

MONITORING OF PERFORMANCE COMMITTEE

Minutes of the meeting held at 5.30pm on Tuesday 6 November 2018 at Gearies Centre.

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

Also in attendance: Janis Lane, Clerk to Governors.

932. APOLOGIES for absence were received and accepted for having to leave the meeting from Margaret Partridge (from minute 938) to attend a course at the Institute and Councillor Stuart Bellwood (from minute 946) for having to attend a Council meeting.

933. DECLARATIONS OF INTEREST – there were none.

934. 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. Councillor Stuart Bellwood nominated Margaret Partridge as Chair and Deanna Clarke as Vice-Chair both seconded by Councillor Anne Sachs.

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

935. MINUTES of the meeting held on 5 June 2018 were confirmed and signed by the Chair.

936. CATERING SERVICE (Matter Arising: Learner Induction Survey 2017/18 minute 922a refers)

Governors asked of progress regarding the new catering providers and the Principal responded that, although the service had not met all expectations, there had been improvement. Some staff had given positive feedback, particularly in relation to the help and friendliness of the catering staff, and overall was encouraging. Results from a full survey were awaited and following this a further review of provision would be carried out whereby continuation of the service would be reconsidered if overall feedback was poor. In response to Governors, the Principal informed that a fundamental issue for the company was that their catering service was usually to schools with different requirements and regulations and this was the first time a service was being provided to an organisation such as the Institute. Governors would have expected the catering provider to be more flexible and adaptable and although the Principal agreed she highlighted difficulties for the company with procurement controls on them and the suppliers costs involved. Governors asked whether the catering provision was still being well used by learners and staff and informed that it was apart from others such as the community police who had moved from the locality. The Principal would report back further following a review.

937. SAFEGUARDING & PREVENT REPORT (Matter arising: minute 923 refers)

The Principal informed Governors that further ACT training (previously known as Griffin) was being arranged for early 2019 and the date would be confirmed to Governors.

938. 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 discussed whether the Chair of the Committee, as would be considered by all Committees, should make a short verbal report on the work of the Committee and their recommendations to the full Governing Body at the next meeting. MOP Governors were of the view that the minutes of committee meetings fully informed the Governing Body and that the Chair of Governors gave Governors the opportunity to raise any relevant matter at the full Governing Body meeting.

MOP Governors wanted to maintain efficiency of meetings and not duplicate at the full Governing Body but suggested the proposal be given overall consideration at the full Governing Body meeting in December 2018 following discussion of this at each of the Committee meetings. It was suggested that 'short verbal report' should be defined and that a pilot with one of the committees could be a way forward.

ACTION: Governors

- (i) reviewed the Terms of Reference for MOP and there were no changes
- (ii) proposed that the full Governing Body consider further at the next meeting in December 2018 as discussed.

939. ENROLMENTS 2018/19

Governors considered enrolments to date for the academic year 2018/19 reported at 3,384 compared to enrolments of 3,386 for the same period last year. The Principal further updated that the enrolments at 5.11.18 had increased to 3535 (same week last year 3518). The Principal responded to Governors that the surge of enrolments, now levelling out, was mainly due to the early release of the Prospectus, Website information and the 'Early Bird offer'. Although successful there had been some issues in relation to this offer with students booking follow-on courses that they would have booked anyway and perhaps with a time limit set for the offer to be taken up.

It was noted that, in relation to enrolments by level, there had been overall increase in Level 1 and 2 enrolments that reflected increased progression from Entry to Level 1 and Level 1 to Level 2 courses. Governors discussed enrolments in Community Learning and noted that MFL enrolments continued to increase with good class size and that there had been an unexpected increase in Health & Fitness enrolments particularly Yoga. Also, Digital Skills courses had enrolled well but Governors noted this had not been reflected in the data due to the way these were reported in the internal coding system as accredited courses were now offered in the community for the first time and this would be reviewed in order to report differently in future. Governors

noted Arts and Applied Arts were down mainly due to the closure of patchwork classes as Governors were aware; Community English enrolments were also down due to the rationalisation of provision in some schools; and Wider Family Learning enrolments were stable. Governors discussed enrolments qualification levels and 3 year trend. Governors noted cancelled courses due to lack of interest and below minimum enrolments. Governors considered new provision that included Level 1 Counselling Award and Level 1 Community Interpreting Award; English Support Courses; English for Childcare and Teaching Assistants Level 1 courses; and Teacher Training Award in Assessing Achievement and Award in Internal Quality Assurance.

