

MONITORING OF PERFORMANCE COMMITTEE

Minutes of the meeting held at 5.30pm on Tuesday 20 February 2018 at Gearies Centre.

PRESENT: Margaret Partridge (Chair), Indu Barot, Councillor Stuart Bellwood, Deanna Clarke (Vice-Chair), Joni Cunningham, Christina Norman.

Also in attendance: Janis Lane, Clerk to Governors.

Christina Norman, newly elected Staff Governor, was welcomed to the meeting.

900. APOLOGIES for absence were received and accepted from Councillor Anne Sachs who had given prior notification of having to attend a Council meeting. Councillor Stuart Bellwood apologised for having to leave the meeting (from minute 910) due to another commitment.

901. DECLARATIONS OF INTEREST – there were none. Christina Norman would complete a Pecuniary Interest form.

902. MINUTES of the meeting held on 7 November 2017 were confirmed and signed by the Chair.

903. MONITORING OF PERFORMANCE TERMS OF REFERENCE (Matter Arising: 886 refers)

At the last meeting of MOP Governors had discussed improving protocols of the Learning Walk (LW), which was also identified in the Governance Self- Assessment, and suggested improvements included a structured pre meeting before the LW and Governors to give feedback at full Governing Body meetings. The Principal updated Governors that this would be included in the Governance Improvement Plan, and the first draft would be reported to the full Governing Body meeting on 22 March 2018 for consideration.

904. ENROLMENTS 2017/18 (Matter Arising: minute 890 refers)

Governors were disappointed that Wider Family Learning and Community English enrolments had not made as much progress as expected in the autumn term (see also minute 907) and this was due to new Curriculum Manager (Family Learning) only taking up her post in September 2017. The Principal explained that an appointment had been made to the vacant Health & Wellbeing Curriculum Manager post in January but subsequently the appointee declined as the individual had taken another post elsewhere. The Principal reported the post was currently being re-advertised. Governors were updated that the Working in Mind (WIM) employability project had resulted in employment outcomes for 24 people. Governors were aware that this contract had been due to end in December 2017 but were updated that the contract had been extended short term and there could be one or two more successful employment outcomes as a result. In response to Governors, the Principal confirmed the project target was 26 so very close to target. The Principal further informed that there were more than 24 individuals who had been successful getting into work but could not be included in the project outcomes if they worked less than 16 hours per week. One person was now working part time at Gearies as Facilities Assistant. Governors commended the successful outcomes and achievement of the project particularly for

this client group.

905. ACHIEVMENT 2016/17 (Matter Arising: minute 891 refers)

Governors asked whether there had been more staff or external enrolments taking qualifications to maintain their performance and above the NR in Level 2 Certificate in IAG. The Principal responded that there had been a very small group of external enrolments but in response to Governors confirmed was not aware of where these were from.

906. LEARNER SURVEYS SPRING 2017 (Matter Arising: minute 895 refers)

Governors were informed that the 2017/18 data indicated lower scores in comparison with the previous year and were 33% below in terms of sample size where each category had gone down a small margin but the number of people recommending the Institute was higher. Governors asked why the sample size was lower and the Principal responded that this was possibly due to the demand of other priorities for the Institute and there had been a more structured plan last year to ensure completion. The AP Quality & Student Services was following up to ensure we reach our sample size.

