

**EASTLEIGH COLLEGE BOARD  
STANDARDS COMMITTEE**

**MINUTES OF THE MEETING OF THE STANDARDS COMMITTEE  
WEDNESDAY 12 February 2020 AT 1700 HOURS IN ROOM A018**

Present: Natalie Wigman (Chair)  
Angela Cross-Durrant  
Gemma Baker  
Julie Richmond  
Shannon Patterson  
Dr Jan Edrich (Chief Executive and Principal)

In Attendance: Paul Cox, Vice-Principal Curriculum and Quality  
Lou Gittens, Vice-Principal Curriculum  
Paul Stannard, Vice Principal Quality  
Darren Coventry, Vice-Principal Commercial and Customer Services  
Dr C Davis OBE, Clerk to the Board (minutes)

**SS.01.20 GOVERNORS' MEETING TIME WITHOUT SMT**

**SS.02.20 COMMITTEE MATTERS**

**i Apologies**

There were no apologies received.

**ii Declaration of interests**

There were no declarations of interests made by those present, financial or otherwise, in any item on the agenda.

**iii Minutes of last meeting 13 November 2019**

The minutes were agreed and signed as a fair reflection of the meeting of the 13 November 2019.

**iv Matters arising**

SS.22.19, vi; The Clerk informed Governors that a planned workshop would be planned for the Board Training event in May 2020, providing a refresher session in the Link Governor process and role.

SS.25.19, v; Mr Cox said that a lot of changes had taken place with regards to work based delivery. He further reported that Assessment centre had had a very difficult last term with their Self Assessment grade falling, with managers and staff leaving the College during the previous six months. A lot of focus had been given to realigning the work based teams to the Apprenticeships and College teams to alleviate the duplication of work. This process has almost been completed and when more data has been collated and a further review of the process has taken place during the next half term, it is hoped that it will become operational in June or July.

All actions from the previous meeting were completed.

There were no further matters arising from the minutes of the previous meeting not covered elsewhere in the agenda.

**SS.03.20 GOVERNORS' MONTHLY REPORT (December 2019)**

Dr Edrich took the opportunity to take Governors through the most recent set of accounts. The accounts for the end of January 2020 had just been completed and was still forecasting a Financial health score of 'Good'.

She did say that the income line forecast was still running behind the budget.

Dr Edrich went onto report that since the collapse of the proposed merger twelve months ago, there had been a saving of £2.2m out of staff costs in two tranches. This has resulted in twenty-two members of staff being made redundant.

Mr Cox stressed that whilst currently forecasting good, there were multiple risks which could see this forecast not met at the end of 2019/20.

**i Matters arising**

Dr Edrich asked Governors if they had any questions regarding the Governors Monthly report for December 2019.

Governors considered matters arising from the Governors' monthly report February 2019.

**SS.04.20 TO REVIEW**

**i Draft Curriculum Strategy 2019/20 to 2023/24**

Mr Cox began by explaining the context behind the strategy and highlighting the main areas of focus and strategic intent:

- Hampshire County Council Priorities
- University of Portsmouth Education Strategy (2016-2020)
- Industry focused
- Opportunities
- Worklessness
- Skills mismatches
- The current offer in the colleges
- Strategic focuses
- **16-19**
  - Performance of schools at Key Stage 4
  - KS3 and KS4 Demographics
  - School Expansions
  - SEND
- **Apprenticeships**
  - Apprentice employers in 2018/19
  - Apprentices in learning 2018/19
- **Adult Learning**
  - Higher Education
  - Commercial

**ESFA Consultation document**

Mr Cox took through some of the main headings in the recent ESFA consultation document and the biggest impact any potential Further Education model during the last 11-13 years:

- Restriction on subcontracting is likely outside a 50 mile radius or one hour journey time
- Reducing the ability to subcontract to a limit of 10% of ESFA funded income

The impact on the College of some of these potential changes to the funding model means that the College will have reduce its subcontracting from the present 50% to 10% by the 2023/24 academic year, unless there are major changes as a result of the consultation process.

He went on to explain that the draft document underpins the draft College Strategy delivered at the Special Board meeting on January 2020. Since that meeting the SMT have pulled together a seventh scenario, which was linked together after the recent consultation with ESFA.

Mr Cox asked for any questions and further discussion, areas covered in this discussion explored:

- The LEP economic profile up to 2036 states a requirement for professional, scientific and technical activities sectors, administrative and support service activities and information and communication sectors); what are the effects of the College not meeting the level 4 requirements and what are the LEP putting into this to support these requirements.
- The decline in employer satisfaction
- The need to raise the profile of apprenticeships
- The GLA growth window update
- Local School expansions (size of the expansions)

Mr Cox said he was happy to take any further questions/challenges outside the meeting and that he was happy to share any responses through the Clerk to the Committee.

Governors reviewed the draft Curriculum Strategy 2019/20 to 2023/24.

