

## MONITORING OF PERFORMANCE COMMITTEE

**Minutes of the meeting held at 5.30pm on Tuesday 26 February 2019 at Gearies Centre.**

**PRESENT:** Margaret Partridge (Chair), Indu Barot, Joni Cunningham, Christina Norman and Councillor Anne Sachs.

**Also in attendance:** Janis Lane, Clerk to Governors.

**949. APOLOGIES for absence** were received and accepted from Deanna Clarke (Vice-Chair) and Councillor Stuart Bellwood and also from Indu Barot for having to leave the meeting early (from minute 957).

**950. DECLARATIONS OF INTEREST** – there were none.

**951. MINUTES** of the meeting held on 6 November 2018 were confirmed and signed by the Chair.

**952. SAFEGUARDING & PREVENT REPORT (Matter Arising: minute 937 refers)**

In response to Governors, the Principal confirmed that the further ACT training (previously known as Griffin) had not yet taken place as the Metropolitan Police trainer was not able to provide any dates at present.

**953. PERFORMANCE TO DATE 2018/2019**

Governors discussed enrolments at 5,143 (2,860 Community Learning and 2,283 Adult Skills) to date that were slightly lower this year in comparison with enrolments of 5,268 in the same period previous year. It was noted that there had been an increase in number of adult skills enrolments at Entry Level with a fall in Level 2 and this was in line with increase in delivery of qualifications at Entry Level in community provision and reduction in business and finance provision. Governors discussed enrolments in community learning across the service and other provision including Preparing for Work project, Cost Recovery courses, and the RCVS community learning sub contract. Governors were pleased to be informed that the RCVS recently appointed training officer had been well prepared for the termly contract meeting particularly that, following the period of change for RCVS, profiles were behind target and so Governors anticipated improvement with her in post along with the new accommodation for RCVS located in Ilford. In relation to Adult Skills, Governors considered enrolments by level, regulated and non-regulated levels 5 year trend. The Principal informed that additional learning aims should add value to the main learning aim, for example, additional awards such as qualifications en route and helping to support progression on to the next level and for employment in the longer term. Enrolments by ward was noted and that 32.4% of enrolments were from learners resident in one of the 7 most deprived wards in the Borough (33% in 2017/18). Governors thought that one third of enrolments in this respect was positive but still room for improvement to reach the most disadvantaged. Governors discussed feedback from Managers regarding each of the courses. Governors noted more enrolments on Functional Skills in Family Learning as a follow on from

Family English; there was a slight decrease in enrolments on Family Learning Maths and that the lack of availability of Maths tutors was preventing growth. Governors questioned what more could be done and informed that more maths in schools could be offered if there were more staff and at the same time looking to achieve funded value. Governors were pleased that art courses had been extended and very positive and valued feedback from learners; Textiles was progressing really well and may also apply to Pottery that would have some impact on staffing costs for more technician support. Governors asked of apprenticeships and informed of only 1 apprentice who was expected to finish in the summer but there was some concern about the student's progress due to their ill health. The Principal would look further in relation to the Council and Apprenticeship Levy for potential apprentice opportunities.

Governors discussed average class sizes (one of the KPI's) in that they had fallen in Adult Skills Entry Level and Level 1 with a small increase at Level 2; community learning class sizes at Entry Level and Level 1 had stayed the same but fallen in Family and Neighbourhood Learning. The Principal gave further information in that there were bigger class sizes at Levels 2 & 3; some larger classes may not be viable relating to costs and this was being monitored; Family Learning enrolments were being pursued and measures to improve enrolments were being looked at by the Manager but there was an issue where enrolments were not being maximised outside the Institute such as in libraries and a review for a better booking system was needed as could improve attendance and class size.

Governors were pleased that attendance was generally good with excellent attendance on some courses; attendance was lowest in Fitness with average monthly attendance remaining at 78%. Governors were aware of issues with attendance to Fitness provision that would be mainly affected by students being unwell particularly over the winter period and learners would be more likely not to attend a fitness class compared to other courses. Also Community Learning attendance remained much the same and was probably due to pressures of family commitments. Both areas would be kept under review and all teams were looking at ways to see what more could be done to improve. Governors reflected that Ofsted inspection had considered attendance satisfactory but Governors expected this to improve to correlate with the good attendance in Adult Skills.

Governors noted the Overall Qualification Achievement Rate (QAR) for completed short adult skills courses was very strong at 99% and that in community learning provision the overall success rate was 91%. The Principal updated Governors that 5 courses had been completed in December 2018 and all those learners entered had passed and Governors commended learners and staff on this achievement.

