

**EASTLEIGH COLLEGE BOARD  
MINUTES OF THE MEETING OF THE STANDARDS COMMITTEE  
WEDNESDAY 3 April 2019 AT 1700 HOURS IN ROOM A115**

Present: Natalie Wigman (Chair)  
Steve Johnson  
John Course  
Gemma Baker  
Dr Jan Edrich (Chief Executive and Principal)

In Attendance: Paul Cox, Vice-Principal Curriculum and Quality  
Matt Phelps, Vice-Principal Commercial  
Jonathan Ansty, Head of Assessment Centre, Quality and Compliance (observer)  
Michelle Owen, Quality Assurance Officer, Apprenticeship Services (observer)  
Dr C Davis OBE, Clerk to the Board (minutes)

**SS.08.19 GOVERNORS' MEETING TIME WITHOUT SMT**

**SS.09.19 COMMITTEE MATTERS**

**i Apologies**

There was one apology received from Angela Cross-Durrant.

**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 February 2019**

SS.03.19, i: Mrs Wigman said that the third paragraph needed more clarity and it was agreed that it should now read: "Dr Edrich explained that the College is running well over the budgeted staffing costs due to a number of different reasons, some budgeted but others were not. This situation had been compounded by the use of more agency staff required to replace senior staff, due to the uncertainty of the positions required in the merged College."

Mr Johnson also reiterated his wish (declared at the Board meeting in December 2018) to discuss the format of the Governors monthly report with the College's SMT.

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

**iv Matters arising**

SS.05.19, ii: Mr Cox tabled the comparison data from the 2016/17 Annual Safeguarding report to enable comparison to be made with the 2017/18 report.

All other actions raised were considered to be complete.

**SS.10.19 GOVERNORS' MONTHLY REPORT (February 2019)**

**i Matters arising**

Mr Cox said that this was an opportunity for Governors to raise questions over any item within the Governors' monthly report.

Mr Cox reported that reasonable force training had taken place for all staff after discussion with the unions and obtaining legal advice; the Reasonable Force Policy had also been revised to match the advice given in the policy underpinning the training.

Mr Course referred Governors to the 'all' attendance data specifically in the area of English and maths and asked if any progress was being made.

Mr Cox in response drew Governors' attention to the English and maths Study Programmes attendance data, outlining where the College is with core 16-18s the attendance is up on where the College was last year. He said that from the AoC data, the College remains well above the survey benchmark. In comparison with last year and the year before attendance is up.

He informed Governors about the recent policy shift around English and maths re-sits. The College has a mandatory requirement for students who do not achieve a grade 4 in English and maths requiring them to continue with their studies. There has now been a slight flex whereby learners who arrive at College with a grade 2 or below in English and maths, would normally do a functional skills course. If they achieve a grade 2 in functional skills with the College, they do not need to continue onto a GCSE course.

He concluded by saying that there are still one or two problem areas 'bucking' the trend, however these specific areas are being forensically looked at and appropriately challenged of improvement in 16-18 English and maths attendance.

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

#### **SS.11.19 TO REVIEW**

##### **i Term 1 Quality Review outcomes**

Mr Cox began by explaining the rationale behind the review and explaining that the QRM/IQRM columns show a RAG risk assessment of the 2018/19 KPI achievement based on departmental performance at the relevant quality review points.

He drew Governors' attention to a very vulnerable area highlighted on the report, Art, Design and Creative Media, which is a concern, however it is hoped that with the extensive management plans put in place this area will turn around.

Based on current performance most departments are on track to achieve their KPI numerically and that the majority of KPIs should be achieved by the end of the year.

Mr Phelps commented that Quality Reviews are also carried out on the partnerships, however those Quality Review meetings had not yet taken place to provide the necessary data for this meeting.

Questions and observations were raised over departments which had progressed from Red to Green between the Quality review in November and the Quality review in March, asking how best practise might be transferred and shared between learning areas.

Governors reviewed the Term 1 Quality Review outcomes.

#### **SS.12.19 TO RECEIVE**

##### **i College KPI and Term 1 Summary Quality Improvement Plan update**

Mr Cox informed Governors that the report covered everything from learner numbers and income targets, teaching and learning assessment, attendance, retention, through to student surveys.

He said the report looks closely at Study Programmes measures, focusing on area KPIs such as English and maths and providing a comparison against DfE performance data.

The Term 1 Summary QIP takes each provision type and makes judgments against the Ofsted Common Inspection framework, with the member of SMT responsible for the provision type provides a RAG rating.

Governors felt that this particular part of the report did not explain what actions were taking place and it would be helpful to have a point of reference, having perhaps a commentary by exception on those rated Red.

Mr Cox said he would look at this and see what could be provided in manageable sizes to provide succinct information to Governors. He also confirmed that since the SAR that E&D Ofsted priorities had been added to the QIP.

**ACTION: PC**

Dr Edrich asked what the Committee felt would be useful when presenting/producing the actions from the recent Ofsted report to the full Board at their next meeting.

Mrs Wigman felt that perhaps the best solution might be to produce the changes that had been made to the QIP with specific commentary.

The SMT would look at this further.

**ACTION: JE/PC**

Governors received the College KPI and Term 1 Summary Quality Improvement Plan update.