907. ENROLMENTS 2017/18

Governors discussed enrolments for the current year and noted 5,143 enrolments to date compared to 4,818 for the same period last year. Governors noted Community Learning enrolments (3,316) were up marginally in Arts & Applied Arts, Modern Foreign Languages, Health & Fitness; higher in Basic IT courses and in Family English & Maths; and a slight increase in Community Engagement Courses. In response to Governors, the Principal confirmed that Arts & Applied Arts were included in Social Cultural Integration (Arts) and she would check the number of students stated as 26 for accuracy [should read 206]. Governors were pleased to see significant improvement in SCI (Arts) as enrolments had substantially increased to over 800. Governors noted two Patchwork courses had been cancelled due to issues raised which had affected enrolment numbers. Governors were pleased that there were now 200 enrolments on Employability provision which was 64 more than the previous year and this had been helped with the development of the Employability Team and a new offer through the Employability Hub service. Governors questioned with concern 36 fewer enrolments on Community English and were informed that this was currently under review and that provision was being withdrawn from Winston Way and Chadwell Schools for the remainder of the academic year as numbers for the previous course were low and attendance poor. Governors acknowledged the reasons for Wider Family Learning enrolments being down by 114 compared to the previous year attributed to the change in Curriculum Managers and that with the new Community Manager in post expected further progress. The Principal did not feel concerned as the quality of what was being offered was high. Governors commended the successful development of the Family Learning programme regarding mental health and that there had been positive sessions with teachers in schools. Governors were pleased to see the significant improvement in Basic IT and this had included skills related to issues raised by RCVS with older learners' needs. The Institute would also be delivering Basic IT training at Mildmay and Gearies centres from a new DWP funded IT project that would have referrals to the centres and was expected to work well supporting people in relation to

Universal Credit. Governors thought Community Learning had made good progress throughout and expected Community English to improve from the review.

Governors discussed project enrolments that were down from 120 to 41, mainly due to the WIM project ending and withdrawal from the RISE project, and Governors noted a new contract from JobCentre/WorkRedbridge Preparing to Work project was due to start in February 2018.

Governors were aware of the issues regarding the sub-contractor RCVS due to having moved to another premises last summer, that was temporary accommodation with limited facilities, and the impact this would have on enrolments. The Principal updated that a contract review meeting had been held and plans were in place for additional courses in priority areas to ensure that the contract value would be met. Governors shared concerns with the Principal of this being achieved by RCVS in the circumstances. Governors were aware RCVS was looking for alternative accommodation but doubted that RCVS would be able to make up the enrolments.

Governors noted 1,618 enrolments to date for Adult Skills and that enrolments were up in ESOL and English; Fundable Pre-vocational courses at Entry Level and Level 1; Fundable Level 2 Vocational qualifications; and numbers of learners were up on Loan Eligible Level 3 and 4 qualifications. Governors noted that although there were 44 enrolments on Family Learning English compared to 50 last year only 40% were likely to complete a qualification. Family Learning Maths enrolments had slightly increased. Governors questioned the drop in Maths enrolments to 178 learners (277 last year) and informed that one less GCSE Maths course was being delivered this year and two fewer Level 1 Functional Skills courses due to lack of demand and also this year's GCSE's classes had enrolled to minimum numbers compared to enrolment of maximum numbers last year. Governors felt that in relation to Business, Finance & Computing, although small numbers, was looking good and the Principal confirmed this was a small group who had done very well. The Bookkeeping Tutor had just notified of taking another job and this was disappointing.

Governors discussed up to date indications this term of Qualification Achievement Rate (QAR) and noted that some learners may be doing resits. On English Non-Regulated Entry Level courses Governors were concerned of the Retention Rate at 80.3% and were disappointed with the QAR at 76.2% as there had been a sizable number of learners. The Principal confirmed that this was being looked into with deeper analysis. Governors referred to non-regulated Maths and the small number of learners and if the low retention rate had impacted on the QAR. The Principal confirmed that it would.

Governors asked for more information to the average class sizes data and informed that compared to last year Level 2 class sizes were not as robust this year but Entry Level and Level 1 were better. Governors questioned reasons for this and the Principal informed that this was mainly due to course structure.

