

**Minutes of the Learning and Quality Committee meeting held on 11th June 2019 4:30pm
 CRC, Cambridge campus**

MINUTES OF THE MEETING

Present Heather Du Quesnay (Chair)
 Vernice Key
 Mark Robertson
 Nauris Kalniņš
 Joseph Winters
 Theresa van Ruth
 Ian Harvey
 Mike Cole

In attendance Kate Da Costa, Corrin Hoyes

Clerk Emily Baldwin

General		
1	Declarations of Interest Apologies for absence	There were apologies for absence from Barry Fyfield.
2	Minutes of the meeting held on 5 th March 2019	The minutes of the meeting of 5 th March 2019 were agreed. Governors asked for assurance that timetabling had been put in place for the next academic year. K Da Costa confirmed that this was the case, with the exception of apprenticeships which was in the process of being finalised.
Strategic Items		
3	Termly Curriculum and Quality Performance Update	C Hoyes and K Da Costa introduced the termly curriculum and quality report. K Da Costa reported that attendance remained at a similar level to that reported at the last Committee meeting. This would be a key area of focus for the next year. Discussions had been held with the MIS team to ensure reporting was accurate from the start of the term. Curriculum meetings were being scheduled early in the term so that attendance and other factors could be monitored. Governors asked for

clarification on how students were being 'chased' and questioned whether this was the correct terminology. Staff assured Governors of the ranges of measures in place to investigate why a student was not attending and confirmed that this was visible on the system. The disciplinary procedure had been tightened on attendance which was resulting in improvement in some areas, which was encouraging for next year. Governors stressed the importance of setting a stretching target for attendance and agreed it should be an area to focus on for the next year.

Attendance at GCSE Maths exams was the highest rate to date for that subject, although there was still room for improvement.

Retention rates were similar to the year end 17/18.

Progress/value-added scores were in line with that reported at the last meeting. The College had historically been below the national average in value-added measures, so the recent progress was reassuring. The College had implemented target setting for individual students in a more effective way than previously. The College was looking to make further improvements. It wanted to ensure that the College data was aligned with the Ofsted data dashboard. It was noted that the Ofsted dashboard only reflected new qualifications, which did not cover the totality of the College's qualifications.

The Committee noted the report on under-performing courses. The focus was on a small minority of courses that were under-performing last year and remained under-performing this year. Of these 17 courses, almost all were improving. The aim was for all courses to have achievement rates of c90%.

The Principal highlighted some of the key changes under the new Ofsted framework. This included more focus on the intention and sequencing of the curriculum. It was noted that some of the measures were more subjective, and it was important that the College was able to document the rationale behind its curriculum choices. Tracking of destinations over time would be important. On the whole, the changes to the Ofsted framework were welcome. A briefing, including the implications for Governors, would be presented at the July Corporation meeting.

Governors asked for assurance on the accuracy of achievement rate forecasts. K Da Costa assured Governors that every manager completed achievement forecasts at an individual student level. This data was scrutinised at curriculum data meetings and at SMT. Governors asked that actual achievement data, when available, be presented to the Committee alongside the original forecast data. Governors noted that achievement levels were currently forecast at above national average.

Governors asked what mechanisms were in place for sharing good practice and learning from poor performance. There were a range of reasons for

		<p>underperformance and the individual reasons were scrutinised closely. Curriculum data meetings were more frequent. The Staff Governor commented that meetings with managers were more frequent which was helpful. There was higher expectations of the quality of teaching than previously.</p> <p>Governors noted the progress made with plumbing apprentices that had been an area of concern.</p> <p>Governors noted that apprenticeship achievement rates (internal delivery) were improving and were forecast above the national average. Decorus would continue to depress achievement rates in 2018/19.</p> <p>Governors asked for a clearer picture of the type of apprenticeships qualifications that were being delivered, and for Corporation to be clear on the College targets in this area. It was noted that the Commercial Strategy Committee did look at apprenticeships in more detail. The College was more employer responsive than previously. Governors asked to understand the targets for apprenticeships over a five year window and to assess how recruitment should accelerate.</p> <p>Governors asked about the impact of the change in the job role of assessors. The Principal confirmed it had been received positively by assessors and the unions. The Principal asked to speak to the Staff Governor outside of the meeting on improvements that could be made to clarifying the lecturer role.</p> <p>Governors noted the updated Quality Improvement Plan. Governors asked for further information to accompany the Plan on definitions of what good or outstanding looked like. It was agreed that this level of detail would not be appropriate for the plan itself but would be useful supporting information to help Governors in their scrutiny of the document. It was acknowledged that the Quality Improvement Plan would be updated in line with the new Ofsted framework.</p> <p>Committee members asked to have a demonstration of Pro-Monitor at the next meeting.</p> <p>M Cole reiterated the need for Governors to understand what the vision was for the College in five years' time.</p> <p>The Committee noted the report.</p>
4	14-16 year old update	<p>K Da Costa introduced the report on 14-16 provision at the College. The model was based on the pre-merger model at Huntingdon, with students still receiving teaching from their current school. The new style provision had improved behaviour, attendance levels and predicted pass rates. The majority of students progressed onto CRC. Governors noted that some students had been previously home schooled. In many cases, this was a positive experience for students, but in some cases it was a result of a lack of support from their school.</p>