Governors noted that in 2017/18 a funded value of 105% against target had been achieved and subsequently a growth payment received capped at 3% over performance; the funded value forecast for 2018/19 predicted a potential achievement of £1,069,342 against the funded value target of £1,020,424. The Principal informed that the February 2019 funded value forecast had been submitted to ESFA showing achievement of the full funded value with a modest margin. Governors noted that additional adult skills provision is expected to be delivered before the end of the academic year to achieve a further £146,788 in funded value. Governors noted this year's forecast was strong which had not been the case for the past 2 years so Governors recognised

the effort with more accredited learning. In Community Learning this had been driven mainly by the Community Learning Curriculum Manager in relation to Digital Skills qualifications who had also done the same on Community English with qualification.

**ACTION:** Governors noted the report.

#### **954. COMPLIMENTS, SUGGESTIONS & COMPLAINTS September 2018 – December 2018**

Governors discussed the Report and analysis of feedback from the autumn term 2018 in comparison with the same period in the previous year 2017/18, together with the analysis of complaints by ethnicity, gender and disability. Governors noted that the number of complaints (12 received in this period) was 9.1% higher than the previous summer term 2018 and the proportion of complaints for teaching and learning had decreased by 18 percentage points. Governors asked for further clarification regarding more complaints in customer service and enrolment and were informed that analysis undertaken had shown that the main reason for the increase was due to complaints for not being accepted on courses or the course fee. Complaints in relation to facilities related to the quality of food choices in the café but this issue was now being addressed and compliments were being received about the improvements by the service provider. Governors noted that 8 compliments had been received which was substantially lower (85%) than the same period previous year or the previous term and that 75% of these compliments were for teaching and learning and the remainder facilities. Governors noted 4 suggestions that had been received. Governors were pleased that the café had shown improvement. Feedback had been received indicating a broader range of drinks, more choice of good value sandwiches that were clearly selling well, some higher end sandwiches for those who wanted these, good hot meals and also very good feedback about the catering staff. The request for a Crèche was noted. Governors were very pleased with the improvements and positive feedback.

**ACTION:** Governors noted the improvements made as a result of learner and staff feedback and in particular the quality and choices of food in the cafe.

#### **955. LEARNER SURVEYS AUTUMN TERM 2018**

(a) **Learner Induction Survey Autumn 2018/19** – Governors noted that 367 learners had completed the Survey and of those who responded 91.1% were female, 72.27% were of BME background, 67.49% were aged 25-50 years, 31.29% were over 50 years old and 7.72% considered themselves to have a health problem or disability. Governors noted that 67% learners had rated their experience excellent which was the same as the previous year; Institute services and facilities were rated very high; 99% learners responded that the course induction was excellent or good and this was 1% higher than the previous year; 98% felt being welcomed to the course; 6% felt the quality of refreshment was poor; all respondents except 2 felt safe at the Institute and no comments were received regarding the negative responses. There had been 149 (41%) respondents who gave qualitative feedback regarding their experience. Feedback continued to be very good and Teaching & Learning as excellent

was commended by Governors.

(b) **Internal End of Course Survey Autumn 2018/19** – Governors noted that 439 learners had completed the survey and of those who responded 82.27% were female, 68.08% were of BME background, 59.41% were aged 25-50 years and 6.77% considered themselves to have a health problem or disability. 77% of learners rated teaching and learning as Excellent which was 20% higher than the same period last year and 246 (56%) learners who completed the survey showed ‘confidence, learning, enjoy and teacher’ were the main qualitative feedback. Governors noted that in response to the question of what had been gained from the course attended the top 3 responses were learnt new skills, improved confidence and made new friends. Further breakdown of learner experience indicated that overall 98% learners rated excellent or good with only 2% need improvement of which 70% of learners rated their overall experience of the course as excellent. Governors were pleased with the extent of learners improvement regarding their English, Maths and IT while taking different subject area courses showing that 71% of learners not on an English course responded that their English had improved while on the course, the results for Maths was 26% and IT 52% showing that the English and Maths data was significantly higher than the previous years of 65% and 17%.

Governors questioned the slight disparity between the Induction Survey and the End of Course Survey results and wanted more information as seemed that more learners should have completed the end of course survey and there was still time for for those courses finishing this term. Governors thought more needed to be done in respect of end of course information and advice.

(c) **Skills Funding Agency National Learner Satisfaction Survey** – Governors noted that 572 learners had completed the National Survey in 2018/19 and the interim report was expected to be published by the end of February 2019. The Assistant Principal Quality and Student Services had been concentrated on increasing scores that had gone up which may be an indication that the National Survey was given more focus rather than end of course survey. Governors asked whether managers were responding sufficiently to ensure getting enough information and the Principal would follow this up with the Assistant Principal Quality & Student Services.