## **SS.05.20 TO RECEIVE**

### **i Term 1 Minimum Standards Report**

Mr Cox inputted data that was missing from the document under 'At the end of Term 1' should read:

- a. A total of 22 / 36 minimum standard E&T / classroom learning aims are forecasted to close above the Pro-Achieve national average.
- b. A total of 16 / 19 minimum standard Apprenticeship Overall frameworks are forecasted to close above the Pro-Achieve national average.
- c. A total of 14 / 21 minimum standard Apprenticeship Timely frameworks are forecasted to close above the Pro-Achieve national average.

The by exception reporting summarises an in year position for each area not forecasted to improve above the Pro Achieve national average outlined in the following tables:

- E&T / classroom learning (14 areas),
- Apprenticeship Overall (16 areas) and
- Apprenticeship Timely (14 areas) outcomes.

Governors asked for the Learner numbers to be included in future reports to provide context to the reporting.

**ACTION: PS**

Governors reviewed the Term 1 Minimum Standards Report.

### **ii English and maths report**

Mr Stannard highlighted some of the important areas of the report. He made Governors aware of the attendance statistics, which had improved from the 2018/19 attendance:

- 16-19 Full time, 87.2%
- ECTA, 81.6%

The report also provided an update on the November series examinations results. Learners eligible for sitting the November series were selected based on previous achievement (10 marks away from summer grade 4 boundary). Learners received dedicated revision sessions leading up to the examination dates, which had resulted in positive outcomes for 23 learners with the significant majority improving their raw scores.

The results he said were very similar to the previous years attainment.

The report also provided a summary of the External Quality Review (EQR) – English and maths January 2020, as part of the EQR review scheme looking at:

- Learner progress from starting point
- Challenging and Individualised targets
- Evidence of stretch and challenge in the classroom

He made Governors aware of the Reformed Functional Skills update, where the reform to Functional Skills maths and English qualifications remains a risk. The enhanced content in Functional Skills level 2 means that staff require further up skilling to ensure they can access the content. He also provided Governors with the actions taken by the College to mitigate these risks.

To conclude Mr Stannard made Governors that the College has been shortlisted in the 'Outstanding GCSE re-sits provision' award with the winner being announced on the 23 March 2020. He said the College is extremely proud of the College Wide collaborative effort that has supported us in being successfully shortlisted.

The Committee agreed that this was a richly deserved nomination for the focus and extreme hard work of all the staff in the last two or three years.

Miss Patterson asked if the RAG rated 'I can' sheets could be improved so that staff and students could record progress and identify individual progress more vigorously.

Mr Stannard said that more training was being introduced for staff, however he was happy to meet with Miss Patterson to discuss any initiatives she might have to complement this training strategy going forward. Ms Gittens also highlighted the feedback on assessment being inconsistent, where Staff are using different marking methods.

Governors received the English and maths report.

### **iii Teaching, Learning termly report (Direct College delivery)**

Mr Cox drew Governors attention to the following areas of the report:

#### **Section 2, Term 1 Learning walks:**

- The broad implementation of directed study continues to be strong, learner voice gathered during learning walks indicates the vast majority of learners are set directed study weekly and Google Classroom has been utilised extensively. Many learners prefer to use their mobile phones to access and complete their directed study.
- The visibility of Challenging objectives during learning walks has again seen a slight increase. However, learner perspective captured in the induction surveys indicates a significant shift with the vast majority of learners reporting they are set challenging targets and their tutors always challenge them to do their best.
- Many tutors offered engaging activities at the beginning of term to make January 'unmissable', with a mix of offsite visits to trade exhibitions, trips to vocationally related environments and guest speakers providing demonstrations and hands on workshops.
- Strong emphasis on exam preparation with tutors highlighting topics that most frequently occur. Many provide a breakdown of question mark allocation to ensure learners know where to focus their revision. The regular use of consolidation tests provides learners with opportunities to identify areas for development and maximise support with the tutor during class.

**Section 3: Term 1 Observation of Teaching and Learning.**

- Of the 137 staff in scope, 5 are now in coaching support and 1 new staff member has been given an 8-week cycle.

**Section 4: CPD - Digital 'Core and More'.**

- Staff voted for the adoption of five new digital applications and tools.

Governors received the Teaching, Learning termly report (Direct delivery).

**iv Teaching, Learning termly report (Partnership and Assessment Centre)**

Mr Coventry provided Governors with a summary of the report. He wished Governors to understand the concerns highlighted within the report over the Assessment Centre.

Contextually the Assessment Centre is at peak times a team of eighteen assessors, delivering an array of apprenticeships. Where the College has had the majority of its learners subcontracting, the recent emphasis of review on quality has been with these external providers. Unfortunately this has meant that the Assessment centre has had unintentional less diligence placed on its reviews. He reported that over the last few months there had been a 'back to basics' in standardisation of processes and communication to all the assessors. The aim he said is to provide an understanding of all best practise identified in the Direct delivery, area to all the assessors within the Assessment Centre.

A question was raised over IAG and its regular appearance in the reports over previous meetings.

Mr Coventry said it still remains a concern; strategies and the sharing of best practise have been put in place but it is too early to say if these are having an impact or not.

