

**MONITORING OF PERFORMANCE COMMITTEE**

**MINUTES OF THE MEETING HELD AT REDBRIDGE INSTITUTE ON  
TUESDAY 5<sup>TH</sup> NOVEMBER 2019 AT 5.00PM.**

**PRESENT:** Margaret Partridge (Chair), Joni Cunningham, Christina Norman and Councillor Anne Sachs (in the Chair until minute 979).

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

**973. APOLOGIES for absence** were received and accepted from Councillor Stuart Bellwood. Margaret Partridge gave apologies for late arrival at 5.30pm (in attendance from minute 979) due to work commitments and being unable to meet the changed meeting time.

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

**975. ANNUAL ELECTION OF CHAIR AND VICE-CHAIR OF MOP**

Election of Chair and Vice-Chair for Monitoring of Performance Committee was due for the year until the first ordinary meeting of MOP in the Autumn term 2020. Councillor Anne Sachs nominated Margaret Partridge as Chair seconded by Christina Norman and Joni Cunningham nominated Councillor Anne Sachs as Vice-Chair seconded by Christina Norman.

**ACTION:** Margaret Partridge was appointed as Chair of MOP and Councillor Anne Sachs appointed as Vice-Chair of MOP for the year to Autumn 2020.

**976. MINUTES** of the meeting held on 4 June 2019 were confirmed and signed by the Vice-Chair as a true record of the meeting.

**977. MATRIX POST ASSESSMENT ACTION PLAN (Matter Arising: minute 966 refers)**

Further to the report to the Full Governing Body in September 2019, Governors commended achievement of the Matrix Award for Excellence 2019.

**978. MONITORING OF PERFORMANCE COMMITTEE TERMS OF REFERENCE**

Governors considered the Terms of Reference for the Monitoring of Performance Committee, due for annual review, and considered the recommended change in respect of monitoring curriculum development and implementation in relation to the Strategic Plan's strategic objectives and aligning this to the new Ofsted Inspection Framework (EIF). Governors agreed that this would ensure the curriculum was scrutinised at an early stage as to planning, delivery and what was achieved as a result. Furthermore, Curriculum Planning was to be an item on future MOP agendas and would be recommended to the Full Governing Body and suggested this should be an item at the spring term meeting in readiness for the new academic year.

One of the Governors informed of the new requirement for owners of drones to undertake an on line assessment/exam (drone safety test) and asked whether this was an area that the Institute may include as a course offer. The Principal would look at the requirements and content to see whether there was any potential for this although Governors anticipated that there may be government assessment centres already planned such as for driving tests where personal ID would be verified.

**ACTION:**

- (i) Governors reviewed the Terms of Reference for MOP and agreed the proposed change.
- (ii) Curriculum Planning was to be a future item on spring term agenda of MOP Committee.

### **979. QUALIFICATION ACHIEVEMENT RATES 2018/19**

Governors discussed Qualification Achievement Rates (QAR) for Adult Skills and all Community Learning for the 3 year periods from 2016/17 and in comparison with the National Rates.

Governors noted the 'traffic light' breakdown including qualifications with falling QAR and below National rate (NR); qualifications with improving QAR but below NR; qualifications with falling QAR but above NR; and qualifications with improved QAR and above NR. Governors found the breakdown helpful to see where focus was needed in terms of performance.

Governors noted that QAR for Adult Skills provision had decreased to 91.4% in 2018/19 (92.7% in 2017/18); the QAR for Level 1 and Level 2 had all improved; there had been a decrease of 2.5% in QAR at Entry Level; and all levels continued to achieve above the National rate. In response to Governors, the Principal confirmed that reasons for slippage had been due to specific cases. Governors asked for further clarification and the Principal responded that 92.7% in 2017/18 was an all-time high and had dropped mainly due to retention although lower than 2016/17; there were significantly more learners at Entry Level this year than the previous year and Entry Level had the largest number of learners and more were being recruited, often with a number of barriers to learning. Governors noted the key factors and agreed that vigilance needed to be maintained.