Governors asked of any issues with the introduction of new course codes and any difficulty providing reliable trend data in all areas. The Principal responded that staff were used to the codes and working well being much more specific and next steps was to revise codes more quickly with curriculum changes. Also, 3 year trend data was now available. Governors were informed that with the new software supplier (previously Aqua), that was in progress and due to go live in March 2019, there would be greater benefits with the new system and reporting but to expect changes in the style of reporting.

Governors questioned whether Family Learning enrolments were now on the system, as had not been and shown a dip in the data reported. The Principal confirmed that these had now been included on the system and further informed that new codes may be needed with the broader range of activity of Wider Family Learning and potential for new activities in progress. Governors anticipated a lot going forward with devolution of funding and Skills for London Strategy that was more about quality than quantity and this mirrored what the Institute had been doing for some years. The Principal informed that a reduction in teaching budget was expected this year and could impact on high cost provision such as Family Learning and enrolments could be more difficult having to rely on partners such as changing provision requirements from schools. Governors noted course fee income to the end of September 2018 had risen again and was 1.9% ahead of the previous year. However course fee income overall was expected to drop which was mainly due to the impact of late introduction to the funding rules of the ESFA pilot of full concessions for learners in work on low income.

Governors noted courses that had recruited this year, and not last year, included Therapeutic Counselling Level 4 Diploma and also L2 Cycle Mechanics that was accommodated by the Salvation Army providing premises and tools. Governors noted with interest that the cycle project was a social enterprise with a full qualification course available that was a good worthy project meeting the Salvation Army objectives as well as being a high funded value earner as fell within the SSA Science and Engineering.

Governors reflected that in 2017/18 the funded value target (adult skills provision) was over achieved by 10.9% and in 2016/17 the Institute underperformed achieving 98.43% of the target and considered this alongside the intention of ESFA that providers exceeding their funded value by 3% in 2018/19 would receive a growth payment. At this stage Governors noted that the Institute's funding prediction for 2018/19 was cautiously optimistic. Governors asked about expectations and implications relating to GLA requirements and informed that confirmation was awaited.

ACTION: Governors to receive a progress report on the 2018/19 provision at the next meeting

of MOP and the implications on curriculum planning of any GLA requirements in advance of devolution of funding from September 2019.

940. QUALIFICATION ACHIEVEMENT RATES 2017/18

Governors discussed Qualification Achievement Rates (QAR) for Adult Skills and all Community Learning for the 3 year periods from 2015/16 and in comparison with the National Rates. Governors noted the excellent QAR for Adult Skills provision that had improved to 92.7% in 2017/18 (91.2% in 2016/17) and that the QAR for Entry Level, Level 2 and Level 3 provision had all improved with a slight decrease of 0.1% in the QAR at Level 1. QAR for GCSE Maths in all grades had risen from 76.8% to 84.1% and was above the National Rate (NR) of 80.4% although the number of learners who gained 9-4 (A*-C) grades had remained static at 75%; overall QAR for GCSE English all grades had risen sharply from 89.2% to 97% and above the NR of 81.3% although the number of learners who gained 9-4 (A*-C) grades had fallen from 84% to 79%. It was noted that all levels had achieved above the National Rate (NR) noting that the NR rate was always a year behind. Governors questioned why overall QAR for Community Learning had decreased by 1.9 percentage points that was reported mainly due to a continuing decrease in the retention rate and Fitness, Family Learning Maths and English (delivered out in the community) were the curriculum areas with the lowest retention rates. The Principal responded that issues would be identified by the Performance Review Board and although not a huge slip in rates was concerning as not going in the right direction for the third year running. Governors would receive a report on retention on Community Learning this year for those courses in order to see where the issues were and also to identify early.

