

MONITORING OF PERFORMANCE COMMITTEE

Minutes of the meeting held at 5.30pm on Tuesday 7 November 2017 at Gearies Centre.

PRESENT: Margaret Partridge (Chair), Indu Barot, Deanna Clarke (Vice-Chair),
Joni Cunningham, Lorraine Duff-Smith and Councillor Anne Sachs.

Also in attendance: Janis Lane, Clerk to Governors.

883. APOLOGIES for absence were received and accepted from Councillor Stuart Bellwood and for late arrival from Indu Barot (present from minute 890).

884. DECLARATIONS OF INTEREST – there were none.

885. ANNUAL ELECTION OF CHAIR AND VICE-CHAIR OF MOP

Election of Chair and Vice-Chair for MOP was due for the year from the first meeting of MOP in the autumn term. Lorraine Duff-Smith nominated Margaret Partridge as Chair seconded by Councillor Anne Sachs and Joni Cunningham nominated Deanna Clarke as Vice-Chair seconded by Margaret Partridge.

ACTION: Margaret Partridge was appointed as Chair of MOP and Deanna Clarke appointed as Vice-Chair of MOP.

886. MONITORING OF PERFORMANCE COMMITTEE TERMS OF REFERENCE

Governors considered the Terms of Reference for the Monitoring of Performance Committee due for annual review. There were no recommendations for change.

Governors referred to 'themes' for Learning Walks that had been discussed at the full Governing Body meeting in September 2017 in relation to the Link Governor arrangements, and thought this was an effective approach currently including British Values, embedding English & Maths, Prevent and Safeguarding. Governors had also suggested structuring in a pre-meeting before the Learning Walk that took place in many instances but not consistently and this would focus observation of the Learning Walk. Governors also related to improving protocols of the Learning Walk and this could be an area to include with the session being planned following the Governors' Conference and the Principal would pursue this. Governors emphasised that the Learning Walks were invaluable including feedback being captured and the importance of talking to learners.

ACTION: Governors reviewed the Terms of Reference for MOP and there were no changes.

887. MINUTES of the meeting held on 6 June 2017 were confirmed and signed by the Chair.

888. CURRICULUM CHANGE AND ENROLMENTS 2016/17 (Matter Arising: minute 876 refers)

At the last meeting of MOP Committee it was decided that the Learning Centre at Orchard Estate would be closed as part of efficiency savings. The Principal updated Governors that some courses had been planned around the time of the decision but still failed to recruit to those courses and the Centre was finally closed. Governors asked about provision in Ray Lodge Children's Centre and informed that this continued but not as much as previously.

889. INTERNAL REVIEW & DIGITAL AUDIT PROJECT (Matter Arising: minute 878 refers)

At the last meeting of MOP Committee it was agreed that a draft Digital Skills Framework would be reported to the meeting of the full Governing Body for consideration. The Principal updated that the Digital Skills Project had not been in place in time for reporting to the last Governing Body meeting and would be included in the CPD Plan being reported to the Staffing Committee in November 2017. Governors were informed that appointments had been made to the two Digital Learning Leader posts and were current members of staff. It was confirmed that the recruitment process had been rigorous and a successful role play activity included. In response to Governors, the Principal informed that the role would provide coaching, support and mentoring to tutors to develop confidence in using digital technologies in teaching and learning. Any specific tutor weaknesses could be referred by the individual or management.

890. ENROLMENTS 2017/18

Governors considered enrolments to date for the academic year 2017/18 whereby they stood at 3,386 compared to enrolments of 3,077 for the same period last year. Governors were pleased and encouraged that class sizes had improved particularly in community learning in arts, applied arts and modern foreign language courses and that there had been an overall increase in Level 2 enrolments reflecting progression from Entry/Level 1 courses in the previous year. Governors noted areas with bigger enrolments had increased class sizes indicating effectiveness. Governors discussed the significant challenges that were faced in relation to the Curriculum Framework and that the new course coding structure for course provision, that was introduced in 2016/17, reflected the new organisation structure and was working well.