Governors noted that the Certificate in English Skills Entry Level 3 qualifications had falling QAR and below the National level and the Principal informed that there were only 3 learners in this group and, although not to be complacent, this was not too concerning. PRB's would be looking at this and whether the course would continue this year. However, considering the Qualifications with improved QAR and above the National rate, Governors noted that Entry Level was doing very well in this area.

Governors asked for further information regarding Functional Skills in English and in Maths where qualifications with falling QAR but above the National rate. The Principal explained that within Entry Level there were 3 levels and quite a lot to progress through for learners and furthermore with the main issue of lack of English skills also impacted on other subjects.

Governors asked why IT Users Skills at Entry Level and Level 1 were so far behind the National Level and the Principal responded that they were improving QAR and important to note that these were Entry Level learners progressing from Digital Skills and there were challenges for the learners with English as a second language. Governors questioned whether this would not be the same in other local Boroughs and informed there was a similar picture. Governors asked if there could be an issue with assessment and whether appropriate and adequate. The Principal explained that as discussed there had been a large number of learners from Community Learning through the Digital Skills route and the group of learners' English language needs alongside digital skills needs had a major impact.

Governors asked whether comparisons with other similar organisations were made and informed that it was not possible to get National rate for provider type and difficult comparing like with like such as comparing Institute learners who had not used a computer before with learners at other organisations who were younger and more competent students. The Staff Governor responded that, as well as lack of basic IT skills and language barriers, there was huge diversity in the classroom with a lot of additional support, particularly as many of these learners did not have access to computers to use and practice on outside of the Institute, and so differentiation in class was very positive for a wide and diverse demographic area. The Chair gave feedback from a Learning Walk where engaging Learning Support was taking place and there was a growth in the number of males in the classroom.

Governors had noted the falling QAR and below National level for Award in ESOL Skills for Life and asked why 4 students had not achieved and the Principal responded that this could be a retention issue particularly as a small number of learners. Governors questioned whether the learners were dropping out at the beginning of the journey and whether more could be done particularly in view of the new EIF. The Principal responded that overall retention for Adult Skills at, 95.7% across those courses was high; there was less achievement but there were more learners with complex needs. Governors further questioned whether there were increased numbers of individuals joining the Institute because of its success and whether the Institute was targeting those students at the appropriate academic level. The Principal further responded that there was more provision at Entry Level and more curriculum planning and over the last 5 years there had been a change in curriculum and meeting the needs of more disadvantaged people; also migration and expanding population that was not static and many people moving into the area who did not have the skill levels; the Institute had been more proactive with a range of stepping stone qualifications to enable progression; and welfare reforms were putting pressure on individuals to seek other employment for additional income. In response to Governors, the Principal informed that she had looked at migration patterns that were different across the Boroughs and in Redbridge there was still an increase in people from Indian subcontinent. The Principal further confirmed that the needs of older people were being met.

Governors questioned when comparing with the previous year whether everything was being done as possible and informed that there were adequate Guided Learning Hours; ILP progress and achievement would be managed and monitored on going and learners would not be pressured through a qualification if not ready as the Tutor would be collecting clear evidence of progress; before exam entry or progression to a higher level the Tutor would assess/recommend whether to proceed and this was a very complex process; Curriculum Managers had worked hard for a progression route without 'cliff edges'; there were obstacles in doing this with timing of

exams dates, family commitments, and tutors managed around this; there were a lot of revision courses to help learners and sometimes revision classes having to be combined for cost effectiveness. The Principal informed Governors that due to concern in the decreases the PRB's would be looking at where achievement rates were not as good as before and why not maintaining and anticipated some of the reasons could be the cohort this year (as schools' experience) although learners had really thorough induction and a lot of positive peer pressure.

In relation to Community Learning, Governors noted that overall QAR had remained the same as the previous year at 91.5%; Family and Neighbourhood Learning areas improved in both the retention and achievement rates, the Personal and Community Development learning area had decreased by 0.7% in both retention and achievement rates.

Governors noted that overall QAR for GCSE Maths all grades had fallen and was below the National rate but the number of learners gaining 9-4 grades had risen; the overall QAR for GCSE English all grades had risen to 100% and was above the National rate and the number of learners gaining 9-4 grades had risen.