Governors further discussed qualifications with falling QAR and below NR particularly Counselling Skills Level 2 where QAR was down to 68.4% (from 86.5%) and below NR of 90.8% Governors questioned this and the Principal reminded that the present Curriculum Manager Family Learning had taken up post in February 2018 and during the previous academic year the IAG process had not been sufficiently robust to ensure that students were being enrolled appropriately. The Principal had every confidence that the present manager would ensure significant improvement and furthermore 2 Governors present gave very positive feedback in this respect in relation to a Learning Walk they had undertaken. In response to Governors, the Principal informed that the present Admissions Policy needed to be revised to ensure that learners were eligible and had the ability to return to a course if they did not qualify the first time but further clarified that valid reasons such as maternity leave, ill health or bereavement were taken into consideration and managed appropriately. Governors noted Qualifications with particular successes included ESOL and that qualifications to monitor closely next year included Entry 2 & 3 Functional Skills Maths as QAR rates had fluctuated over the last 3 years; Level 1&2 Business Administration as rates had declined particularly Level 2; Entry level 2 ESOL reading and writing. Governors were interested to hear from the Principal of potential partnership work with UEL and that UEL was going to sponsor the award evening including provision of a banner and prizes for learners in Maths and English who had achieved Grade 9 (previously A*). Governors agreed that overall rates had improved compared to the previous year and that all staff concerned were to be commended for this.

ACTION: Governors to:

(i) consider 2017/18 course performance in the Performance Review Boards scheduled for

- November 2018 to validate the Self-Assessment 2017/18 Report
- (ii) receive a retention report on Community Learning at the next meeting of MOP.

941. GCSE MATHS & ENGLISH RESULTS 2017/18

Governors had been closely monitoring GCSE results and grades since the Ofsted Inspection in 2015 and had received annual reports. Governors noted that this year the Maths 9-4 grades had been maintained but the proportion of Grade 9's (previously A*) achieved was excellent and although English 9-4 had fallen they continued to outperform other centres according to NR data. In response to Governors, the drop noted from 84% to 79% could be due to a variation in the cohort of learners but were still high results. Governors discussed the grade analysis and the interventions that were in place for learners identified as falling behind and these included targeted based revision sessions and tutorial support as well as the more traditional revision classes together with a range of assessment tools being used in the teams to quickly identify those falling behind. Governors commended the results and were very impressed with the Maths Team's range of innovative work. The Staff Governor gave feedback on a Learning Walk she had undertaken with Maths and English monitoring assessment and observed linking information with learner and group targets very inspiring and positive; both teams working together sharing practice; peer mentoring; and both teams working far more closely and cohesively. The Principal informed of preparing learners for Childcare English courses that enabled progression to Level 3 and this early intervention was the outcome of Curriculum Managers working together to develop English skills. Also being stricter on entry requirements for GCSE had definitely helped although the Principal informed that this could have an adverse effect with functional skills as this was considered by the tutors to be harder although only Pass or Fail. Governors commended tutors, teams and all staff concerned for results achieved and the need to stay on track with this achievement.

ACTION:

- (i) Governors noted the GCSE grades.
- (ii) the English and Maths Teams would analyse reasons for fluctuations in grades achieved and to make necessary adaptations to delivery and interventions for 2018/19.

942. COMPLIMENTS, SUGGESTIONS & COMPLAINTS April 2018 – August 2018

Governors discussed the Report and analysis of feedback from the summer term 2018 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 11 received in this period had decreased by 60.7% and the proportion of complaints for teaching and learning had increased by 14 percentage points. Governors asked for clarification of the 'New Challenge Adviser' referred to in a complaint and informed that this role was now known as 'National Careers Advisor'. Governors were pleased to see the very high number of compliments 83 for this period and that this was an increase of 277% in comparison with January to April 2018. The majority of compliments were specifically for Teaching Learning & Assessment at 91% of the total compliments and the remainder in relation to marketing, facilities and customer service. Governors complimented those staff who had received compliments and these included feedback from St. Francis Hospice on the prospectus and from the WDA all were noted

and commended. Staff members of the month would be reported to Staffing Committee. Five suggestions had been received and improvements noted.

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

943. TEACHING, LEARNING AND ASSESSMENT 2017/18

Governors noted that a total of 16 full observations, 39 developmental observations and 51 paired and unpaired learning walks had been carried out by Managers in 2017/18 covering 69 tutors. Furthermore, unspecified number of paired and unpaired observations were completed by Inspectors as part of the Ofsted Inspection in May 2018 where the quality of teaching and learning was judged to be Outstanding by Ofsted. Governors noted tutors' annual performance reviews had taken place prioritising all tutors with substantial hours of teaching and targets had been agreed to improve teaching and learning assessment. Governors were pleased to see that the new 'Observation Manager' software system was successful in being piloted last year to monitor compliance of observation and follow up action plans and that evaluation of the system demonstrated that the new software had been effective, used by all managers and was useful in monitoring and follow up of action plans to close the loop.

