

**The College of West Anglia
Minutes of
The Performance Review and Quality Committee
25 September 2019
8.30 am
Meeting Room, Principal's Suite, King's Lynn Campus**

Present	Samantha Penn	Governor (Chair)
	Scott Leadley	Governor (Vice Chair)
	David Pomfret	Governor (Principal)
Attending	Andrew Gedge	Assistant Principal Quality & Students
	Ruth Harrison	Vice Principal Curriculum & Learning
	Laura Holland	Head of English & Maths (part)
	Vicky Mann	Head of Apprenticeships & Work Based Learning (part)
	Stephen Halls	Clerk to the Corporation

1 Apologies

Apologies for absence were received from Chris Ashman and Roderick Watkins. The Chair reported that the Search & Governance Committee would be considering an application for a new governor at its next meeting, who, if, appointed by the Board, could possibly join the Performance Review & Quality Committee.

2 Declaration of Interests

Scott Leadley noted an interest in Item 5 on the agenda – Election of Vice Chair.

3 Minutes of the previous meeting – 15 May 2019

The minutes of the meeting held on 15 May 2019 were reviewed and agreed as an accurate record. The minutes were signed by the Chair.

4 Matters Arising

The progress against the outstanding matters from previous meetings were summarised in the report for item 4. These were accepted by the committee and there were no questions raised. The Clerk advised that there remained one or two outstanding matters which would be carried over to the next meeting.

5 Election of Vice Chair

It was proposed by David Pomfret and seconded by the Chair that Scott Leadley serves as Vice Chair of the Performance Review and Quality Committee for the 2019/20 academic year. This was agreed.

The Chair moved the meeting to Item 9 on the agenda, Performance Data and KPIs 2018/19 (Emerging Outcomes).

6 Performance Data and KPIs 2018/19 (Emerging Outcomes)

The Assistant Principal Quality & Students advised that the data in the report had been prepared two weeks' previously and was being updated continuously as the various final results were being received for 2018/19. The Chair asked if the overall picture was still improving. The Assistant Principal responded that the latest data received was indeed improving the overall results for the college. The Chair questioned the Functional Skills performance data. The Assistant Principal advised that the performance of the college in 2017/18 for functional skills was deemed to be good. For 2018/19 the indications were that English would be in line with the 2017/18 performance however Maths would be slightly below the previous year's performance. The Chair noted that apprenticeship performance would be discussed in more detail within item 7 on the agenda.

Laura Holland joined the meeting at 8.40 am

The Assistant Principal continued his report and advised that the updated data would be presented to the full board at its next meeting on 16 October 2019. The Chair asked for an overall summary of performance for the 2018/19 year. The Assistant Principal stated that there had been continued and sustained improvement on performance and retention at the college over the last 3 years due to changes in learning practices and the curriculum. The Chair thanked the Assistant Principal for the hard work put into analysing the data and in preparing the reports. It was noted that there was still further development of the data to take place, particularly in the reporting of campus differentials.

The report was noted.

7 Mathematics & English

The Head of English & Maths was welcomed to the meeting by the Chair, this being her first committee meeting.

The Head of English & Maths summarised the headline figures from the report, notably that for GCSE Maths the performance had improved on the previous year and was still above the national average. The GCSE English performance, however, had dipped slightly on the previous year but was above the national average (which itself had also dipped from the previous year). The college had asked for 35 English papers to be remarked, of which 18 had so far been returned with 2 being successful in gaining improved marks. For Maths, 10 papers had been sent for remarking with 8 returned so far, 1 of which had gained an improved mark. It was noted that under the latest regulations a request for remarking now resulted in the whole paper being reconsidered, rather than just a particular question, and although the marks for a particular question could increase, other questions may be at risk of having their marks reduced.

With regard to functional skills for 2019/20, it was reported that most learners would study under the new reforms, although a number of existing learners from 2018/19 would still be studying

under the previous legacy regime, causing some complications for this year only. However, strong support had been seen already this term from the two new co-ordinator posts: Sophie Jenkins, English and Aga Heisig, Maths.

Maths Level 2 results of 58% appeared to be well above the national average of 25%. The Head of English & Maths explained that the majority of those taking this at CWA were in fact adult learners which had distorted the comparison somewhat.

The Chair asked about the priorities and areas of focus for the year ahead. The Head of English and Maths said that the quality of teaching would remain an area of high importance. Friday afternoon sessions for teaching staff had been set aside for training sessions rather than for staff administrative meetings. Challenges would include staff members consistently delivering teaching and learning at a high level and staff adapting to the change in the leadership structure of the combined department over the summer period.

The report was noted.

Laura Holland left the meeting at 8.52 am

Vicky Mann joined the meeting at 8.53 am

8 Maths & English for Apprentices

The Head of Apprenticeships & Work Based Learning circulated a supplementary sheet to the main report, detailing additional results along with some updated performance figures based on the latest data available. It was considered that the performance figures were positive and in line with the previous year. English Level 2 had improved noticeably from 66% in 2017/18 to 73.6% in 2018/19. Anecdotal comments had been received suggesting that where 16-18 students had struggled with English and maths at school, their performance had improved at the college due to the difference in the delivery method. It was highlighted that changes to the BKSb teaching and assessment software had stopped learners from jumping to future modules without completing earlier modules, thus focusing the learner to correctly and fully complete each module in turn.