Governors discussed the agreed changes to the Community Learning Curriculum Management team that had been restructured from September 2017 and the Team was being led by 3 Curriculum Manager (CM) posts. The CM Health & Wellbeing post would concentrate on moving non priority provision to full cost with the fee income generated used to support delivery of subsidised provision to priority groups; Governors could see from the data that the new CM Family Learning post, appointed in September 2017, had done well to sustain progress of enrolments and that Social Cultural Integration (arts) had done really well; in relation to the CM Neighbourhood Learning and Employability post, Governors expected to see improvement of take up of employability courses from learners and anticipated progress of the Employability Hub. Governors noted 2 projects underway including the DWP funded Working in Mind Employability (WIM) project and the ESF/BBO Refugees into Sustainable Employment (RISE) project. The WIM projects were due to end in December 2017 and a report would be made to the full Governing Body in December 2017.

The Principal updated Governors that the Working in Mind Employability project had not received the level of referrals expected from JCP although, in the circumstances, the Institute had worked well to establish the project. In respect of the RISE project the Principal would be advising F&GP Committee to withdraw from this project as it was completely unsustainable due to the type of evidence and level of detail the Institute was required to provide for the Big Lottery Fund. Governors agreed that this was not proportionately cost effective and furthermore disappointing in not getting referrals from Renaisi for the planned ESOL classes.

Governors noted course fee income to the end of September 2017 had risen for the second year running and was up by £45,484 (19.3%). Fees had been raised and Governors thought a good indication that increased fees had not affected enrolments. Governors discussed data relating to adults in Redbridge with no qualifications and that the data quoted was based on census figures. Governors further related to Digital Exclusion, being low overall in Redbridge and that those over 65 (12.5% of population) were less likely to be using online facilities and lacked basic IT skills particularly in problem solving and transacting. Governors questioned whether there was anything in the funding structure that targeted this group as felt there may be a need for more provision in this area. The Principal confirmed that there was no age restriction and no restriction for Government funding. There had been feedback from the Metropolitan Police that reporting crimes had decreased from this group which was attributed to a lack of IT skills in older people. Governors at F&GP Committee would be considering the Fees Policy and would look at the impact on learners.

Governors noted that an estimated funded value of 98.43% against target had been achieved and to ensure the 2017/18 funded value target for AEB funding was achieved more robust and regular reviews of performance had been put in place. Although overall enrolments were up there had been a number of cancelled AEB courses that would impact on the initial forecast for 2017/18. A recovery plan had been put in place over the summer term and the successful outcome was the result of staff checking and monitoring. The issue was mainly around the ESFA 3% tolerance level before clawback of funding. Governors felt the Institute was better placed now with robust data monitoring and provision. Governors thought the Institute had done well to recover and emphasised the need to reforecast and be even more robust next year.

Governors were very impressed with staff efforts and commended the MIS Team. Governors related to the different measures that had contributed to this including use of the weekly enrolment form that was giving good indications of health of the organisation; significantly improved marketing; the new website; high profile of the Institute; and the new coding structure that gave a better insight into fluctuations from year to year and, although the structure was more complex than before, better reflected the Institute structure and priorities.

ACTION: Governors to receive a report on the Funded Value forecast for 2017/18 at the meeting of the full Governing Body in December 2017.

891. ACHIEVEMENT 2016/17

Governors discussed success rates for each of the areas for the 3 year periods from 2014/15 and in comparison with the National Rates. Governors noted that the overall qualification achievement rate (QAR) for adult skills provision had been maintained at 91.2% in 2016/17 with only Level 1 showing an improved QAR up from 89.1% in 2015/16 to 90.5% in 2016/17. The QAR for Entry Level had fallen slightly and the QAR for Level 2 provision remained the same as the previous academic year although retention had improved. All levels had achieved above the National Rate (NR). It was noted that the NR was always a year behind and published in July compared to organisation data of achievement for the last academic year.

Governors noted that the overall QAR in Community Learning had increased by 0.3% but there had been a slight fall in retention which was disappointing; Family English, Maths and Languages (FEML) had the largest drop in both retention and qualification achievement rates; improvements had been made in Adult Skills in both male retention and male QAR although the QAR rate for males remained below the Institute overall QAR of 91.2%; there was 4.3% difference in the QAR of White British learners and learners (94.6%) from other ethnic groups (90.7%) on adult skills courses and Governors thought more attention should be given towards some groups; the overall QAR for learners with no learning difficulty on adult skills provision was 91.1% and slightly higher at 91.4% for those disclosing a learning difficulty or disability. Governors were disappointed to see that learners with moderate learning and mental health difficulties had not maintained the improvement of the previous year and that their QAR had decreased to 89% (94.2% in 2015/16) and learners with dyslexia had not sustained the improvement of the previous academic year. Governors were disappointed with this considering the amount of work that had gone in to improve this area. Governors asked about Learning Support and informed that changes had been slow including screening and more could have been done although measures were in place over the summer and so improvement was expected.