Governors discussed the key emerging themes from the observations and learning walks and impact across the curriculum areas. Also areas of impact highlighted by observations and Ofsted. Governors considered Areas for Improvement and that the key priority for the current academic year was to improve attendance and punctuality in classes and that interventions in place to support improvements included mentoring by managers and specialist tutors; peer observations and further learning walks; and customised CPD programmes.

In relation to attendance and punctuality Governors asked whether this was across the board with all tutors. The Principal responded that this was covered by relevant policy and strategy, registers were monitored and follow up action as necessary. An example of this was given in that the times for one of the courses had been changed where it was evident that this would be more accommodating for the learners on that course and so addressed the problem. In response to Governors it was confirmed that the enrolment form included the student's commitment to attend the whole course. It was noted that withdrawn students were not included in the statistics. Governors could see a lot was being done to improve attendance and punctuality and commended this bearing in mind the many valid personal circumstances and issues that learners had for this and further reassured when Ofsted were satisfied, even though there were attendance issues during the week of inspection, that as much was in place as possible. Governors were very pleased to learn of 'Google Classroom' that had been introduced where students were able to email directly to tutors so that communication could be received promptly. Governors thought that with measures in place to improve attendance and punctuality learners felt that the Institute was caring of the learner and that this was an important culture to have in the classroom. Governors further commended this for employability.

Governors asked for more information on CPD customised programmes. The Principal responded that there was a process in place for a manager to apply for CPD support and development built around team needs, including sharing good practice with others, and the annual tutor review to look at individual needs, possibly shadowing another tutor's practice. Governors further questioned whether this was recorded on the management system and informed that it was.

ACTION: Governors to receive a progress report on attendance and punctuality at the meeting of the full Governing Body in December 2018.

944. LEARNER SATISFACTION REPORTS

(a) Learner Induction Survey 2017/18 – Governors noted that 1048 learners completed the Survey and of those who responded 86.63% were female, 56.45% were of BME background, 57.9% were aged 25-60 years, and 8% considered themselves to have a health problem or disability. Governors noted that 96% learners had rated their experience good or excellent and although this was the same overall score as the previous year the excellent rating had increased by 9 percentage points; there was a trend of more learners rating Good as opposed to Excellent compared to the previous year; 98% felt above all welcomed to the course; and 98% commended the induction process of the course they had enrolled on; 95% rated for registration and enrolment process; 94% for cleanliness of their learning environment; all respondents except 3 felt safe at the Institute and in response to Governors there had been no comments given to justify the negative responses. 573 learners had given more information what they hoped to achieve from their course and included confidence, skills, to learn and understanding.

(b) Internal End of Course Survey 2017/18 – Governors noted that 2241 learners had completed the survey and of those who responded 87.52% were female, 59% were of BME background, 62.8% were aged 25-60 years, and 10.33% considered themselves to have a health problem or disability. 98% of learners rated teaching and learning as Excellent or Good and 56% learners who completed the survey showed ‘confidence, learning and enjoy’ were the main qualitative feedback.

Governors noted new questions included in current surveys such as ‘Improving My Mental Health’ indicated by almost 33% in the End of Course survey. Governors were pleased to receive positive feedback from participants at the Dissemination event who commended the posters for the Institute’s Induction and End of Course Surveys.

(c) National Learner Satisfaction Survey 2017/18 – Governors noted with some disappointment that the 2017/18 Skills Funding Agency Learner Satisfaction Survey showed that the Institute scored overall grade of 96.5% compared to 97.1% 2016/17. 635 learners had completed the Survey and, although 97% of respondents indicated likely to recommend the Institute to others, this year’s satisfaction result had gone down in all areas compared to the previous year partly due to the timing of the Survey selection and preparation of the target group. Governors noted the London ACL Providers Scores and that Redbridge was midway at 97% in the chart. Governors asked what more could be done to improve the outcome and the Principal responded that as this was mainly a timing issue getting the Learner Satisfaction Survey out earlier would make a difference. It was a tactical issue for the Institute and not a national issue as could at first been expected. The main reason for not getting surveys out earlier this year was due to prioritising the Ofsted survey. Other effects would have been not having included this term’s short courses; not so much brief undertaken with tutors as previous years; and ensuring across the board representation of learners as at the Institute there were a high number of higher level learners who would have higher expectations. It was anticipated that there would be improvement next year although noted there would be an interim National survey report for 2018/19 published in January/February 2019.