## **ii Minimum Standards progress actions to date**

Mr Cox explained the methodology of the report in terms of minimum standards and the three types of performance:

- a. Education and training (E&T), which is classroom based delivery.
- b. Apprenticeship overall performance (how many start and finish successfully).
- c. Apprenticeship timely performance (how many start and finish within three months of planned end date).

He explained the College's Management Information Tool 'Pro Achieve', which is a platform which aggregates performance against a learning aim (every qualification has a learning aim) and all the data through Pro Achieve is aggregated for both the College and other Pro Achieve users (the Pro Achieve national average).

He went on to talk about the other sections of the report:

- minimum standards criteria which is where a learning aim or framework/standard code is -5% or greater below the Pro Achieve national average.
- minimum standards focus, which relates to the 2017/18 classroom based delivery of only 3%, based on starts.
- Apprenticeships, which measures learners (headcount), overall performance and timely performance.

In conclusion the report provides a Term 1 performance summary.

The report is a by-exception report, where those benchmarks are not exceeded, informed by the Quality Review judgments and entered against the Pro Achieve benchmarks to see where the courses are.

Mr Cox then tabled the management information example to enable Governors to see how the report is compiled.

He demonstrated that any problem with a learning aim is more easily identified using the Pro Achieve management tool.

Questions and further discussion followed around the following improvement actions: Consistently poor IAG in the report around Apprenticeship (Overall). Mr Phelps explained that this has been a historical problem, he clarified the situation by saying that in many of the cases identified the College does not deliver the framework anymore and now delivers a standard, which is a completely different qualification or the assessor has left the College.

Governors asked how this issue would be resolved going forward.

Mr Phelps said that there was now a rolling programme of observation on Information Advice and Guidance with an annual schedule of observation taking place on Teaching, Learning and Assessment and IAG to monitor the whole learner journey.

Mr Phelps said that the observation of Teaching, Learning and Assessment and IAG now takes place by the Assessment Centre team on the College's ECTA faculty based programmes (as an external partner).

Mr Course drew Governors attention to emerging courses and the need for them to be highlighted within the report.

Mr Cox said that this was a Term 1 report and therefore it was too early to show the emerging classroom minimum standard courses yet.

Mr Cox asked the Committee if they were happy in terms of management information that the extract seen, works in a by-exception basis.

Governors were content with this reporting process.

Governors received the Minimum Standards progress actions to date.

### **iii Feedback from mock exams**

Mr Cox reported that English and maths quality reviews had taken place the day before (2 April 2019) with mock exam attendance for these subjects standing at 98% of learners completing all of the papers.

He reported that there were 7 learners who did not attend a re-sit of the papers, each were questioned by College staff over their commitment to their learning. The code of conduct is appropriate.

He explained that the grade 4 pass rate was a little up on the previous year, with a 10% -11% pass rate being achieved.

He reported that the College now has two examiners in English and two in maths, which he felt provided a more durable standardisation of assessment.

He went onto say that the College has 97 learners in English who are at the grade 4 level or at the top or middle of grade 3 level, which as a proportion equates to a 38% of the cohort. He said the College wouldn't achieve 38% at grade 4, but did provide some headroom and was pleased that this group was now so well identified.

In maths the College has 63 learners who are at the grade 4 level or at the top or middle of grade 3 level, which as a proportion equates to a 30% of the cohort.

He said that this still remains a risk but the College has a lot more in place to help raise standards in these areas.

Mrs Wigman wished to congratulate the whole team on the progress achieved, although there was still much to do, she felt that the many strategies put in place was beginning to make a difference.

Governors received feedback from mock exams.

### **iv Teaching, Learning and Assessment report**

Mr Cox said that there has been no evidence to suggest that Teaching, Learning and Assessment has declined since the Ofsted inspection.

Mr Cox said that for the first time he was able to provide a collated report that shows the good practice seen through learning reviews/observations of internal, work based, and subcontractor/partner delivery.

He took the Committee through the various items within the report:

- Post learning review and coaching conversation actions
- Learning walks update
- Inset Days and CPD
- External Quality Reviews
  - Good practice seen
  - Approaches or Practices the College may want to consider
  - Tutorial provision

Governors received the Teaching, Learning and Assessment report.

### **iii Partner Performance report**

Mr Phelps reminded Governors that at the last meeting of the Committee a discussion took place regarding the Partnership and there was a consensus that perhaps more visibility should be provided and the report is part of that 'informing' process.

Mr Phelps went on to say that the concept of the report was to abridge the risk register of partners and bring it down to a distilled version and result of an audit process of the partners.

The report is an internal summary of where the College assesses the individual partnership provision.

The final column on the report is an indication of how the College views its continued contractual relationship with individual partners for 2019/20.

Discussion followed around the following points;

- The detail of the audit process
- Highlighting the good work that the College is doing
- Understanding the risk of completion only provision
- Likely partners
- Geographical potential
- Selectivity of partners

Governors approved the Partner performance report.

Mrs Wigman introduced Ms Baker to her first meeting and hoped that she found enlightening and enjoyable experience. Her knowledge and experience will be most valuable as a member of the Standards Committee.

### **SS.13.19 DATE OF NEXT MEETING**

**Wednesday 5 June 2019 commencing at 1700 hrs**

Governors' Monthly Report: Matters arising

Minimum Standards update

English and maths report

Teaching, Learning and Assessment Policy

College Charter (if changed) – to approve