Governors discussed attendance data as at January 2018 and the Principal informed of excellent attendance in some areas. Governors asked why Fitness was so low at 78% and informed that this was mainly due to ill health this year of learners, being unwell for longer with colds and flu, and Governors would be interested to see if there was improvement with this. Governors were concerned of attendance for Community English at 82% and the Principal informed that this was

under review as there were too many returning learners. Governors asked where these learners were moving onto and informed mainly accredited work at Entry Level. Governors noted 20 class attendance awards had been given to adult skills courses for outstanding monthly attendance with 10 of these achieving 100% attendance in that month.

Governors discussed enrolments by ward and noted that 33% of all enrolments were from learners resident in one of the 7 most deprived wards in Redbridge compared to 36% last year.

Governors discussed Funded Value and the potential for a shortfall of £146,788 in funded value and additional adult skills provision would need to be delivered before the academic year to address this. The Institute had submitted the February funded value forecast to ESFA showing achievement of the full funded value with a modest margin. In relation to the Adult Skills Funded Value issue the Principal highlighted areas where they had become more vulnerable. Governors were aware of the shift this year with Level 2 increasing and Entry Level and Level 1 going down, could see the trend changing and could see learners progressing. In relation to Apprentices there were only 2 currently and future withdrawal was being recommended to the Governing Body as not sustainable. Governors had already discussed 178 learners enrolled on Maths and the drop from 277 last year. Governors noted that the slightly decreased number of SKILL learners enrolled on Maths and English would have an effect on funded value. The Principal informed that doing far more on non-regulated ESOL resulted in less funding and as many learners were not on higher levels, non-regulated courses had a lower funded value. Also, growth in loan facility had been applied for regarding Level 3 and expected to improve enrolments. Governors asked for more information regarding funded value in maths as less learners this year and the Principal responded that the main reason was that demand had dropped perhaps as more people were in employment. Governors noted results were still pending for a number of short qualification courses completed by December 2017 and wanted further feedback on this.

Governors recognised the huge impact of marketing this year that had raised profile, the success of publications produced, events held and the new website and the Principal informed that effectiveness would start to be evaluated. Governors asked what more could be done regarding the fall in Community Maths and the Principal responded that there had been a lot of marketing and publicity undertaken but the Manager may have concentrated more on IT as a priority and this was being reviewed.

ACTION: Governors to receive at the full Governing Body meeting in March 2018

- (i) a report on the funded value forecast for 2017/18 and
- (ii) an update on the Qualification Achievement Rate of short courses 2017/18.

908. COMPLIMENTS, SUGGESTIONS & COMPLAINTS September 2017 – December 2017

Governors discussed the Report in comparison with the same period in the previous year together with the analysis of complaints by ethnicity, gender and disability. Governors noted that the number of complaints (19) received in this period had increased by 46%. The proportion of complaints for teaching and learning had decreased by 10% compared to the same period in 2016/17 and Governors noted that further analysis had indicated that this was due to 6 guitar

learners accounting for 31% of the total who had complained about the change in timetable. There had been a very high number of compliments (50) for this period and this was an increase of 316% in comparison with the same period in 2016. For the first time more compliments had been received specifically for the new parking arrangement that accounted for 28% of the compliments and Governors noted that subsequently a few complaints had been received this term in relation to fines. The total number of complaints in the autumn term was 137% higher than the summer.

Governors discussed the improvements made as a result of learner feedback that included IT issues in Wanstead House to be followed up promptly by IT Services as feedback had previously been slow; Facilities staff would wear new uniform tops when on duty and clearly display their ID; and procedures were in place for information sharing between Learning Support and Safeguarding & Prevent. Facilities staff uniform had been well received and Governors were pleased with this particularly for people feeling safe. Governors discussed the complaint from a SKILL learner regarding content of the lesson and pleased to see that this had been referred by Learning Support to the Safeguarding & Prevent Adviser who had dealt with this and a protocol in place with the learner. Governors asked if the learner was back in class and achieving and the Principal responded that the learner, who was a new learner, had returned. Governors congratulated all staff who had received compliments and were pleased to hear that 'Staff Member of the Month' was working well, there had been good feedback and the numbers of compliments were impressive. Governors noted staff who had been congratulated where they had received thanks and compliments in the autumn term.

