

**MINUTES OF THE MEETING OF THE PERFORMANCE AND STANDARDS
COMMITTEE HELD ON MONDAY 25TH MARCH 2019 AT 4.30PM IN THE
PRINCIPAL'S OFFICE**

MEMBERS PRESENT: Hilary Duckett, Chair
Cheryl Powell, Governor (Staff)
Debbie Taylor, Governor
Penny Wycherley, Principal

IN ATTENDANCE: Ben Manning, Deputy Principal
Liz Wiltshire-Meads, Clerk

P/19/01 Apologies & Quoracy

Apologies had been received from Emily Beaumont, Alain Kakuru, and Pauline Odulinski, Governors. The meeting was quorate.

P/19/02 Minutes of the Last Meeting

RESOLVED that the minutes of the Meeting of the Performance and Standards Committee held on the 30th November 2017 be approved and signed as a correct record.

P/19/03 Matters Arising

There were no matters arising not covered by the agenda.

P/19/04 Confidential Items and Declaration of Interests

RESOLVED that no items required to be treated as In Commercial Confidence or Part II.

No declarations of interest were made at the meeting.

P/19/05 Ofsted Inspection Changes Update

The Deputy Principal noted that Ofsted's Common Inspection Framework (CIF) was set to be replaced by the Education Inspection Framework (EIF). The consultation for the new EIF was in progress and the final framework was due to be published in the summer of 2019 for use starting on 1 September 2019. He noted that the CIF focus was on data and as such the College performance information was data driven. The new framework looked at the broadness of the curriculum, what was offered and why it was offered and was based on four judgement areas: quality of education; behaviour and attitude; personal development; and leadership and management. Quality of education, which included: curriculum intent; curriculum implementation; and curriculum impact, was a limiting grade.

Following questions from Committee members and further discussion it was noted that:

- a) there was an assessment tracker for all students which included data on what had been achieved, aspirational grades and value added scores on progress;
- b) destinations were being reviewed to established the best time and method for gathering meaningful data;
- c) the Ofsted focus would include whether the programme equipped students for progress, including work experience and work placements;
- d) there was a questions as to who attainment would be measured;
- e) there was a lack of evidence of progression, only an exit interview and moving on plan;
- f) the numbers of students going on to HE was known data but not to employment;
- g) the College did not have appropriate learner monitoring software (LMS), but an inbuilt system based on the management information system (MIS);
- h) it was difficult to assess students' individual learning plans and to extract relevant data, which was a weakness and a risk;
- i) there was a culture of non-compliance in the College which was due to not having the right systems to do what was needed to be done;
- j) the soft measures in the new EIF meant that the College was vulnerable, as there were not the systems in place to support it;
- k) investment was needed in a new system;
- l) although the current financial situation was tight, the lack of a new system could result a greater cost to the College;
- m) staff had been briefed in the importance of using College processes.

ACTION: Deputy Principal to send to the Committee a report detailing: what the College had; EIF implications; risks related to those; and an idea/ideas for a solution.

The Committee noted the report.

P/19/06

English and Maths Update

The Deputy Principal updated the Committee on actions taken including a "Why ME?" campaign, engagement with compete with me quizzes, and an interactive maths carpet. The College continued to trail new ways to engaging students in Maths and English. Quality review meetings continued to focus on attendance, and the English and Maths Working Group continued its work in supporting achievement and narrowing the attendance gap.

The step up to Level 2 Functional Skills was a struggle for those students who arrived at the College without any GCSEs, and had been taken through Entry level and Level 1.

The lowest level of attainment was boys with special educational needs and disabilities (SEND) in Plymouth. The College was compensating for the failure of Plymouth Schools, that were significantly below national average. There were questions to be raised in terms of the impact of local weaknesses on the College.

GCSE had very good November resits with a high level of passes and high grades. English results were significantly above average.

The March mocks had just finished with 1000 papers to be marked which would tell the College where support was needed, where the high grades could be expected, plus the number of no shows and spoilt papers. The mocks took place over a week with Mon-Wed having low turnouts. A plan of action was put in place and at the end of the week there had been attendance of 86%. Managers then had a week to ensure that every learner who did not sit the mock, took the mock.

The Committee congratulated the Deputy Principal on his decisive action and an impressive outcome.

Following questions from the Committee and further discussion it was noted that:

- a) the lowest attendance was from Adult English and Maths;
- b) adults were supported with blended learning online;
- c) there was scope to use alternative online initiatives to improve attendance such as chat rooms for an hour an evening;
- d) the new Maths Centre for Excellence was a fantastic resource and had had a very positive start.

The Committee noted the report.

P/19/07

Update on College Quality Improvement Plan (QIP)

The Deputy Principal updated the Committee on key areas of concern starting with attendance which needed to improve. Actual attendance had been introduced and was included in the Corporation scorecard.

ACTION: Deputy Principal to include actual attendance on the Committee dashboard.

Following questions from Committee members and further discussion it was noted that:

- a) the attendance strategy had been a reactive model: registers reviewed; the review of register taking; attitudes reviewed. The culture needed to change so that students wanted to be at College to start with;
- b) investment and improvements were needed in teaching and learning, in resources and in equipment so that students wanted to be in College;
- c) there was only one teaching and learning coach in the College;
- d) CPD to support staff needed investment;
- e) other College had more coaches, regular CPD session, observations and walkthroughs for new staff;
- f) the College was performing well with the resource it had but would not be outstanding without investment.

ACTION: Deputy Principal to bring a CPD proposal to the next meeting in terms of what Directors needed for the College.

The Committee noted the report.

P/19/08

Performance & Standards KPIs and Dashboard

The Deputy Principal noted that the dashboard needed to be updated to include in year functional skills, and to update the language from work placement to work experience which was a study programme requirement of 60 hours.

RESOLVED: to include in year functional skills to the dashboard, and to update language from work placement to work experience.

The Deputy Principal noted that a Work Experience Coordinator had been recruited to ensure compliance and scrutiny of work experience. At the time of reporting 37% had completed 60 hours, 49.8% had it planned or in progress, with 13.2% not confirmed.

ACTION: Deputy Principal to add a work experience tab, and to update the dashboard to see work experience by month year to date in order to see the variation at a glance.

Following questions from Committee members and further discussion it was noted that:

- a) the quality of the work experience; where it was taking place and the value of it was understood through student feedback on their experiences, videoblogs and employer testimonials;
- b) the FE Choices survey was in progress and would close on 4 May. At the time of reporting the College was rated first in the country;
- c) the College performed its own student surveys in the autumn and summer;
- d) attendance was 90.7% against a target of 91%;

- e) retention was 96.8% against a target of 96.5%;
- f) 16-18 learner numbers excluding apprenticeships had exceeded the target of 2306 at 2488;
- g) adult numbers were behind the target of 3121 at 2824. Adult included full time access, English/Maths/ESOL and all other vocational;
- h) the impact on staff of the destabilisation of the College in the first term showed through the data in terms of student attendance and behaviour;
- i) apprenticeship achievement was one to monitor. The apprenticeship team had lost 12 members in the restructure and this had made a significant impact. Apprenticeship were very complex. Staffing had since been increased and the College planned to have learners reviewed;
- j) Achievement Training had been included on the dashboard.

The Committee noted the report.

P/19/08 Date of the Next Meeting

The next meeting of the Performance and Standards Committee was scheduled to take place on Monday 10th June 2019 at 4.30pm, in Room KS301.

There being no other business the meeting closed at 6.10pm.

SIGNED _____ DATE _____