ACTION: Governors

(i) noted the 2017/18 Learner Induction and End of Course Survey results

- (ii) noted the 2017/18 National Learner Satisfaction Survey
- (iii) to monitor progress made on improving learner satisfaction scores.

945. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS JUNE 2018 TO SEPTEMBER 2018

Governors discussed the Safeguarding incidents for the period June to September 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 September 2018, there were 25 Safeguarding cases of which 3 occurred between June and September 2018; 1 was still live from the 2017/18 academic year; and 3 cases closed. All incidents involved 19+ learners. Governors discussed the impact in 2017/18 of the total 25 safeguarding cases, that included 5 non-cases, and of the total 24 learners had completed their courses and achieved; 3 withdrew from their courses which would impact on success rates for those curriculum areas although of those learners who had enrolled on alternative courses completed and achieved. In relation to referrals to external organisations in 2017/18 Governors were pleased to see referrals were ongoing and noted 5 referrals to the Redbridge Local Safeguarding Adults Board (LSAB). Governors asked for further information of 1 incident reported as a referral to Renaisi and informed that this was a project that the learner had attended and had been referred back to the Renaisi Safeguarding Team. In relation to Incidents by Curriculum area Governors thought the number of 6 possibly high relating to English, ESOL and Maths and the Principal did not think particularly high as this was a very large curriculum area.

Governors noted the priority actions for 2018/19 including scheduling regular learning walks with Prevent Link Governor Margaret Partridge with the focus on 'Prevent and British Values' and to ensure maintaining standards since the recent Ofsted Inspection; arrange further ACT training to be scheduled for early 2019 to ensure frontline staff completed; Safeguarding, Prevent and Equality & Diversity training for all new members of staff. Governors noted training undertaken during the period including Safeguarding Refresher training and of feedback from key meetings that had been attended in the summer term 2018.

Governors commended Errolie Semaine Safeguarding & Prevent Adviser for a comprehensive report and also thanks to Michelle McKie for setting and tracking training.

ACTION: Governors noted the Report.

946. MATRIX RE-ACCREDITATION SEPTEMBER 2018

The Matrix quality award for Information, Advice and Guidance Services had been successfully re-accredited for a further 3 years and there would be annual continuous improvement checks with an accreditation review scheduled for 24 September 2021. Governors commended the outcome and agreed with the Principal that this was a stunning report and extremely proud of the outcome. Governors noted that this had been a robust assessment over 4 days and had involved meeting with 44 staff and Governors and interviews with 4 external partners. The Assessment had highlighted many strengths and the Assessor had made useful suggestions on

further development, including 'Progression Days,' that had already been picked up on, and Governors discussed these. Also noted with interest that the Principal had been in discussion with UEL for partnership working to get them more involved with the delivery in Redbridge.

The next steps for MOP would be to consider an action plan and for a continuous improvement report on an annual basis to be carried out as would be listed by MATRIX if this was not done but the Institute had always done this. Governors noted the Assessor's suggestion for more IAG staff to attain Level 4 or Level 6 and the Principal would discuss this further with UEL as could be a good progression with UEL but these would be very expensive and would have to be given consideration. The Principal and Governors appreciated the process and robust assessment and feedback from the Matrix Assessor who had had been undertaking these for several years with the Institute. Governors expressed their appreciation to the Assessor who was now retiring and noted a new assessor had been appointed for the future.

Governors thanked the IAG & Learning Support Manager and the team particularly in relation to the reference in key strengths 'continuous improvement with IAG seamlessly embedded across the Service'. Governors congratulated all concerned as this was the best Matrix Report received.

ACTION: Governors

- (i) approved the introduction of Progression Days as part of the Institute's regular calendar of events and activities
- (ii) to review progress of the Matrix post assessment action plan at the next meeting of MOP.

947. FUTURE EVENT

Governors were informed and invited to the Mental Health Festival on Thursday 15 November 2018 between 11.00am and 2.00pm.

948. FUTURE MEETINGS

It was noted that the next meeting was due to be held on:

Tuesday 26 February 2019 at 5.30pm

Meeting closed 7.40pm

Chair.....

Date.....