**ACTION:** Governors

- (i) noted the Autumn 2018/19 Learner Induction and End of Course Survey results
- (ii) noted the 2018/19 National Learner Satisfaction Survey
- (iii) to monitor progress made on improving learner satisfaction questionnaire returns
- (iv) wanted more feedback from end of course surveys that could still be done and the Principal would follow up
- (v) to receive further information as to whether curriculum areas were doing enough to ensure getting best possible market information and the Principal would report back.

**956. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS OCTOBER 2018 TO JANUARY 2019**

Governors discussed the Safeguarding incidents for the period October 2018 to January 2019 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 2019, there were 12 Safeguarding cases; 3 cases were still live and all other cases closed. All incidents involved 19+ learners. Governors discussed the impact in 2018/19 of the 12 safeguarding cases, that included 2 non-cases, and of those cases 2 learners had completed their courses and achieved; 7 were on target to complete and achieve; 2 had withdrawn from their courses which would impact on success rates for those curriculum areas although both learners had enrolled on alternative courses and were on target to complete and achieve; and 1 learner had enrolled on a course that had not yet started.

Governors noted the priority actions for 2018/19 including continuing to schedule 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; Barkingside Safer Neighbourhood Team advice and guidance session on staying safe to be scheduled for March 2019; and Safeguarding, Prevent and Equality & Diversity training for new members of staff. Governors noted feedback from key meetings attended and also staff and Governor training including additional anti-terrorism training in November 2018. The Principal informed that the last 3 years small funding received from Education Training Foundation (ETF) was now coming to an end due to a change in government funding. This had provided an FE Reference Group for Prevent for the sector and Governors were sorry to lose this link although anticipated that there would still be an FE co-ordinator in London to maintain information links. Governors were pleased to hear of an FE recruitment film and 2 Institute tutors involved on the ETF website (Maths tutor and ESOL tutor) who were giving feedback on the benefits of working in adult education. Governors commended the Report.

Governors were informed of the decision of the Institute to exclude a 19 year old student who was accessing 'Channel' support, including mental health support due to extremist views and inappropriate behaviour and had been excluded from two other colleges for these reasons. The student excluded had not disclosed his previous exclusions. The student had enrolled onto one of the Institute's vocational courses due to start in March 2019. Information had been provided by the Police Essex Prevent Team to the Institute's Safeguarding and Prevent Officer. The Principal and Assistant Principal Quality and Student Services had been informed by the Safeguarding and Prevent Officer accordingly and it was decided that the student was excluded from studying at the Institute based on the grounds outlined to Governors. The student was advised in writing of the rejection of his place on the course that had not yet started. The Safeguarding and Prevent Officer was due to meet the next Channel panel for Essex County Council on 28 February 2019. Governors noted that the student had not completed an educational or training course since leaving school. Governors considered revisions to the Institute's Learner Admissions Policy (last revised in December 2018) to strengthen the safe learning environment and to ensure additional stronger wording for admission and that a student must disclose evidence of exclusion from other providers and ongoing disciplinary

procedures. Governors agreed with the decision to exclude the student concerned particularly to prevent other students being influenced and whilst there may be background circumstances for the person concerned there was too big a risk to impact on all the different students at the Institute where there was such good relations and Governors would not want to risk any damage to those relations. Governors would want to see evidence that the person had changed their views and not a potential risk for others. Governors agreed with the proposed revisions to the Admissions policy and wording for the website

**ACTION:** Governors

- (i) noted the Report.
- (ii) approved revisions to the Learner Admissions Policy with immediate effect and approved with Chair's action rather than leave to the meeting of the full Governing Body.

**957. QUALITY IMPROVEMENT PLANS 2018/19 REPORT ON PROGRESS**

Governors discussed the Quality Improvement Plans (QIP's) progress following completion and moderation of the Self-Assessment Report, where 27 areas for improvement were identified across the curriculum provision with a further 18 across support services and leadership and management. Areas were considered where progress had been sustained or made and areas where progress had been slower than expected. Key areas for improvement were identified with RAG ratings. Governors reflected on the rigour of this year's SAR and the notable positive interventions that included providing opportunities for community learners to take accredited courses in digital skills; Maths and English in community settings and schools that had embedded into the programme; and developing a Summer Arts Festival and market to celebrate and promote work of creative arts learners and Governors commended the new Curriculum Manager for progress with these events that were new activities and anticipated would wider promote the arts programme and provision. Governors commended the good progress made in many areas and were not concerned with the slower areas but would maintain under review such as specialist tutors. Governors thought a review of QUIP's progress was early in the process to discuss further as things were in place but not yet happened and better to leave further review until the next meeting of MOP but to consider the slower progress by the full Governing Body.

