

MONITORING OF PERFORMANCE COMMITTEE

**MINUTES OF THE MEETING HELD AT REDBRIDGE INSTITUTE ON
TUESDAY 25TH FEBRUARY 2020 AT 5.30PM.**

PRESENT: Margaret Partridge (Chair), Andrea Ats, Joni Cunningham,
John Knight, Christina Norman and Councillor Anne Sachs.

Also in attendance: Janis Lane, Clerk to Governors.

987. APOLOGIES for absence – there were none.

988. DECLARATIONS OF INTEREST – there were none.

989. MEMBERSHIP

Governors welcomed Andrea Ats and John Knight to the meeting.

990. MINUTES of the meeting held on 5th November 2019 were confirmed and signed by the Chair as a true record of the meeting.

991. MATRIX AWARD FOR EXCELLENCE

(a) Post Assessment Action Plan (minute 977 refers)

Governors were aware that the Matrix Standard would be reviewed as part of the funding contract requirements and were informed that consultation on a new standard was expected during the autumn term 2020. Governors noted this would be in a full review on IAG and may be informed by the Gatsby Principles (benchmarks for good career guidance) to bring all into alignment. Governors were interested to see expectations and how they would link with employers and destinations.

(b) Annual Improvement Check Report September 2019 (minute 984 refers)

Governors were update on the progress with the priority areas in preparation for the next Continuous Improvement Check (CIC) in September 2020. Employability and IAG support to learners needed to be included with impact assessment and a review was underway in this area. New Challenge (Careers Service for adults and sub-contracted from Prospects) was working with the Institute and looking at funding and there had been positive feedback including the group sessions.

Governors asked for further information regarding outcomes for learners in seeking and gaining employment. The Principal responded that the numbers of learners progressing successfully through the Employability Hub had been lower than expected and this was concerning; learners at the Institute were not benefitting in this way and the whole area was being reviewed. In response to Governors, the Principal responded that one of the reasons could be that students were going to the Hub actually intending to apply for work. Governors asked whether this could be considered positive where students were

seeing the Hub as motivational and the Principal responded there would be greater benefits for those pupils in a class group session with an Advisor who has Level 3 IAG qualification. Governors asked whether there was data for the number of new recruits who drop into the Hub external to the Institute and informed that this data was available but further analysis was needed. Governors questioned why other agencies were not meeting these needs. As discussed, the in depth review by the Institute was underway alongside PRB and part 1 of the Curriculum review. It was intended to have recommendations by the end of summer 2020 and this would also be timely for the new academic year.

ACTION: Governors to receive a progress report at the next meeting of MOP.

992. CURRICULUM PLANNING (minute 978 refers)

The Principal informed Governors that for this year, due to timing of data analysis and also the Away Day that would be looking at the wider picture, it was not possible to report in the spring as intended but in future would be planned to report in spring. Curriculum planning was in the process of being consolidated and would be reported to Governors when finalised.

ACTION: Governors to

- (i) receive a report on Curriculum Planning when completed
- (ii) Curriculum Planning would be an item on subsequent spring term MOP agendas.

993. TEACHING, LEARNING AND ASSESSMENT 2018/19 (matter arising 982 refers)

Governors noted that in depth staff training would be taking place in March 2020, with a trainer who was also an inspector, to focus on the Ofsted 'Deep Dive' looking at the courses that learners were enrolled on; why the learner had chosen the particular course; what was being learnt; to include in depth discussion with learners; and to ensure that specific questions were asked to meet Quality criteria.

994. NATIONAL LEARNER SATISFACTION SURVEY 2019/20 (matter arising 983 refers)

Governors noted that the National Learner Satisfaction Survey would now take place. The ESFA had informed providers that the delay was due to the election. GLA had announced their intention to introduce a London Learner Survey next academic year.

995. SAFEGUARDING (matter arising 985 refers)

Governors present, except new Governors, had read the new statutory guidance in Keeping Children Safe in Education KCSIE and signed to confirm they had read the guidance.

ACTION: New Governors to read and sign as having read the new statutory guidance for KCSIE.

996. PERFORMANCE TO DATE 2019/20

Enrolments - Governors commended that recruitment had been strong particularly as the number of enrolments were usually in the region of 4,000 each year so in a good position currently. Governors noted enrolments were 5,691 at 11th February 2020 compared to 5,215 enrolments for the same period previous year; the number of Adult Skills Learners at entry level continued to increase; enrolments from learners resident in one of the most 7 deprived wards in Redbridge had increased to 34.06% (32.4% previous year); the number of learners with Advanced Learning Loans or Level 3 provision had increased and the Loan facility with the Student Loan Company had been increased by ESFA; and the overall number of new learners this year were similar to last year at 43%.

