Marco Iciek thought that reporting from Princes Road is potentially too low to accurately reflect the Safeguarding events which occur so additional support and training is offered to the academic staff at PR to highlight the requirement to and the benefits of making Safeguarding Reports.

Other points made by Marco Iciek in response to governor comments:

- Gross misconduct is on the increase with more significant incidents arising
- Health & Safety related incidents are reported to the Health & Safety Committee and ultimately to the Board
- Governors will be expected to take a new Level 1 qualification for Mental Health & Wellbeing. It was suggested contact details for information on help/support groups be detailed at end of the assessment
- Feedback from this level 1 qualification will be investigated since no feedback was given from the British Values qualification

## **592. SELF-ASSESSMENT & IMPROVEMENT**

### *Self-Assessment Report 2017-18*

The Committee **NOTED** that all Governors were provided with a copy of the College Self-Assessment Report for 2017/18 at the Governors' Development Day on 19 October 2018. Since then, final achievement data has been inserted and the document is now complete. It has been loaded on to the Governors' portal.

As last year, the SAR is divided into two sections – a Narrative Report detailing key statistics and supporting evidence, presented in Ofsted-style format and an Appendix providing the detailed numerical evidence.

The Deputy Principal advised that some minor adjustments to the SAR and the Appendices due to final achievements being included but none of this impacted the original judgements made.

The Committee, having reviewed the final version of the Report, **RECOMMENDED** that the Report be approved by the Board at its Meeting on 7 December 2018.

**ACTION: CLERK**

## College Improvement Plan 2018-19

The CIP for 2018/19 was **RECEIVED** by the Committee, discussed and **RECOMMENDED** that it be approved by the Board on 7 December 2018.

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. It provides a summary of the key actions which will continue the drive for improvement and the Committee will be updated on progress during the rest of this academic year.

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

- 3. Attendance at English & Maths lessons
- 4. Participation in relevant/meaningful work experience
- 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

The Committee **RECOMMENDED** that the Plan be approved by the Board at its Meeting on 7 December 2018.

**ACTION: CLERK**

### Implementation of the CIP

The Committee **RECEIVED** detailed documents from the Directors responsible for the implementation of the CIP – Marco Iciek (Learner Development and Inclusion), Alison Davies (16-19 Study Programmes) and Simon Drane (Adult Study Programmes). Each Director leads on an area. These plans have been reviewed by the Senior Management Team.

A governor requested that the profile of progression reviews be raised – linked to priority 1.

These documents outlined the context of the Plans, recent progress (in the last two months) and then notes of how each relevant College priority is proposed to be met. These proposed actions will be the basis of ongoing review by the Senior Leadership Team and by this Committee during the rest of this year.

**ACTION: CLERK**

Each director spent time explaining to the Committee the key aspects of their implementation programme for the year and the challenges which are already manifesting themselves.

### Governor questions and challenges

- Key focus to develop further communication with Employers through an 'employers' portal'
- Focus on part time students and apprentices who don't attend College so frequently to ensure they have same scrutiny as full time students
- Significant issues with staff recruitment in Electrical and H&SC – looking at a range of different ideas to address the problem
- Vocational tutors have lost experience in preparing students for examinations but this is part of the planning section of the 5KE
- College has more Work Placements than targeted students
- Employment of Industrial work Placement Co-ordinator has had major impact
- Goldlay Project is a valuable ECC pilot for young people to gain independence in the future
- Expensive to use agencies to procure staff but the pool in some areas is small and unsuitable
- Use of social media in recruitment

The Committee **NOTED** the Reports from the Directors as to how the CIP will be implemented in their respective areas and the particular challenges they are required to face.

### **593. RISK REGISTER AND KEY PERFORMANCE INDICATORS**

The Principal and the Director of Information Services **PRESENTED** the updated (to October 2018) full **College Risk Register**, 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 37 risks in total, of which 3 are RED, 16 AMBER and 18 GREEN (7 with a score above 4 and 9 with scores below).

The RED risks relate to the student experience in Construction and Engineering , English & Maths attendance (9) and Adult Recruitment (35).

Three new risks had been added – 35 as noted above, 36. Collaboration with Writtle and 37. Teachers' Pension Contributions which may rise by 7pp although there may be some short term Government funding against this.