Governors commended the achievement despite the slight slippage, that was disappointing, but could be attributed to specific cases and also contributed to by the small decrease in retention.

**ACTION:** Governors to consider 2018/19 course performance in the Performance Review Boards scheduled for November 2019 to validate the Self-Assessment 2018/19 Report.

## **980. GCSE MATHS & ENGLISH RESULTS 2018/19**

Governors had been regularly monitoring GCSE results and grades since the Ofsted inspection in 2015 and were delighted that both Maths and English 9-4 grades had risen significantly this year. Governors noted that retention rates for Maths had fallen but had improved for English and that interventions and innovation by the teams continued and supported learners to achieve the highest grades. Governors discussed grade analysis and noted the Institute was ahead in grades 9-4 compared with similar organisations.

Governors discussed the range of interventions in place to support learners including use of assessment tools by the Maths Team, Maths Clubs, revision classes, the English Team providing grammar support by an ESOL Specialist Tutor, particularly beneficial where learners' struggled with English language and grammatical skills that would help with Maths understanding and other subjects, also feedback from learners about help they get.

Governors commended the results and the interventions for this outcome and that the progress and achievement over the past 5 years was phenomenal. The Principal informed Governors of the Curriculum Manager having received recognition for his work in Maths and he had contributed to an International Conference and also one in the UK. Governors congratulated the Curriculum Manager on this.

**ACTION:** Governors noted

- (i) improvements in the GCSE grades.
- (ii) the English and Maths Teams continued to offer interventions for learners who need assistance and Maths Team and would take note of the fall in retention rate
- (iii) Governors congratulated all involved.

**981. COMPLIMENTS, SUGGESTIONS & COMPLAINTS May 2019 – August 2019**

Governors discussed the Report and analysis of feedback from the Summer term 2019 in comparison with the same period in the previous year 2018/19 together with the analysis of complaints by ethnicity, gender and disability. Governors noted that the number of complaints were 15 received in this period and the proportion was higher than the same period in 2018. It was confirmed to Governors that this was due to 8 counselling learners (representing 73% of the total) who had complained about the Tutor and the quality of learning received. Governors raised that the issue and concern had only come to light when the learner complained and asked reasons for this. The Principal explained there should have been closer monitoring of the member of staff who was on probation from when appointed and although a highly experienced, qualified, articulate person, had issues that should have been addressed but there had been a lot of new staff at that time and a slippage in monitoring probation. As a result, there had been a missed opportunity in December last year to address this and so the Tutor did not leave until the end of Summer term 2019. It was usually difficult if having to recruit mid-year. In response to Governors, it was confirmed that another tutor had been appointed and all learners had got through and was a tribute to the staff cover in this respect. Measures were in place to address the issues of monitoring probation including a full graded observation in 5 weeks of appointment where immediate action would be taken if not graded Good and managers were being expected to put probation review dates in the calendar for prompt follow up. Governors asked whether staff needed further CPD sessions for this and informed that there was enough guidance and more of a compliance issue for staff to be more vigilant and act upon and the Principal would oversee this. Consideration could be given to a report being made to Staffing Committee to inform the status of probation reports including review dates.

Governors noted that complaints for Teaching and Learning had increased by 9 percentage points and there had been no complaints received in respect of Facilities.

Governors were pleased to see the high number of compliments 43 for this period and that this was an increase of 72 percentage points in comparison with January to April 2019. The majority of compliments were specifically for Teaching & Learning and IAG at 84% of the total compliments and the remainder in relation to Facilities and Customer Service.

Governors noted suggestions that included one learner asking for a copy of their Individual Learning Plan (ILP) and asked whether an issue in providing this. The Principal explained that this could be a long document to copy routinely for learners and was available ongoing as a working document for learners and if requested for a specific reason may be copied as requested.



Governors noted another suggestion from 2 learners requesting pre entry ESOL classes in the evening and a further suggestion from 2 learners for a higher level teaching assistant course HLTA. Governors would like to see these suggestions considered and the Principal would refer to the PRB's.