Qualifications maintaining their performance and above the NR included Level 2 Certificate in IAG and in response to Governors for further information, the Principal advised that a staff group had completed this qualification and there had not been any external enrolments to date. Governors raised the need to look at diversity performance and diversity in place with some more affected groups and what staff were doing about this. Qualifications with improved QAR and above NR were discussed and Governors were pleased with the achievements particularly Entry Level 1 English Functional Skills.

Qualifications with falling QAR and below NR were discussed and noted this included Certificate in Cycle Mechanics (although numbers were very small which impacts on QAR percentage) but the qualification was not being offered in 2017/18. Governors thought that Award in IT Skills E3 and Award in IT User Skills Level (not offered previously) were not high enough; Level 2 Bookkeeping needed further monitoring although the Principal advised Governors that the previous tutor's resignation had some impact on the outcome and further monitoring would be maintained with the new tutor now appointed; possible resits had not been included in time and the Principal was pursuing analysis of this and expected to discuss at PRB.

Qualifications with improving QAR but below NR were discussed and although there were improvements Governors agreed was still not good enough below the NR. Level 2 certificate in Counselling Skills QAR was noted up to 86.5% (78.6% 2015/16) although still below NR and noted that there were some retention issues. Entry 2 English Functional Skills had some improvement but Level 1 not as good as previously discussed. Governors raised that Managers needed to unpick what was going on especially Functional Skills and IT where some slippage was noted. Qualifications with lower QAR but above the NR included Entry 2 Maths Functional skills that was still above but down with top grades in higher level grades.

Governors commended the achievements even though Business, IT and some areas of English and Maths needed more improvement. The overview and background would be reported to PRB where course performance would be considered in line with Self-Assessment.

ACTION: Governors to

- (i) monitor progress on addressing the lower achievements of different groups of learners at the next meeting of MOP
- (ii) consider 2016/17 course performance in the Performance Review Boards scheduled for November 2017 to validate the Self-Assessment 2016/17 Report.

892. GCSE GRADES 2016/17

Since September 2016 Governors had closely considered progress reports on GCSE English and Maths. The 2016/17 cohort of learners indicated that the proportion of learners gaining 9-4 (A*-C) grades for maths had risen to 75% (from 46%) and for English had risen to 84% (from 58%) and Governors commended this. Governors considered the 4 year trend from 2013/14 for both English and Maths GCSE results. In view of the major change in grade boundaries there had been a lot of improvement. Governors commended the achievement of Grade 9 (A**) by 2 students and this was excellent. Governors noted the National Results and observed that the Institute's results were higher compared to similar centres and Governors felt this reinforced that the Institute had done well in comparison. Governors congratulated the achievements and hard work of all concerned and that this highlighted the rigour and hard work of staff and impact on learners for the improvements and achievements. Governors suggested the success should be promoted to show the opportunities for learners and the Principal responded that this had been considered and was on the website. Governors asked about 'special considerations' and whether more applications for this had been approved this year and the Principal would check data in this respect.

Governors commended the Curriculum Team and the Exams Team who had helped with the improvement including extra support and enabling learners to be able to take the exam in the right environment and Governors congratulated the whole organisation as this had been the result of teamwork throughout the Institute.

ACTION: Governors

- (i) noted the improvements in GCSE grades.
- (ii) congratulated the English and Maths team on improving learner performance
- (iii) congratulated the whole organisation for their contribution to the successful outcome
- (iv) Report back on number of learners given special consideration in GCSE exams in 2016-17

893. COMPLIMENTS, SUGGESTIONS & COMPLAINTS May 2017 – August 2017

Governors discussed the Report in comparison with the same period in the previous year 2016/17 together with the analysis of complaints by ethnicity, gender and disability. Governors noted that the number of complaints (8) received in this period had decreased by 20%. The proportion of complaints for teaching and learning had decreased by 10%. There had been a very high number of compliments (51) for this period and this was an increase of 183% in comparison with January to April 2017. Governors noted that this was the first time compliments had been received specifically for Learning Support representing 15% of the total compliments, 72% for teaching and learning and the remainder for customer services and facilities. Three suggestions had been received and Governors discussed improvements that had been made as a result of learner feedback.