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

909. LEARNER SURVEYS 2017/18 - AUTUMN TERM 2017

Governors commended the rating of Excellent for overall experience that had gone up for both Induction (96%) and End of course surveys (99%).

(a) Learner Induction Survey 2017/18 – Governors noted 414 learners had completed the survey and of the total completing the survey 88.32% were female, 63.02% were of BME background, 66% aged 25-50 years, 31% were aged 50+ and 7.3% considered themselves to have a health problem or disability. Governors were pleased to see that Institute services and facilities were rated highly and particularly that 99% of learners felt welcomed to the course and praised the induction process of the course they had enrolled on. All respondents with one exception felt safe at the Institute and no information had been given regarding the negative response. Governors noted qualitative feedback from 125 of the respondents being in relation to learning, course, teacher, experience and excellence. Governors appreciated more detail that was reported in addition to the poster as Governors could consider in more depth and see comparison between years. Governors asked for more information regarding the very small number of 'poor' responses and reason for this and whether there had been any specific feedback. The Student Governor gave feedback and suggested this may relate to catering and that having more Asian foods such as samosas and similar snacks could be an area for improvement. The Principal responded that these were offered on some days but

not every day and the range of food was restricted to avoid waste but would give feedback to the Caterers on this. Governors were further informed that the Healthy Catering Initiative was being pursued and expected catering to meet the required standards. Also, the Caterer had responded well to suggestions to cut down on use of paper cups and offer a cheaper deal if individuals used their own cup. Governors commended the initiative.

(b) End of Course Survey 2017/18 – Governors noted that 712 learners had completed the survey in the autumn term. Of the respondents 86.03% were female, 69% were of BME background, 62% were aged 25-50 years and 9.64% declared having a disability. 71% of learners rated their overall experience as excellent up by 4% compared to the previous year.

In response to what they had gained from the course respondents indicated the top three were learnt new skills, improved confidence and made new friends. Further breakdown of learners' experience showed that overall 98% of learners rated excellent or good with only 2% needs improvement. There was a significant shift from excellent to good on the question of meeting personal objectives with 4% indicating needs improvement. This was the first time data was collected relating to the extent of learners' improvement on their English, Maths and IT while taking different subject area courses. The result indicated 65% of learners had improved their English while on their course. The results for Maths and IT were 17% and 55% respectively. Qualitative feedback had been received from 49% of respondents and there were positive comments particularly about their tutors, the excellence of the tuition in a supportive environment and their achievements.

Governors wanted to know the percentage of learners who felt safe at end of their course similar to data collected from the Induction survey and the Principal would follow up to be included in future end of course surveys. The Principal informed Governors that a report would be made to Governors on site safety and security in relation to open access to the building and a proposal to build a new entrance point longer term and interim options to consider. Governors thought student ID was a good idea and that this could be given further consideration although understood the difficulties in operation and management of this and would be a big project requiring a proper system. Governors asked whether there would be an open reception so that enquiries could be encouraged to take place and this was being taken into account with the layout. Some recommendations were being made to F&GP.

ACTION: Governors

- (i) noted the 2017/18 Learner Induction and End of Course Survey results
- (ii) proposed to include another question in the End of Course Survey regarding whether students felt safe
- (iii) to monitor progress made on improving learner satisfaction.

Councillor Stuart Bellwood left the meeting at the end of this item.

910. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS OCTOBER 2017 TO JANUARY 2018

Governors discussed the Safeguarding incidents for the period October 2017 to January 2018 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 January 2018, there were 9 Safeguarding cases of which 2 were still live and all other cases closed. All incidents involved 19+ learners. The impact had resulted in 2 learners who had completed their courses and achieved and four were still attending courses and on target to achieve. Governors discussed feedback from key meetings attended in the autumn term including the Education and Training Foundation (ETF) Pilot Group meeting in Birmingham, Redbridge Safeguarding Adults Board Policy & Practice Group, and feedback from the meeting with the Metropolitan Police Counter Terrorism Security Advisor. Governors were informed of Staff and Governor training that had taken place including a Project Griffin Training session, a Project Argus training session, a Human Trafficking and Modern Slavery training event provided by RCVS.