The Principal had been discussing with the Marketing Co-ordinator the need to include more evidence from case studies to show benefits there had been for other learners and what other learners had achieved/gone on to do.

**ACTION:**

- (i) Governors noted improvements made as a result of learner feedback including special consideration application procedure for exams reviewed and revised that had addressed a specific complaint.
- (ii) the Principal would refer course related suggestions to the PRB's.
- (iii) Governors congratulated all concerned.

**982. TEACHING, LEARNING AND ASSESSMENT 2018/19**

Governors noted that a total of 46 observations, 29 developmental observations and 39 learning walks had been carried out by Managers in 2018/19. Governors further noted that in 2018/19 developmental observation had been carried out with 12 Learning Support Assistants. Of the 17 graded observations 2 had been judged Outstanding and the remainder Good with 1 that required improvement and no inadequate. It was confirmed that 1 tutor requiring improvement had improved significantly and subsequently graded Good. Governors were pleased to see that follow up actions and support mechanisms by managers had therefore worked well to improve the quality of teaching and learning of the Tutor concerned.

Governors noted that the Observation Manager Software introduced last year had been reviewed and had been replaced by the Institute's own internally developed system that was more efficient. In response to Governors, the Principal confirmed that the system was a new in house developed system, not the original in house system, and a different package with more enhanced facilities particularly tracking. The bought package had severe limitations and had created extra work for staff.

Governors noted that the report format to Governors was based on the old inspection framework and the Principal informed that work was to be done with staff and retrain observers for them to be ready to assess classroom practices in line with the new EIF. Governors asked whether this was needed for all involved in Learning Walks and informed that it was intended for Governors this term but had so far focused on staff and would be arranged for Governors. A discussion with the Tutor before going into class would enable the Governor to see how and why the scheme of work had been planned in the way it had.

Governors discussed the key emerging themes from the observations and learning walks and impact across the curriculum areas. Governors considered Areas for Improvement that included Google Classroom, Timing to give each activity a clear timeframe to keep learners focussed, varying delivery methods to suit different learning styles and for some elements of the course

Governors noted interventions in place to support improvements including varying delivery methods, mentoring by managers, peer support from specialist tutors, peer observations and additional learning walks and review of action plan.

**ACTION:** Governors considered the changes to observation practice to be introduced in response to the new Education Inspection Framework and inspection process.

### 983. LEARNER SATISFACTION REPORTS

**(a) Learner Induction Survey 2018/19** – Governors noted that 745 learners completed the Survey and of those who responded 88.08% were female, 68.08% were of BME background, 61.19% were aged 25-60 years, and 10.04% considered themselves to have a health problem or disability (all up on last year). There had been a dip this term to complete the Induction Survey and the Principal informed that these would be pursued now to get done and avoid coinciding with the National Survey.

Governors noted that 98% learners had rated their experience good or excellent, this was 2% higher than 2017/18 and the excellent rating had increased by 4 percentage points and Governors thought this a good start to the year; there was a trend of more learners rating Excellent as opposed to Good compared to the previous year; only 81% rated Quality of Refreshment as Good or Excellent (91% in 2017/18) and Governors were surprised by this; 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; all respondents except 1 felt safe at the Institute and in response to Governors there had been no comments given to justify the negative responses. 430 learners had given more information what they hoped to achieve from their course and included confidence, skills, knowledge, improve and learn new skills.

Governors would have expected a higher percentage in respect of Refreshments because their own view, staff feedback, take up in the Café and the high quality food and refreshments had significantly improved. In response to Governors, the Principal confirmed that Catering Staff do get positive feedback and Catering staff have a very good rapport with the students but the results almost certainly reflected the poor start the company made in September/October 2018.

In relation to Registration and Enrolling, Governors questioned the 1% with a poor rating and would like to see this as 0%. The Principal responded that this could be due to students having difficulty getting through on phones and that on line application could help with this if introduced for certain courses.

**(a) Internal End of Course Survey 2018/19** – Governors noted that 2153 learners had completed the Survey and of those who responded 85.63% were female, 65.86% were of BME background, 61.51% were aged 25-60 years, and 10.49% considered themselves to have a health problem or disability. 80% of learners rated teaching and learning as Excellent that was up by 8% compared to last year. 55% of learners who completed the Survey gave

qualitative feedback.