The Chair asked if there were any areas of concern. The Head of Apprenticeships & Work Based Learning noted that it was often difficult to engage with 16-18 students who did not perform well at school and that sometimes getting the full support of employers could be a challenge.

The Chair asked about first-time pass rates and how this could be improved and monitored. The Head of Apprenticeships and Work Based Learning explained that there was a need to better prepare students for their exams and also to ensure they were only entered once they were fully prepared. This would be monitored and reported to show the number of first time and subsequent pass rates. At present the report was prepared manually which was a lengthy and time consuming process. The MIS team would, in time, be creating a report to provide this information automatically.

The Principal queried the overall achievement rate variation comparisons on the supplementary sheet and it was realised that the figures on the movement from 2017/18 to 2018/19 were showing incorrectly.

With regard to overall apprenticeship achievements, the current level of achievement was at 77% although there were a number of outstanding completions still to process. The Vice Principal Curriculum & Learning advised that the issues had been addressed for the 2018/19 year, but going forward, the college was finding it difficult to engage a plumber to carry out the quality processes in that particular field. There had also been recent concerns within the IQA practices for Groundworks.

The Chair noted the challenges faced by the Head of Apprenticeships and Work Based Learning in co-ordinating the direct delivery of teaching for apprentices along with the various faculties and also with liaising with the many employers.

The report was noted.

Vicky Mann left the meeting at 9.05 am

9 Curriculum Planning Strategy Report

The Vice Principal Curriculum & Learning reported that the existing curriculum strategy had been refreshed for 2020/21 to take into account various external changes such as T Levels. Increased discussions had taken place with teachers regarding teaching, impact, intent and implementation. Governors asked if intent and impact should be specifically addressed within the curriculum strategy and also the alignment of the strategy to OfSTED's education inspection framework, recently introduced. It was agreed that these two matters would be discussed and considered throughout the year and then possibly included within the next revision.

ACTION-VPCL

The Committee approved the Curriculum Planning Strategy for 2020/21.

10 Quality Improvement Plan 2018/19 – Year End Review

The Assistant Principal Quality & Students advised that the plan for 2018/19 was now closed, with the final outcomes now being reported. The Chair noted the conclusions from the report, particularly those curriculum areas commencing the year in the Support to Improve process: Maths, Health & Social Care, Technology and Vet Nursing.

The Chair asked for reports from each particular teaching areas of concern to be presented by the Head of Faculty over the course of future meetings during the year. **ACTION VPCL/CLERK**

The Chair considered the two items on the QIP which had been RAG rated as red. Regarding A Levels, the Assistant Principal noted that retention in the first year of study was good, but then fell away in the second year. The Chair queried this further. The Principal advised that this curriculum area had been under the control of a relatively new programme manager, who had now recently begun a period of maternity leave with responsibilities transferred to a colleague. The Clerk advised that Chris Ashman, Vice Chair and member of the Performance Review & Quality Committee had recently taken over as link governor for A Levels and had already booked a review meeting with the interim manager for this area.

The Chair asked if it was necessary to duplicate all of the report for the Corporation meeting. The Principal advised that all board members should have sight of performance information, although a summarised report would be sufficient, knowing that the detailed report had been scrutinised by this committee. The Chair would raise any issues as part of her briefing update at

each corporation meeting. Board members would of course be able to raise further questions or concerns should they need to. The Clerk reminded the committee that all governors have access to all committee papers via SharePoint should they wish to review reports in more detail themselves.

The Chair noted the self-assessment panel meetings taking place in October 2019 and asked if there were any particular areas of concern becoming apparent at this stage. The Assistant Principal indicated that ESOL was an area of concern and would require further scrutiny during the SAR evaluation.

From the report, the Chair noted the course review taking place for Level 2 Sport where the results were disappointing for the second year. The Vice Principal Curriculum & Learning advised that this matter had been raised at the Head of Faculties' meeting the previous day (24 September 2019), noting that in this, and other similar instances, it would be necessary to understand the issues, isolate them and then take action.

The report was noted.

11 Learning Strategy – Annual Review

The Assistant Principal Quality & Students reported that the content and format of the Learning Strategy had been established for some time and although still fit for purpose, it would probably be appropriate for a thorough revision during the year, and certainly to take into account any changes necessary following OfSTED's new education inspection framework, ready for 2020/21.

ACTION APQS

For 2019/20, the current document had been reviewed by the Assistant Principal and the Vice Principal Curriculum & Learning over the summer period with only minor changes being made this time, as detailed in the report.

The committee approved the Learning Strategy for 2019/20 for recommendation to the Board.

12 Teaching, Learning & Assessment

The Vice Principal Curriculum & Learning highlighted Health & Social Care which had moved into Support to Improve towards the end of the 2018/19 academic year. Retention and achievement had been maintained but the focus was currently on level 3 programmes which remained a concern.