Class Sizes – It was noted that there had been an increase in class sizes which was one of the KPI's. Governors were pleased with this and in particular the increase of Family Learning class size as a result of the way the Institute was working with partners, including Library Services. The Family Learning Festival had not been held and further confirmed how well FL was doing as short events can skew data.

Attendance - Governors noted attendance in Adult Skills was good although NLDC at 83% and Maths 84.67% could be better. Governors were concerned of attendance in Community Learning especially Health & Wellbeing that was very low at 79.86% although recognised, having focused on attendance for some time, that there were barriers and difficulties for adult learners to maintain excellent attendance but the Institute did as much as possible to support in this respect and for learners not to fall behind. This had affected English/ESOL data where the overall rate had declined compared to last year and one ESOL evening class had been an issue for attendance down to 76% but considered needed to be offered. In response to Governors, it was confirmed that these courses were also held during the daytime as there had been feedback of demands on learners with their work/shift commitments and this was the issue whether a day or evening course. The Principal explained that there were some issues of recording the data on the new online system and was being looked at so that overall attendance should go up when all correctly recorded. Governors noted there had been positive feedback from tutors regarding on line registration introduced this year.

Achievement – The Principal informed that it was early to report but overall strong at 94%. Governors questioned the low Qualification Achievement Rates (QAR) mid-February where of 14 leavers 10 had been retained and the Principal responded that small numbers of learners would result in low achievement rate as learners leaving have a greater impact on the QAR. Governors questioned why learners had left early and whether this had related to issues regarding the Mental Health course; and on the short course of 25 learners why did 3 drop out and 2 not achieve. The Student Governor gave feedback that sometimes learners start on Entry Level 3 but then find it is not what the learner wants to do and could be outside of their ability. Governors thought the Mental Health course may be outside their English language ability and whether learners had taken on too much.

Enrolments by Ward – Governors were pleased to note that the number of Learners from Deprived Wards had increased. The Ministry of Housing and Communities Funded project had

since April 2019 enrolled 500 English for Everyday learners which was remarkable and many were enrolments from the Mildmay area. Governors were hopeful that some of these learners would take up other courses and informed that some were already in programmed classes and some were not eligible for mainstream courses.

Funded Value – Governors noted that the February funded value forecast for 2019/20 had been submitted to the GLA and a potential over achievement of the full value of 25% was expected; the bid to the GLA Innovation Fund for additional funding, if successful, would cover 20% of the overachievement; provision was currently being identified that will need to be cut if the bid was not successful; and the outcome of the bid was expected by the end of February 2020.

Governors further noted that, even though retention was in the 90% range, learners were still leaving and forecasting was complicated; Level 2 full year courses were worth more than the smaller courses but there were variances and uncertainties with the changes in funding rules, such as the entitlement for some Digital Skills courses that would not be known until August/September 2020 for 2020/21 starts. The Principal and Assistant Principal Quality & Student Services had worked hard to get better and accurate forecasting where each Manager would have a Funded Value target next year and would be monitored closely. Average class size for Level 2 courses in Adult Skills and Community Learning continued to increase funding generated. Governors were aware of the associated risks of learners unhappy with cancelled courses and the effect for tutors and recognised the need for firm decisions to avoid too much overachievement if the Innovation Fund bid was unsuccessful. Governors were concerned of the impact of this in not providing to meet demand and the aims of the organisation but understood that this encouraged the organisation to run efficiently and cannot exceed budget so have to prioritise.

Governors asked for further information regarding minimal numbers of enrolments noted in Adult Skills LDD prevocational and the impact of this. The Principal explained that this was for Adults with learning difficulties on funded Maths and English programmes and included a creative programme that was fee paying for those learners. A qualification could be achieved but only 5 learners had achieved and others were not ready for a qualification course but could be building up to this. The Institute was working with New City College to get pathways in place such as Catering progression and other pathways with Dagenham College. Many of the LDD learners at the Institute were legacy (club) learners and benefitted from opportunities to learn independent living and only one or two learners progress into mainstream each year. Discussions had taken place with the LDD College Managers to see how best to get those adults onto the programme. Pathways to Progression (into childcare) included ESOL, Digital Skills and it was hoped to be one of successful bidders.

Governors asked why more students had taken out loans for Level 3 courses and informed that students now saw this as a good opportunity as these in part time employment were unlikely to reach the threshold which would trigger repayments. Governors further questioned whether there was an upper age limit and this would be checked and included on posters for next year. Governors were pleased to note that the growth facility had been secured for the Institute but recognised that, although this would generate more income, there was the risk that funding would cease if the learner leaves although in response to Governors it was confirmed that not many learners have left in this respect.