ESOL learners had given positive feedback regarding the sculpture trail and garden as commendable and was a structured learning experience. Governors noted compliments for the front of house team and also significantly for marketing. Governors congratulated all concerned and, whilst most of the compliments were in relation to direct contact with learners, Governors recognised that whole staff were appreciated in what they do although feedback was not received directly from learners.

ACTION: Governors noted the improvements made as a result of learner feedback.

894. TEACHING, LEARNING AND ASSESSMENT 2016/17

Governors noted that a total of 66 full observations and 60 Learning walks had been carried out by Managers in 2016/17 covering 100% of tutors and furthermore 15 paired observations and 15 learning walks had been completed as part of the Institute internal review process in May 2017. Governors discussed the key emerging themes from the observations and learning walks and impact across the curriculum areas. In relation to impact Governors referred to improved personalised smart target setting in Community & Family Learning and were of the view that every tutor should have an action plan and targets for learners and the Institute was committed to this and stressed the importance of the difference this has made and impact on the learner. Governors valued Learning Walks and felt could pick up a lot much more quickly than observations. Governors had seen good practices regarding British Values including starting the lesson with news of the day and things to think about in discussion had been very effective. Governors discussed the impact across the different provision and relevant measures and practices that had been put in place – more evidence of impact and quantitative evidence was suggested and greater consistency in setting improved personalised smart targets to identify specific individual needs of each learner and agree individual targets to meet their needs.

Governors were informed of the new software 'Observation Manager' in place of 'One Note' that had prepared the ground for the new software.

ACTION: Governors to receive a progress report in consistency and setting smart targets at the meeting of the full Governing Body in December 2017.

895. LEARNER SURVEYS SPRING TERM 2017

(a) Learner Induction Survey 2016/17 – Governors noted 11% more learners had completed the survey compared to 2015/16 and that 96% learners had rated their overall experience good or excellent. Although this was the same overall score as last year the excellent rating had dropped following the restructure. In response to Governors, the Principal informed that the reason for this was perhaps the effects of gaps in curriculum management posts.

(b) Internal End of Course Evaluation 2016/17 – Governors noted overall 98% rated their experience as excellent or good and this was a 1% drop from the previous year and the excellent rating dropped by 2%. 96% of learners rated teaching and learning as excellent or good in meeting their personal objectives and 98% would recommend their course to another person. Good and excellent had slipped 0.1% but excellent had slipped 0.2%. Governors asked reasons for this and informed perhaps learners had become more articulate, experienced and confident in giving feedback and responses. There were good numbers completing the surveys.

(c) National Learner Satisfaction 2016/17 -Skills Funding Agency (SFA) Learner View Survey 2016/2017 – The National Survey indicated that the Institute scored 97.1 and this was the second highest compared to similar providers in London and the Institute was ranked 10th nationally. Governors looked at the London ACL Providers Score and were pleased to see that Redbridge ranked 2nd in London and Governors commended this and hoped would be maintained.

ACTION: Governors

- (i)** noted the 2016/17 Learner Induction and End of Course Survey results
- (ii)** noted the 2016/17 National Learner Satisfaction Survey
- (iii)** to monitor progress made on improving learner satisfaction.

896. MATRIX REPORT

Governors considered the outcome of the Matrix Standard Annual Continuous Improvement Check Year 2 and positive feedback from the Assessor who had confirmed that the Institute was well placed for reassessment in September 2019 and ready to take a more innovative themed approach based on continuous improvement of the Institute's IAG provision. This would include defining objectives against the themes as a basis for measuring performance and progress. Governors discussed the themes outlined in the report and noted this would be a 4 day rigorous intense assessment and the date was to be confirmed. Governors thought a very positive report

bringing together all that the Institute had been doing and with very useful positive feedback.

ACTION: Governors noted the Matrix Assessor's feedback and recommendation to identify themes and a set of measures against these ready for re-assessment against the standard in September 2019.

897. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS JUNE 2017 TO SEPTEMBER 2017

Governors discussed the Safeguarding incidents for the period June to September 2017 for the different nature of incident and three year trend and also incidents by Curriculum Area. Governors noted the status of all the safeguarding cases reported and that, as at the end of September 2017, there were 9 Safeguarding cases of which 1 was still live and all other cases closed. All incidents involved 19+ learners. Governors noted referrals (12) that had been made to external organisations in 2016/17 to date. Governors discussed the impact in 2016/17 of the total 33 safeguarding cases and that of those 21 learners had completed their courses and achieved, 3 involved individuals not currently enrolled on courses. Governors noted that 9 learners had withdrawn from their courses and that this would impact on the success rates for those learners and those curriculum areas in 2016/17 although 3 of those enrolled on alternative courses which they completed and achieved.