Governors received the Teaching, Learning termly report (Partnership and Assessment Centre).

**v Partner Performance report**

Mr Coventry said the report is an internal summary of where the College assesses the individual partnership provision.

He drew Governors to the going concerns that the College has at the moment:

- PDT are a going concern and there are significant issues with them as a provider over ESFA funding rules, lack of evidence available when carrying out audits and a disputed awarding organisation sanction against the provider.

The College has decided not to continue take on any more enrolments with PDT.

A Governor proposed that perhaps on the basis of these findings that the final column identifying Partners 2019/2020 should show 'no' against this provider.

Mr Cox said that PDT had a contract for new enrolments each year, so the action taken by the College was in real terms a suspension.

The Committee agreed that the entry against PDT should read 'suspension'.

**ACTION; PS/DC**

Mr Coventry drew Governors attention the success of Total Support and the big turn around that this provider has demonstrated post recent strategies to improve provision.

The other provider giving concern is VSS, with their move away to devolved funding and less obligation to College learners.

Governors received the Partner performance report.

Lou Gittens, Paul Stannard and Darren Coventry retired from the meeting.

**vi 2018/19 Full Time Destinations Report**

Mr Cox said that an area for improvement in both the 2018 Ofsted report and College self-assessment has been the tracking and use of destinations data with a specific focus on full time 16-18 learners.

In 2018/19 a total of 1104 learners were in the destination sample. The college was unable to make contact with 200 of the 1104 learners (the largest proportion being 41 foundation learners). Therefore the total sample is a valid response of 904 learners (82%). He felt the College could rightly claim that for full time learners it has a 95% positive destination rate.

Mrs Cross-Durrant said that it would be helpful to have learning aims and employment aims separated, so that the direct causality could be identified within that learning area.

Mr Cox said the College was trying to do this in the report with the reporting of 'Full time employment – role not related to course' and 'Full time employment – role related to course'.

He then described how the College uses this data; each has been RAG rated for use by managers to determine team level quality improvement actions to promote improvement in these key destination priorities.

Governors felt that the acronyms used should identified with the report for further clarity.

**ACTION: PS**

Governors received the 2018/19 Full Time Destinations Report

**vii Quality Review Report**

Mr Cox explained that the report is based on the 2018/19 College SAR and a RAG risk assessment of the 2019/20 KPI achievement based on departmental performance at the relevant quality review points.

There is positivity about the report, however there is a cause for concern around the Assessment Centre as previously described in an earlier agenda item.

The other area that is being closely monitored is Motor Vehicle & Engineering, especially Engineering. He reported that the main reason for this lack of attainment is the ability of the College to recruit and retain staff of the required professional experience and proficiency.

Governors noted the Quality Review Report.

Mrs Cross-Durrant retired from the meeting.

**viii Term 1 QIP (2019/20)**

Mr Cox reported that at the last meeting Governors requested to see the QIP and this document provided term 1 of the QIP together with a summary of the Term 1 QIP report.

Mr Cox asked how Governors wanted to receive the report in the future. Did the Committee want to see the summary page or all the management workings of the live document that are continually changing as the work develops.

Governors felt that it was useful to receive the report as it was presented at today's meeting, to include a summary of the report and then the table with the improvement focuses and action(s).

He then took questions on the Term 1 QIP

Ms Baker asked about Mental Health First Aid Training for staff completed by the end of the spring term and the actions to further embed mental health awareness.

Dr Edrich responded by reporting that 20 staff had been identified to undertake the training (tranches of 5 staff members a month), will be completed by the end of the spring term. There was also a health and wellbeing week planned for summer term.

Governors received the Term 1 QIP (2019/20).

**SS.06.20 TO APPROVE**

**i Prevent Risk Assessment**

Mr Cox reported that this report is driven by external categories, which is then RAG rated and where there are concerns action taken/already in place to mitigate/address the risk area. The key messages from this report is that the College is strong at identifying risk areas and taking the appropriate action to mitigate the risks identified.

There is only one area identified as Red, which reflects the need for on-line safety and the use of Impero software, which uses an onscreen filtering system, but does not cover the use of the College Wi-Fi on their own device. The IT staff are currently seeking a technical solution to this problem.

Governors approved the Prevent Risk Assessment.

**ii Equality & Diversity Policy**

Dr Edrich reported that there was only one minor change to the Policy, the use of the word 'students' had been changed to 'learners'.

Governors approved the Equality & Diversity Policy.

**iii Equality & Diversity strategy**

Dr Edrich reported that there were minor changes made to the Strategy; the use of the word 'students' had been changed to 'learners' and changes to the job titles of the staff now making up the Equality & Diversity Board.

Governors approved the Equality & Diversity Strategy.

**SS.07.20 DATE OF NEXT MEETING**

**Wednesday 3 June 2020 commencing at 1700 hrs**

Governors' Monthly Report: Matters arising  
Minimum Standards update  
English & maths report  
Teaching and Learning report  
Teaching and Learning and Assessment Policy  
Term 2 Quality Review Outcomes  
Term 2 QIP

The meeting finished at 1855.