It was suggested that staffing for Health & Social Care be added to the Register.

It is noted that recruitment of Adult students is behind target but the College remains confident that 16-18 numbers can be achieved. English & Maths attendance will be subject to an internal audit by Scrutton Bland in Spring 2019. There remains continuing difficulty in recruiting staff to Electrical.

The Principal said risk 6 (sufficient qualified and experienced staff) and risk 16 (inconsistent learner outcomes) are increasing risks from the Quality & Learners perspective.

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

The Director of Information Services proposed a set of **Key Performance Indicators** relating to curriculum issues (achievement, retention, attendance) which were discussed. It was felt that targets were both realistic and aspirational.

It was noted that Ethnic Group – Caribbean is underachieving (75% last year) and the KPI set of 83% is recognised as challenging. It seems that males in this category are doing worse than females but this will be investigated further.

The Committee **RECOMMENDED** that these KPIs be approved by the Board at its Meeting on 7 December 2018.

#### **ACTION: CLERK**

### **594. ANALYSIS OF COMPLIMENTS AND COMPLAINTS 2017/18**

The Director of Curriculum, Moulsham Street presented an Analysis of the above for the information of the Committee.

A total of 29 formal complaints had been received for the year (previous year 19) and were all dealt with in accordance with the College Complaints Policy. No complaints were escalated to the ESFA for further investigation and action.

Alison commented that the increase in the overall number of complaints has been across a number of categories but most in apprenticeships and grumbles from neighbours. However, the number of complaints is small.

To date this year, there have been six complaints which have been dealt with.

The College received compliments during the year concerning student representation at internal and external events, excellent support for students, outstanding commitment by teachers, professionalism and skills of catering students and the five star Google review for Dovedale Nursery.

## **595. COMMITTEE MATTERS**

### Governor Visits (verbal)

The Clerk **REPORTED** that there had been a number of visits recently:

- 12 September – Susan Hughes attended Safeguarding Meeting along with Stuart Hodges and Janet Maynard
- 26/27 September – Sarah Noble attended SAR validation Meetings
- 12 October – Elaine Oddie, Jenny Beaumont, Susan Hughes, Janet Maynard and Doug Zeeman attended the Opening of the Secret Garden
- 16<sup>th</sup> October Sarah Noble undertook Learning Walks focussing on meeting new students
- 18 October – Doug Zeeman and Sarah Noble attended a Student Voice Meeting
- 19 October – All governors attended the Governors' Development Day at Princes Road

### Committee Self-Assessment 2017/18

The Clerk **PRESENTED** a Report on the Committee Self-Assessment process for the 2017/18 year.

The average grade awarded by the seven governors responding was 1.66 (2016/17 1.75), which is an increase in satisfaction rating above Good and towards Outstanding.

The Committee felt that it had made a difference at both a qualitative and quantitative level in scrutinising Teaching Learning & Assessment and in generally raising standards.

The Committee were keen to continue receiving presentations on key curriculum areas and issues at meetings. Areas of an specific interest for future meetings are: learning support and learner coaches, English and Maths strategies being embedded in curriculum areas, financial aspects of

course provision, T Levels, Apprenticeships, barriers to achieving KPIs and acceptance and induction of students.

The Clerk noted that the Board received a presentation from the Director of Business Development on T Levels and Apprenticeships at the Governors' Development Day on 19 October 2018 and the Student Survey item on this agenda (minute **590**) addresses, in part, student induction and the Proposed KPI item on the agenda (minute **593**) addresses last year's outturn KPIs and the proposed KPIs (academic) for this year.

Review of Terms of Reference and Compliance with Terms of Reference

Members were asked if they considered any changes were required to the Committee's Terms of Reference as part of the Self-Assessment referred to above and all replies were in the negative.

The Committee **NOTED** that the Terms of Reference of the Committee had been approved by the Board at its Meeting on 6 July 2018 as part of the review and approval of the College Governance Protocols.

The Committee **NOTED** that the Committee had complied with its own Terms of Reference during 2017/18 as evidenced by a document prepared by the Clerk for review.

**596. ANY OTHER BUSINESS**

There were no matters of Any Other Business.

**597. DATES OF NEXT MEETINGS**

Tuesday 26 February 2019 at 2 pm  
Tuesday 14 May 2019 at 2 pm

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

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