ACTION: Governors noted the Report.

997. QUALITY IMPROVEMENT PLANS 2019/20 PROGRESS REPORT

Governors discussed the Quality Improvement Plans (QIP'S) progress across the key areas for improvement/development that included 19 areas across the curriculum provision and 8 areas across support services and leadership and management. Governors noted that progress would be monitored and evidence to support judgements on progress using Ofsted descriptors with the addition of 4 point RAG scale - Slow progress, Reasonable Progress, Good progress and Significant Improvement.

Governors discussed positive interventions in place including peer support from Hammersmith & Fulham Adult Education Service on introduction of a Carers protocol across SKILL and this was a new development that focused on expectations and setting standards for Carers in this setting. Governors asked of the main issues and informed mainly the behaviour of Carers and that this was not in classroom (only if medical reasons) as support by Carers was usually outside of the classroom such as assistance with transport and travel. Governors asked of the status of the Protocol and informed that this was not binding but would set out expectations clearly.

Governors discussed further interventions that included development of bespoke employability support for ESOL entry level learners; joint planning with New City College and the Institute Prospectus for SKILL provision and ESOL; review of IAG and Employability provision planned with recommendations expected by June 2020; Family Learning team part of LBR primary schools CPD network and benefitting both from specialist training and peer support from school curriculum English and Maths leads and the Curriculum Manager was working exceptionally well with the Primary Schools meeting with their Curriculum specialists in those schools to see what was happening and also having access to the school resources. Governors commended the 68% response to the Survey carried out by the Curriculum Manager with feedback and impact of the work she was doing and that this was excellent achievement.

ACTION: Governors to review, at the next meeting of MOP, the Quality Improvement Plans in those areas where progress has been slower than expected.

998. TEACHING, LEARNING AND ASSESSMENT REPORT

Governors noted that a total of 46 observations including 9 full observations and 14 ungraded developmental observations had been completed to date in 2019/20 and 23 Learning walks completed by Managers with developmental observations of 4 Learning Support Assistants. Of the 9 graded observations 2 had been judged Outstanding and 5 Good with 2 Requiring Improvement. No teaching sessions were inadequate. Of those requiring Improvement one tutor had decided to resign and the other had action plans in place and support to improve the quality

of teaching and learning. Governors asked of recruitment to replace and informed this had taken place and an appointment had been made who would add to the area of creative writing.

Governors questioned how robust gradings were to be able to move to outstanding in a next Ofsted inspection and the Principal responded that the scheme, as Governors were aware, required grading for new staff only. Governors asked if the tutor requiring improvement was now up to standard and informed that the tutor had improved their performance.

Governors discussed recruitment of tutors and explained to the new Governors that the interview process included activities in some classes where students would be able to talk with the candidates. The process of Learning Walks was explained for new Governors and examples given by the Chair where during Learning Walks students were asked of their understanding such as Online Safety and British Values. The Principal informed of the focus on 'Deep Dive', curriculum planning and impact on learners and training had been planned in March to then reflect on what changes may need to be made.

ACTION: Governors to consider the recommendations for changes to observation practice arising from the arranged CPD session for managers in March 2020 on the Ofsted 'Deep Dive' approach to inspecting quality of education in the new Eif Framework.

999. COMPLIMENTS, SUGGESTIONS & COMPLAINTS AUTUMN TERM 2019

Governors discussed the Report and analysis of feedback from the autumn term 2019 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 were 37 received in this period and the proportion was higher than the same period in 2019. Governors noted that complaints for Teaching and Learning had decreased by 50 percentage points compared to the last report and there had been 27 complaints (73% of total complaints) received in respect of Facilities and this was a significant increase. In response to Governors it was confirmed that the main reason for this was regarding Mildmay facilities (49% of the total).

In response to Governors, it was confirmed that the high number of complaints regarding facilities were due to learners being dissatisfied with kitchen facilities and in response improvements were being made. A Prayer room had also been created at Mildmay following requests of learners. New Governors asked if feedback was given to the complainant and informed that this was given where possible but sometimes the complaints were anonymous. The Principal explained that individual complaints were followed up as routine practice and where possible managers would usually follow up with the learner to discuss and find out if the matter had been resolved particularly for Teaching and Learning issues and possibly observe further in class. Governors thought the number of complaints were small given there were in excess of 4000 learners enrolled each year.

Governors noted the number of compliments, 14 for this period, and that this was an increase of 75 percentage points in comparison with the same period last year. The majority of compliments (72%) were specifically for Teaching & Learning and IAG and the remainder in relation to

Facilities and Customer Service.