Governors were particularly pleased with the increased excellent scores, in both the Induction and End of Course Surveys, and anticipated that the Outstanding outcome of the Ofsted Inspection and FE award had contributed to this.

**(b) National Learner Satisfaction Survey 2018/19** – Governors were pleased to note that the Institute was one of the top 6 ACL providers in London with highest learner satisfaction score. Governors noted that 615 learners had completed the Survey and, although 98% 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. The Principal explained that this was partly due to the timing of the Survey selection and preparation of the target group but considering the overall National responses and benchmarks the 2018/19 published report indicated that the overall score of learning satisfaction increased to 97.7% (2017/18 was 96.5%).

**ACTION:** Governors

- (i) noted the 2018/198 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 scores.

**984. MATRIX ANNUAL IMPROVEMENT CHECK REPORT SEPTEMBER 2019**

The annual continuous improvement check (CIC) to maintain the accreditation for the Matrix quality award for Information, Advice and Guidance Services had been carried out for Year 1. In relation to feedback from the Assessor, Governors noted 3 priority areas for the next CIC in September 2020 and these were to track the impact of the National Careers Service on users; to identify barriers to learner progression and identify interventions and approaches that would improve progression; to evaluate the effectiveness of the Employability Hub referral process. Governors asked for further information regarding the priorities and the Principal responded that there was no further information on the National Careers Service at this stage; much more exploration was needed to identify barriers to learner progression and what was preventing learner progressions; and the Employability Hub was an expensive service and although the number of participants attending were known more needed to be done to assess the impact and how effective the service had been.

**ACTION:** Governors to receive the CIC action plan and progress report at the next meeting of MOP in February 2020.

**985. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS JUNE 2019 TO SEPTEMBER 2019**

Governors discussed the Safeguarding incidents for the period June to September 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 there had been 26 Safeguarding cases of which 2 occurred between June and September 2019, 4 were still live, all



cases closed and all incidents involved 19+ learners.

Governors discussed the impact in 2018/19 of the total 20 safeguarding cases and that 17 had completed their courses and achieved; 4 had withdrawn from their courses which would impact on success rates for those curriculum areas although one of those learners had enrolled on an alternative course completed and achieved.

In relation to referrals to external organisations in 2018/19 Governors noted 4 referrals to the Redbridge Local Safeguarding Adults Board (LSAB) and 1 referral to the Metropolitan Police.

Governors noted feedback from key meetings attended in the Summer term 2019.

Governors were to read Keeping Children Safe in Education statutory guidance that had been revised in September 2019 and were expected to have read and confirmed having read at least Part 1 of the document. Governors noted the changes that related to serious criminal activity, with an emphasis on early intervention, and new clauses including up skirting. There were definitions in the revised guidance that were also really helpful in class discussions. All staff and Governors were expected to read the guidance and to ensure that staff and Governors had annual updates and briefings. Governors referred to Keeping “Children” Safe and the relevance of “Children” to the Institute. The Principal informed that “Children” was referred to throughout the whole document but related to all individuals, children and adults, and was Statutory guidance. Governors would read the document, at least Part 1, and sign at the next meeting of the Full Governing Body to confirm having read. The Local Authority Safeguarding Lead was providing briefing sessions with updates and the Principal would arrange for Governors to receive. Governors noted that during 2018/19 the Safeguarding and Prevent Adviser had given 6 Safeguarding training and update sessions to 52 staff and 1 Governor.

The priority actions for 2018/19 were noted 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; Safeguarding, Prevent and Equality & Diversity training for all new members of staff; update the Safeguarding Policy to include new DfE regulations and to ensure all staff received annual refresher training on Safeguarding and Prevent.

**ACTION:** Governors noted the Report.  
Governors to confirm they had read new statutory guidance in keeping children safe in Education (Guidance for Schools and FE)

## 986. FUTURE MEETINGS

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

**Tuesday 25 February 2020 at 5.30pm**

Meeting closed 7.10pm

Chair.....

Date.....