Governors were informed of the priority actions to arrange further Griffin training to ensure that all frontline staff had completed; Safeguarding Prevent and Equality training to be completed by new members of staff; some Learning Walks planned to focus on Prevent and British Values particularly to assess how much learners knew of British Values, how to prevent radicalisation and to stay safe online; update risk assessment following Argus training for Managers and put further training in place as needed; and arrange architect plans for remodelling entrance to improve security.

Governors recognised how well the Institute was connected to different networks in Redbridge and nationally and the benefit of getting good feedback and advice including prominent crime in the Borough, currently terrorism and acid attacks. Governors commended the detailed expert advice from the Metropolitan Police Counter Terrorism Security Advisor that was highly valuable with good recommendations, including site security and open access, and followed up in training with a useful training sheet. Governors asked about an alert system but aware this would need a lot of consideration with a longer term plan and interim measures. Governors noted poster alerts in the event of an acid attack had been displayed in the Institute and advice given about donating to legitimate charities and trying to target what people were most at risk of in Redbridge. Griffin training was being repeated for staff and Governors unable to attend previously.

ACTION: Governors to receive

- (i) a report at the next meeting of MOP on progress against priority actions.
- (ii) proposals to move the site entrance at Gearies Learning Centre to improve site security.

911. QUALITY IMPROVEMENT PLANS 2017/18

Governors noted that following completion and moderation of the Self-Assessment 2016/17 report, 21 areas for improvement had been identified across the curriculum provision with a further 10 across support services and Leadership & Management. Governors discussed the

Quality Improvement Plans progress looking at areas where good progress had been made and sustained; areas where progress had been slower than expected; and those areas of concern.

Governors noted progress had been slower than expected in vocational skills due to staffing circumstances. An internal appointment had been made with effect from 1st February 2018 to the post of Curriculum Manager for Vocational Skills following the resignation of the previous post holder at the end of the autumn term. This had further resulted in a vacancy for Curriculum Manager in Health & Wellbeing and an appointment was made in January 2018 but the individual subsequently took a post elsewhere. There had been some temporary cover arrangements in place but this had impacted on the quality monitoring/improvement practice with progress on key areas for improvement being slower as a consequence. In response to Governors the Principal confirmed that the expected development work in the autumn term 18 had not been as expected but the new Curriculum Manager for Vocational Skills would now follow through and make progress with this. Governors were pleased with the positive interventions including Digital Learning Leaders (DLL) and the impact on classroom practice; additional mentoring for the SKILL Tutor Team provided by a DLL with experience of learners with learning difficulties and disabilities; the Employability Hub; collaboration with the Counter Terrorism Security Advisor; and supporting 15 staff with Society of Education & Training to reflect on practice and identifying areas for further development.

Governors discussed areas for concern that included development of SKILL staff skills in planning interactive sessions for learner engagement and participation; quality of written feedback on summative assessments to be improved by some tutors; additional support needed for some learners in developing academic referencing and research skills; achievement on Business Administration Level 2, IT Skills Entry 3 and Certificate in Bookkeeping Level 2 ; access needed to provision for new learners in Health & Wellbeing; and integration of Learning Support in the initial assessment process for new LDD learners and those needing re-assessment. Governors suggested that the Assistant Principal Adult Skills should give a presentation to the next full Governing Body meeting as Governors needed to be informed of progress made in these areas and to see results. Governors thought more opportunities were needed for new learners as many were returning learners and not sufficient places for new learners, as identified with the Patchwork courses. Governors thought this may be an ongoing problem, as previously had in Arts, and asked whether more LDD students. The Principal responded that numbers of those learners had increased this year so going in the right direction.