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

1000. LEARNER SATISFACTION REPORTS

(a) Learner Induction Survey Autumn 2019 – Governors noted that 689 learners completed the Survey and of those who responded 86.43% were female, 68.04% were of BME background, 64.83% were aged 25-60 years, and 9.82% considered themselves to have a health problem or disability. Governors noted that 97% learners had rated teaching and learning as excellent or good of which 69% was rated excellent; 98% of learners reported the course induction excellent or good that was 1 percentage point lower than the previous year and 98% felt welcomed to the course. Overall, compared to the same period previous year the number of respondents grading outstanding had dropped in all areas except information and advice at the start of the course and furthermore 7% of respondents felt the quality of information & advice and learning resources were only satisfactory. It was also noted that there were 7 respondents who indicated they did not feel safe at the Institute and Governors questioned this further and informed that only 3 responses had been given to indicate reasons and these included car park lights not always working and other Health and Safety issues. 237 respondents had given qualitative feedback regarding their experience.

In comparison with the Induction Survey Autumn 2018/19 Governors thought the 2019/20 Induction overall survey was excellent and going in the right direction particularly Information and Advice; learning resources there was a slight drop but could be learners' expectations; being welcomed to the class was disappointing and could depend on different circumstances; safety was important and there had been an indication of not feeling safe but this mainly related to one learner's response regarding the car park.

(b) Internal End of Course Survey Autumn 2019 – Governors noted that 498 learners had completed the end of course Survey and of those who responded 85.2% were female, 77.2% were of BME background, 66.2% were aged 25-60 years, and 10.8% considered themselves to have a health problem or disability. 71% of learners rated teaching and learning as Excellent that was up by 1% higher compared to last year. 47% of learners who completed the Survey gave qualitative feedback.

Governors agreed that End of Course survey overall was good including teaching and learning but was disappointing for information and advice. Qualitative feedback was noted that included gained new skills, new friends and improved mental health. Governors commended that in both Induction and End of course surveys 99% of learners had rated their experience as excellent or good and pleased to note that the Institute was 6th Highest for Learner Satisfaction in London.

ACTION: Governors

- (i) noted the 2019/20 Learner Induction and End of Course Survey results
- (ii) to monitor progress made on improving learner satisfaction

- (iii) to receive a progress report on Progression Strategy Action Plan at the next meeting of MOP Committee.

1001. SAFEGUARDING AND PREVENT REPORT – SAFEGUARDING INCIDENTS

Governors discussed the Safeguarding incidents for the period October 2019 to January 2020 for the different nature of incidents and three year trend and also incidents by Curriculum Area. Governors noted the status of all the safeguarding cases reported and there had been 7 Safeguarding incidents since October 2019 of which 1 case was still live, all other cases closed and all incidents involved 19+ learners. Governors discussed the impact in 2019/20 of the total 7 safeguarding cases and that 3 learners had completed their courses and achieved; 1 was on target to complete and achieve and 1 had withdrawn but subsequently reinstated and back on target to complete and achieve. In relation to referrals to external organisations in 2019/20 Governors noted 1 referral to the Metropolitan Police. Governors noted feedback from key meetings attended in the spring term 2020 and noted Staff and Governor Training.

The priority actions for 2020/21 were noted including to continue scheduling regular Learning Walks with Prevent Link Governor Margaret Partridge with the focus on ‘Prevent and British Values’; Safeguarding, Prevent and Equality & Diversity training for all new members of staff; relevant staff to complete the ETF online Safer Recruitment training (Module 4); monitor the 3 year refresher training requirement for Safeguarding and Prevent is met; and ensure all RCVS trainers on sub-contracted provision have successfully completed the mandatory Safeguarding and Prevent training.

Governors noted that Safeguarding cases were relatively small, about 20 each year, but the Safeguarding & Prevent Adviser spends considerable time working with these and others. Governors asked if the one Prevent case was the same person as last year and informed that it was. Governors agreed that the Institute had given the student as much opportunity as possible, and was the 5th organisation to have given him the chance, but even so the individual had not taken the opportunities given. The Institute had undertaken an in depth risk assessment and there were rigorous safeguards in place. It was noted that the ID system had helped with management of this but the student’s behaviour had been exceptionally bad.

Governors asked whether the new monitoring software had picked up on any issues and informed that it had not. Governors further questioned whether there were any GDPR implications for this and the Principal responded that the Institute used its own equipment and all was covered and there was also restricted use for staff.

ACTION: Governors noted the Report.

1002. FUTURE MEETINGS

It was noted that the next meeting was due to be held on **Wednesday 3rd June 2020 at 5.30pm**

Meeting closed 7.50pm

Chair.....

Date.....