Governors noted the immediate priority actions for Managers and the Safeguarding Adviser including identification of staff needing refresher Safeguarding and Prevent training; Safeguarding, Prevent, Equality and Diversity training for 6 new staff; planned roll out of ETF e-learning Prevent module to learner. Governors were updated of training undertaken during the period including 4 areas of essential training. Governors were informed of meetings that the Safeguarding and Prevent Adviser had attended including an Education and Training Foundation (ETF) Prevent Provider Group meeting (previously known as the Prevent Pilot Group) that was now developing SEND specific resources over the next year with a focus of the risks of potential radicalisations to learners with learning difficulties and disabilities; Solvendis Safeguarding Training for FE and Skills Sector event; meeting with Redbridge Support Officer to discuss lockdown procedures and the potential risk of having open access building and available training; a Griffin Project meeting that was a counter terrorism initiative devised by the City of London Police.

Governors were interested to receive feedback from the Prevent Provider Group FE network meeting in September 2017 that informed of areas Ofsted would be looking for during inspections. One of these included the impact of actions taken to embed Prevent and e-safety and Governors discussed this in relation to the Institute. This included e-safety in relation to use of ID for learners as this had been raised previously by Governors. Governors recognised that safety was not to be compromised but if all risk assessments were carried out fully and all risks assessed there should be no need for individual student ID. However, the Principal would get further advice including the Met Police in relation to Student ID and report back to Governors for a decision to be made. The Institute had also invested in software to check inappropriate use by

individuals. Governors asked how well this was working and the Principal advised that this had only just been set up. There had been some new measures including a new procedure for carers (individual ID not staff ID); separate policy for contractors and specific lanyards issued by the Institute; similarly for volunteers.

The Principal confirmed to Governors that a Critical Incident Management Team (CIMT) had been set up and the primary focus was to ensure Institute readiness to respond to security threats to learners, staff and the organisation. The Principal and CIMT had 2 meetings using guidance and the Met Police training for staff on CI response. Governors had previously raised concern for security and safety regarding the area at the front of the building particularly the Learning Resource Centre and questioned measures in place especially for behavioural incidents. The Principal responded that previous issues had been mainly with use of IT, and this had been tightened up, rather than in relation to behaviour. In terms of e-safety the new software would alert inappropriate use by an individual and if this was classroom based would be able to follow this up at the request of Governors. The Principal would include the LRC to the Risk Assessment in terms of potential behavioural issues. Reception and staff were vigilant of LRC and the risk assessment would also include the front of building areas such as reception and café. Governors suggested a 'panic button' for reception and the Principal would look at this further and also seek advice from the Met Police. The Principal confirmed to Governors that the LRC was not staffed it was a small area and highly visible. Advice and guidance had been given to staff as considered previously by F&GP Committee. The Assistant Principal, Finance & Resources had given presentations at the last staff meetings on keeping safe and this had been well received.

ACTION: Governors to receive a report at the next meeting of MOP on progress against priority actions.

898. PERFORMANCE REVIEW BOARD – TERMS OF REFERENCE & SCHEDULE 2017

Governors discussed the Self-Assessment process 2017/18 and the timetable for November/December 2017 for the identified areas under review and the relevant PRB members. The PRB would have a core membership of Link Governor, external critical 'friend' wherever possible, the Principal and Assistant Principal Quality & Student Services. Governors were informed of critical friends that had been confirmed and there were a few still outstanding. Governors agreed the critical friend would add another layer of robustness. Governors felt the Link Governor role would provide continuity and be more meaningful. A feedback form for Learning Walks would be completed by tutors and would include feedback from Governors.

ACTION: Governors confirmed the Terms of Reference and the PRB Schedule for the remainder of 2017.

899. FUTURE MEETINGS

Future meetings of the Monitoring of Performance Committee for the following year had been scheduled at the meeting of the full Governing Body in July 2017. It was noted that the next meeting was due to be held on:

Tuesday 20 February 2018 at 5.30pm

Meeting closed 7.45pm

Chair.....

Date.....