Governors further discussed the Employability Hub and commended the flyer showing what drop in services were available. Tutors would be expected to make referrals where students were actively seeking work and would need new employability targets. Governors asked how individuals were informed of the drop in venue and the Principal responded that currently there were about 20 people accessing this each week, including self-referrals from WorkRedbridge, and informed on the plasma screen where to go and also well informed by reception staff. Governors referred to the Learning Hub and the Employability Hub and the rationale for 2 hubs. The Principal explained that the Learning Hub was a one to one space with a learning support adviser and the Employability Hub was a shared service with 'New Challenge employment and training specialists' providing free one to one support and advice on job hunting. The set up was currently working well as separate hubs but could consider combining at some point in the

future if a better way forward. Governors commended how well this was working.

Governors were informed that a report was being made to full Governors at the next meeting to see sufficient progress was being made with the Staff Skills Team.

ACTION: Governors agreed

- (i) to review the Quality improvement plans in those areas where progress has been lower than expected
- (ii) the Assistant Principal Adult Skills to attend the meeting of the full Governing Body in March 2018 to inform Governors on progress made regarding those areas of concern.

912. TEACHING, LEARNING AND ASSESSMENT 2017/18

Governors noted that a total of 27 observations including 9 full observations had been completed to date and 55 Learning Walks had been carried out by Managers. Established tutor teams had been observed mainly using the developmental ungraded observation scheme and new tutors and those requiring improvement had a full observation. Of the 7 new tutors 1 had been judged outstanding, 3 good and 3 required improvement and they had been re-observed where one had improved significantly, one regraded good and the other one had resigned. Governors noted that following the December Internal Review a full observation had triggered in respect of 2 existing Skill Tutors whereby training and support had been put in place and subsequently one of the tutors had improved their practice and graded good but the other tutor had made some improvement but not yet achieved the expected standard. Governors were updated that the new Observation Manager software had been introduced in January 2018 and was being used by Managers to monitor the progress of agreed quality improvement targets and follow up action plans. Governors discussed the observation breakdown for both Community provision and Adult Skills provision. Governors discussed the key emerging themes from learning walks and observations including key strengths that had been identified in Planning & Preparation to enable the class to run smoothly, various areas of TLA, and Learning Support providing high involvement and learner engagement. Also key areas for improvement had identified learners needing extra support were to be named on the plan and LSA support being given, TLA areas included speed of delivery, ensuring all learners such as quieter learners had task involvement and a number of ILP's did not have smart targets or the tutor had not commented or set goals. In order to support improvements, interventions had been put in place including mentoring by managers; peer support from subject specialist tutors, participation in the Digital Skills CPD programmes and mentoring by a Digital Learning Leader; peer observations; and additional LW's and review of action plan.

Governors were very concerned of newly appointed tutors needing improvement and asked why these people had been appointed as this had been raised previously and Governors questioned whether something had gone wrong with the recruitment process that may have impacted on resources and affected students. Governors questioned whether managers had not maintained the importance of recruitment and should be recruiting at a high level. The Principal informed Governors of measures in place regarding the new tutors who were responding positively to feedback with improvement. In relation to one of the tutors, letters had been received from learners who were concerned that the tutor had been given an unreasonable tough time by

some other learners and was evident that the tutor was well qualified and experienced in a number of settings. The Principal assured Governors that robust recruitment processes were in place and there was evidence of strong appointments over the past few years. The Chair informed Governors of an extremely good Learning Walk that she had undertaken with the Curriculum Manager Adult Skills Vocational with very good practice embedding British Values and Prevent in an English class with one of the new tutors.

ACTION: Governors to receive an action and progress report on tutors identified as requiring further improvement at the meeting of the full Governing Body in March 2018.