**ACTION:** Governors to review, at the next meeting of the full Governing Body, the Quality Improvement Plans in those areas where progress had been slower than expected.

**958. TEACHING, LEARNING AND ASSESSMENT 2017/18**

Governors noted that a total of 28 observations including 11 full observations had been completed; 10 learning walks completed by managers; established tutor teams had been observed mainly using the developmental ungraded scheme and new tutors and those requiring improvement continued to have a full graded observation. Of the 11 graded observations 2 were Outstanding and the remainder Good with none requiring improvement or inadequate gradings.

A tutor under capability procedure had improved significantly and regarded Good and Governors acknowledged the impact of the follow up actions and support interventions taken by managers that had worked well to improve the quality of teaching and learning by the tutor concerned. Governors noted the efficiency of the new Observation Manager software introduced last year and currently under review and that feedback being collected from managers would inform how the system may be improved. Governors asked for further information as to whether Managers were appreciating the new software and the Principal responded that Managers had not been positive in the first instance anticipated due to a technical issue but appeared now to be making more use. The Principal would be discussing further with the Assistant Principal Quality & Student Services and report back to Governors. The Staff Governor gave feedback from her curriculum area regarding learning support and that the software format may have been difficult to use by staff but observations had been uploaded and seemed to be working well.

Governors discussed the key emerging themes from the observations and learning walks and impact across the curriculum areas. Governors considered Key Areas for Improvement including Google Classroom; Timing; constructing activities to be inclusive; written aims and objectives displayed on the board at start of the lesson; completion of group profile; more detail in some classes where lesson plans showed evidence of planning but lacked detail. The Principal informed that Google classroom was relatively new and Digital Learning Leaders would provide support with more coaching and mentoring. Governors considered there were no major areas of concern and some very good Teaching and Learning was being observed.

**ACTION:**

- (i) Governors to receive a verbal update on the observation at the meeting of the full Governing Body in March 2019.
- (ii) the Principal to follow up with the Assistant Principal Quality & Student Services and report back to the full Governing Body meeting.

**959. MATRIX POST ASSESSMENT ACTION PLAN**

Governors considered the Matrix post assessment action plan as a next step following achievement of the Matrix quality award for Information, Advice and Guidance Services that had been successfully re-accredited for a further 3 years. It was noted that there would be annual continuous improvement checks with an accreditation review scheduled for 24 September 2021. The Plan would support further development of the IAG service and ensure that continuous improvement could be demonstrated by the Institute at annual reviews with the Matrix Assessor. The proposed Areas of Development were not areas of weakness but intended for helpful feedback if the Institute wanted to do more development work. The development areas raised were further promoting the availability of the national careers adviser at the Institute; providing opportunities for staff of further IAG training qualifications at Level 4; adopting an approach of 'Progression fortnight'; making more of Alumni; developing a protocol for closer working between LSA's and tutors to use LSA's more effectively across the whole class; developing Ambassador roles to support development of the new community Employability hubs; and more robust referral and signposting system for the Employability Hub. The Principal further updated Governors that visits to class had already started and were going well with

group sessions and then one to one that should improve the number of people benefitting. In relation to further IAG training qualifications for staff one member of staff had Level 4 and other members could be offered the IAG in house Level 2 course and career development to a higher level would need financing by the individual. Governors noted the Progression Fortnight with interest that included a display in the café, an ‘advisory drop in’ in the hall and a ‘what next’ power point resource for tutors to use in the classroom. The Principal informed that progression analysis would be reported to the Governing Body. The Principal had written a performance measure for each of the areas. The new Assessor was expected to request an update in March 2019.

The Staff Governor gave feedback on an event held in the hall at Gearies for the visually impaired that was a difficult community to target. The different participants/organisations at the event did not usually communicate well with each other and so the networking that took place in the hall was incredibly positive and feedback was also very positive. Waltham Forest and Islington Boroughs expressed interest to refer back to their authorities to increase awareness and Barking & Dagenham Borough’s staff that were present had taken lots of information with them and there was also attendance from other organisations from across the country. Participants were also involved in some of the course activities such as pottery.

Governors commended the outcome for one 19 year old female who thought the event was life changing and very positive about next steps in contrast to how she had left school without any guidance. Governors commended the event and recognised this was a hard area to reach and the achievement of networking and exhibitors who felt they made a difference and were impressed with the venue. Governors congratulated the Staff Governor, staff team and all involved.

**ACTION:** Governors would consider the new Progression Strategy at the next meeting of the Governing Body in March 2019.

## 960. FUTURE MEETINGS

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

**Tuesday 4 June 2019 at 5.30pm**

Meeting closed 7.15pm

Chair.....

Date.....