The Vice Principal reported that the "postcards" used during observations had been refreshed recently and that staffing capabilities were being reviewed. Feedback received from teacher training days indicated that these had been well received and were valued.

The Chair asked the Vice Principal what she was most pleased with at the current time, who responded that the current culture of staff regularly discussing teaching practice was very positive, such as had been mentioned previously with the English & maths department actively engaged in improving teaching practices during their training sessions on a Friday afternoon.

The Chair asked for any intended actions for the year ahead. The Vice Principal noted that the focus in the previous year had been to work more closely with Heads of Faculties. This had proved to be successful and so for the new academic year the focus would be to work closely with Programme Managers, with the first meetings of the term having already taken place. The

Assistant Principal Quality & Students added that staff were being encouraged to experiment and to take risks with teaching styles and delivery methods, asking for feedback from students and peers. The Principal reported that he had attended a team meeting the previous day (24 September 2019) where staff were discussing “stretch & challenge” and trying something different in the classroom.

The Chair enquired about any possible issues concerning staffing or resources. The Vice Principal noted again those areas currently in Support to Improve. In addition, it was felt that some issues may emerge following the self-assessment reviews. It was considered that Programme Managers need to focus more on teaching, learning and assessment and to consider strategy more when carrying out their duties.

The Principal reported that teacher training sessions had commenced, comprising 15 teachers so far this year.

The report was noted.

13 Complaints (Current)

The Assistant Principal Quality & Students noted that there remained 5 complaints outstanding which had carried over from the 2018/19 academic year. One complaint had been received in the new academic year relating to the Gaywood Field facility.

The importance of the involvement of the Office for the Independent Adjudicator (OIA) in dealing with disputes relating to the provision of higher education was highlighted to the committee. The college could be at risk of financial penalties or reputational damage should an HE complaint not be resolved correctly or within the required timescales. The Principal added that this was becoming an issue of concern within the sector as learners now realised that by complaining, not only would they hope to find a resolution, but also gain financial compensation. The Chair asked how the college could mitigate against this risk. The Assistant Principal responded that this would be challenging as most complaints tended to be lodged towards the end of a learner’s course, when it was often perhaps too late to correct any issues, however, dealing with the complaint in a timely manner was of the utmost importance. The Principal advised that the college was revising its HE complaints process to be in-line with ARU so that the whole procedure was much more straight forward. The major priority was to ensure that learners enjoyed a great student experience during their time of study and to avoid complaints being raised. The Chair asked if this concern should be listed as a risk on the college’s risk register. The Principal responded that management would review this in due course.

ACTION-PRINCIPAL

The report was noted.

14 Complaints Summary 2018/19

The Chair asked if there were any patterns or trends emerging from the analysis of the full year’s listing of complaints from areas that were not already being managed through Support to Improve. The Assistant Principal Quality & Students responded that this was not the case and that overall the complaints received during the year were considered to be positive and with similar trends to the previous year. The Principal said there was a need for the college to understand the concerns raised, to investigate and to report the findings not only to the senior managers and governors but also to refer them back to the relevant department/faculty. The Chair agreed that it was important to share the information with the relevant departments. It was

recognised that the analysis and reporting of complaints by the Assistant Principal had improved in the year.

The report was noted.

15 Hearing the Student Voice

The Assistant Principal Quality & Students reported that there had been significant progress in the year in gaining feedback from students, both in the approach and in the responses. The data within the report included both further education and higher education. The Principal commented that whereas there had been some improvements, some responses had slightly dipped on the previous year, such as students being asked if they considered the teaching on their course to be good, which had scored 94% but had dropped from 96% in the previous year. The Chair asked what would now happen with the data and how could it be used positively. The Assistant Principal advised that the information would be shared and discussed with various people, such as class representatives, student governors and course directors. The data would also be included within the self-assessment commentary. The Principal added that the college's Quality Officer would review the data to identify any particular issues and look to engage relevant focus groups to discuss the issues further. The Principal advised that for Vet Nursing there was already a detailed plan of action in place and which also involved ARU in addressing the feedback received.

The report was noted.

16 Any Other Business

The Chair reviewed the agenda and agreed that maths & English and apprenticeships would remain as priority items with regular reporting taking place. In addition, and as discussed during item 10, reports from particular teaching areas of concern would be presented by the respective Head of Faculty over the course of future meetings during the year. Other future reports to include quality matters, tutorials and work placements.

ACTION APQS/CLERK

17 Chair's items for briefing to the Corporation

- The change in focus of key priority areas to include those areas in Support to Improve, quality matters, tutorials and work placements.
- To note that the committee had reviewed in detail the Quality Improvement Plan and Key Performance Indicators.
- To highlight the self-assessment review process currently underway and to note governors' involvement in taking part in the panel reviews.

18 Date and time of next meeting

Wednesday, 13 November 2019 at 8.30 am, King's Lynn Campus.

The meeting closed at 9.46 am

(Following the meeting, from 10.30 am to 11.00 am those attending the meeting met with approximately 15 students for coffee, pastries and conversation regarding the students' experiences so far this term. The group comprised first and second year students from courses such as A levels, Media, IT, cookery, plumbing, Applied Science, Hummingbird, Children's Play-Learning & Development).