913. ILP AUDIT REPORT – AUTUMN 2017

Governors were informed that in the autumn term a sample of ILP's had been taken from 56 courses and audited focusing on the quality of individual SMART target setting and this included 44 courses in Community Learning and 12 Adult Skills. The outcome identified 86% of courses audited indicated tutors had set these targets and there was particularly good practice in English and ESOL vocational area where 92% had completed targets. There were areas for improvement where target setting in some courses was insufficiently differentiated, such as not enough checking of grammar on ILP's by some tutors and employment targets were not always set or followed up. It was confirmed that these issues were being pursued by managers and a central moderation had been planned for half term to check on progress. The Moderation full report would be received at the full Governing Body in March 2018 for consideration. Governors asked whether those needing to improve were seen to be progressing and the Principal responded that this could be seen as a result of continuity, teams doing a lot of in house training, reflection on learning logs that were student centred and positive feedback that included some good examples from learners' comments.

ACTION: Governors to receive the ILP moderation report at the full Governing Body meeting in March 2018.

914. LEARNING SUPPORT REPORT 2017/18 – as at 31 January 2018

Governors noted and pleased to see that learners were now benefiting from the embedded referral system and the use of Learner Progress Records that complemented the ILP and training that was professionalising and upskilling the Learning Support Team. Governors were updated regarding the Learner Hub that continued to develop as an additional learner resource and included digital skills and targeting accredited and non-accredited courses, support to dyslexia testing, Maths, IT and English, career advice and guidance, welfare support and information, assistive equipment and mobility support, exam access and help with homework and coursework. Governors discussed progress with the new referral method introduced last academic year and the development as an assessment tool to allow the LSA Team to identify needs in a more detailed way to ensure supportive interventions and to match the needs of the learner. Governors noted 243 referrals to date where 188 related to in class LSA support and the remainder via the Hub for English, Dyslexia QS & SS and Study Skills. Governors noted

comparative data over the last 3 years showing support received directly in class. Governors commended the Learning Hub leaflet that outlined the services available to learners. In terms of Learner Progression it was confirmed that Adult Skills Learners who had received learning support had successfully completed their courses and all progressed onto further level.

Governors received and discussed a template of the Learner Assessment and Progression tracking file in place. Governors acknowledged this new and developing area as following up from initial assessment, educating tutors to know their learners, and the resulting impact on tutors 'buying in' that had resulted in a high number of referrals up to date from 243 to the region of 283 and this was commended. Governors further discussed the Learning Hub and understood the various services that could have significant impact for learners not just found in one centralised place but various sources, with various links and was interesting to see how the process had changed in respect of referral systems. Governors asked of learner progress record targets and links with ILP's and how tutors were coping. Governors noted the Student Support Referral Form available to all relevant Tutors and also Learning Support Assistants to target what worked best for the student and everyone was involved in a holistic approach for the learner to achieve and then help further such as employability.

Governors thought this was a success story and commended the development and progress with this and emphasised that there were more learners needing similar support. Governors recognised the improvement in Learning Support and congratulated the IAG and Learning Support Manager. Governors commended the Learning Hub services and pleased that this was really supporting learners. Governors asked if initial assessment had made a significant difference. The Principal responded that it had and the investment in training for LSA's was helping learners to know how to get support with improved communication between Tutor and LSA and joint preparation before each lesson. Governors congratulated all concerned and recognised the range of skill sets in Learning Support working with each other and tutors. Governors recommended the IAG and Learning Support Manager should attend the meeting of the full Governing Body in the summer 2018 as there would be even more to update Governors.

ACTION: Governors

- (i) noted development of the Learning Support Service
- (ii) congratulated staff on the progress and development and particularly the IAG and Learning Support Manager for the huge visible improvement.

915. FUTURE MEETINGS

Governors noted that the next meeting of MOP was due to be held on:

Tuesday 5 June 2018 at 5.30pm

Meeting closed 8.10pm

Chair.....

Date.....