		<p>Governors noted that they had tracked 14-16 year old provision for a number of years and were pleased that the College had continued to refine the model. It now seemed to be well managed with higher staff morale and good relationships with schools.</p> <p>The Committee received the report.</p>
5	Supported Learning Update	<p><i>J Lloyd joined the meeting.</i></p> <p>J Lloyd introduced the presentation on Supported Learning. Governors noted the Supported Learning Strategy which had been distributed prior to the meeting.</p> <p>J Lloyd explained that the College adhered to a code of practice that provided statutory guidance for the governing bodies of FE Colleges.</p> <p>The College had good progression routes for students with high needs, with 10% progressing into paid employment against a national average of 7%.</p> <p>There were over 400 students at the College with EHCPs in 2018/19 and this was expected to grow to over 500 in 2019/20. CRC remained the largest provider in the Eastern region.</p> <p>J Lloyd explained a number of risks associated with the provision for students with high needs. These included:</p> <ul style="list-style-type: none"> - Phased transfer process was too short. - The health and care input / support in EHCP's was limited which could affect retention. - A national increase in appeals for students who were not meeting threshold for EHC plans resulting in more students requiring support without EHCP funding. <p>He also explained a number of opportunities that the College recognised, including the establishment of a café in Huntingdon.</p> <p>J Lloyd was asked if the College received relevant information from schools. It was acknowledged that this had improved over the last four years, with more data sharing now in place. Some schools had not been supportive of students applying for EHCPs which had an impact on the student progressing to CRC.</p> <p>Governors asked about the funding position. J Lloyd said he had worked with the Local Authority to grow and protect funding. However, there was a risk that there would be a cap on commissioned funding. There were also difficulties in allocating students to different funding bands.</p> <p>J Lloyd was thanked for his useful presentation.</p> <p><i>J Lloyd left the meeting.</i></p>
6	Teaching and learning strategy	<p>K Da Costa gave an update on actions set out in the Teaching and Learning Strategy. Governors welcomed the update which showed good progress had been made against most of the actions, particularly those related to study programmes.</p>

		<p>The Strategy would be updated next year to take account of planning for T-levels.</p> <p>Governors received the report.</p>
7	Learner Satisfaction Survey	<p>C Hoyes introduced the Learner Satisfaction Survey which was a mid-year annual survey. Overall scores had significantly improved, with a good overall response rate of 74.5%. Responses were similar across both campuses, which demonstrated a particular improvement at the Huntingdon campus.</p> <ul style="list-style-type: none"> • 90% of college-based respondents agreed overall with all statements, responses to all questions were at or above the benchmark average agree score of 84%. In 2017-18 the overall agree score was 86% • 91% of respondents agreed overall with statements specifically relating to teaching, learning and assessment • 87% of respondents would recommend the college to a friend; this was the same recommendation score for both campuses • Of the 36 curriculum areas surveyed, only 2 were below benchmark; courses with poor agree scores and large numbers of students were being scrutinised through regular PMB meetings • Most students said they felt safe in college (91%) • The difference between male and female agree scores was marginal, and there were minor differences in score by different groups of students. <p>The results of the national FE Choices Learner Satisfaction survey were published at the end of May. CRC achieved a score of 85.1%, an increase of 9.5% since 2017-18. The average score for 2017-18 was 80.4%. This score would be published on the Department for Education School Performance website.</p> <p>Governors commended the College on the results, and agreed it was an excellent set of responses from learners.</p> <p>The Principal said he was particularly pleased on the responses to the question whether the College listened to student views which marked a significant improvement, and was above average. Student governors agreed that students were confident that they could make their views known to staff. The College had benefited from good student leaders.</p> <p>The Committee received the report.</p>
Matters for information		
8	Teaching and learning risks	<p>The Committee noted the latest version of the Risk Register.</p> <p>The Committee agreed with the decision to change the risk around attendance to red. They were supportive of a stretching target for attendance which was currently a weakness for the College. The College needed to consider a broader strategy for improving attendance including looking at transport options.</p> <p>The increased risk around international income was noted. The Principal agreed to revisit the mitigating actions on international.</p> <p>The Committee received the report.</p>

9	Student and College Success Stories	The Committee noted and welcomed the Student and College Success Stories. In particular, they noted the achievement of the Investors in People Gold Award.
Committee business		
10	Work plan	The Committee discussed the workplan for 2018/19 and agreed the following additions: <ul style="list-style-type: none"> • Discussion on e-learning, and audit recommendation for separate e-learning strategy • Demonstration of Pro-monitor • Outcome of audit on enrolment process • Professional development for teaching staff and how aligned with the curriculum <p>The Clerk agreed to amend the workplan accordingly.</p>
11	Terms of reference	The Committee agreed the minor change to the Terms of Reference.
12	Self-assessment of Governors' Performance	Governors agreed that it had been a useful meeting and had been chaired well. It was noted that it was the last L&Q Committee meeting for the two student governors, who were thanked for their considerable input into the meetings. It was noted that I Harvey's term of office as co-opted Governor was ending. The Committee thanked him for his input into the Committee over the last four years. The Committee had benefited from his challenging and stimulating contribution to discussion.

Summary of Actions

Actions from Committee meeting				
3	Termly Curriculum and Quality Performance Update	A briefing, including the implications for Governors, would be presented at the July Corporation meeting.	C Hoyes E Baldwin	July 2019
		Governors asked that actual achievement data, when available, be presented to the Committee alongside the original forecast data.	C Hoyes	Nov 2019
		The Principal asked to speak to the Staff Governor outside of the meeting on improvements that could be made to clarifying the lecturer role.	M Robertson	Sep 2019
		Committee members asked to have a demonstration of Pro-Monitor at the next meeting.	K Da Costa	Nov 2019
10	Workplan	The Clerk agreed to amend the workplan accordingly.	E Baldwin	June 2019

There was no other business and the meeting ended at 7:30 pm.

Signed

Chair