



Governing Body
Planning & Performance Committee

Clerk to the Corporation
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Date: 30 April 2018
Venue: The Boardroom, City Campus, the Sheffield College
Present: Chris Linacre (Chair)
Gwyn Arnold
Angela Foulkes
Beri Hare
Seb Schmoller
John Timms
In attendance Alison Shillito, Clerk to Governing Body
James Smythe, Deputy Principal (Student Experience) 8.00 – 09.45 am
Anita Straffon, Deputy Principal Curriculum)

		Action by whom	by when
18/02/1	Apologies for absence were received from Jay Bhayani, Saleem Rashid, Amy Smith and Anne Wilson		
18/02/2	Declarations of Interest Angela Foulkes declared her interest in the matters discussed as Principal and Acting Chief Executive (P&ACE), there was no action required for any of the agenda items.		
18/02/3	Minutes of the meetings held on 12 February 2018 The minutes were <u>approved</u> as accurate subject to one clarification; minute 18/1/5.10 refers: the Learning and Development Coaches appointed so far provide the equivalent of an additional 1 FTE of Learning Coach support with a further 1.5 FTE to be advertised. The Clerk shall amend the minutes.	Clerk	May 2018
18/02/4	Matters arising: i) Minute 18/1/5.6 refers: compliance with registering attendance this was discussed in the Education and Training Performance update (minute 18/2/# refers.)		

ii) Minute 18/1/10.2 refers: A Level provision

The P&ACE reported that Executive Team had completed its appraisal of A level provision and from the ideas put forward in the business review process, would be proposing a plan to improve the quality and viability of the provision. The numbers would be quite low in September 2018. Changes to timetabling, physical space for a common room and reorganising leadership of the team, would improve quality and viability and make the provision more attractive to new starters in 2019 and beyond to match the upturn in the 16 – 18 demographic.

The Committee noted that ESFA would issue notice to improve to the College for academic studies . However, members endorsed that there should be a college alternative for people wanting to study A levels other than in school environment.

The Committee noted the report and recommended that the proposals should be considered by Governing Body in July once the full plan had been developed via the business planning process in May.

P&ACE

July 2018

iii) **Action 17/29 refers** – the Chair reported that he had completed additional training to support his role as Safeguarding Lead and had attended the Safeguarding Board which had been most helpful. This action could be closed, although he would be interested in further training to maintain knowledge

iv) **Action 18/5 refers** – the Committee agreed that as the business planning and review process is frequently referred to in reports, observing the process would be helpful to in understanding how it works. Members recognised that business review is an operational process and therefore they would attend in an observer capacity. Attendance should be at the invitation of the P&ACE and should not make the process more difficult for participants, who might feel under additional scrutiny. The P&ACE said that she would take this request into consideration in arranging the Period 12 meetings in September and October 2018.

P&ACE

Sept 2018

18/02/5 FE Performance Framework: 2017/18

The Committee received the report. Some of the discussion is recorded in a Confidential minute.

ATTENDANCE

5.1 The P&ACE reported that participation in a peer group of colleges looking at attendance was proving beneficial and generating ideas for improvement activities. In addition, staff teams were also exploring initiatives to engage students more effectively in learning, for example Engineering staff were developing improved online learning and assessment so that students can continue learning

where they cannot attend.

- 5.2 It was noted that some colleges were excluding withdrawn students from their attendance data so that the data reflects the attendance of those students who are actively engaging in learning. The Committee said that data analysis indicators should aim to inform scrutiny of teaching and learning quality.
- 5.3 A member asked about attendance at GCSE maths as that seemed particularly low at around 66.7%. The P&ACE said that the College has a fairly high rate for the percentage of students who attend and go on to achieve a pass grade in maths but there are students enrolled on the GCSE route to satisfy conditions of funding who had not attended and did not intend to do so. This failure by students to meet an imposed attendance obligation had been a recurrent challenge without a successful outcome to date but would continue to attract attention.
- 5.4 Regarding timely completion of registers, the Deputy Principal said that this was being challenged in business review meetings. There had been a significant reduction in the percentage of registers unseen in four weeks but little change in the percentage unseen in one week. Construction had done particularly well in reducing the percentage of registers unseen. A College Task and Finish group was in progress taking feedback from staff and students about how the registration process could be improved to reduce the delay in completing registers further such as reducing unnecessary registration points for longer classes.

FORECAST ACHIEVEMENT

- 5.5 It was reported that the Deputy Principal (Curriculum) is intent on ensuring that curriculum areas are recording and claiming in-year achievements promptly so that forecast achievement at the end of July should be up to date with only GCSE and A Level results to add in August. The Committee welcomed this positive development.
- 5.6 The Committee noted the P&ACE's report and in particular concerns about the lack of capacity to make the improvements needed. The Committee expressed support for further investment to strengthen curriculum leadership and recruit outstanding teachers from within and outside the organisation to increase Learning and Development coaching capacity. The Committee stressed the urgency of the changes so they would start to have an impact in September 2018.

18/02/6 English and maths performance: Conditions of Funding update

- 6.1 The Committee noted the report, that as at 27 April, 6.3% of relevant learners had not met the conditions of funding for English and maths. The Deputy Principal (Curriculum) said that she was confident that this would be further reduced and within the 5% tolerance by the end of the College year.

18/02/7 English and maths performance: Analysis of staffing cohort

- 7.1 The Deputy Principal (Curriculum) reported current staffing for

English and maths is as follows:

- GCSE staff in Academic Studies -35 staff, 18 FT and 17 PT. This represents a good cohort of staff who are permanent in the core team of English and maths.
- Functional skills - 36 teachers - 16 teaching maths and 19 English of which 5 are teaching associates employed via STS Ltd.

- 7.2 The P&ACE said that departments had been asked to review who is teaching Functional Skills to ensure that there is consistently good teaching and learning in Functional Skills. Changes to the leadership structure should strengthen leadership of English and maths within curriculum directorates.
- 7.3 The Committee noted the report and in particular that the number of STS teaching associates teaching English and maths was relatively small and not skewed in the way that Ofsted had indicated in some of its feedback. This might be because Ofsted inspectors were observing STS Ltd staff stressing English and maths skills in their curriculum teaching. It was also noted that the cohort analysis had been calculated manually as the College's HR systems could not extract this data automatically. This was another example of how the College's systems had not kept pace with its needs and would be a priority for the incoming Executive Director of HR and Organisation Development.

18/02/8

Apprenticeships Performance Framework: 2017/18

- 8.1 The Deputy Principal (#) presented the report and it was noted that the performance data was still reflecting high withdrawal rates in Summer 2017 when the College had not adequately resourced the scale of growth. This had been reported previously but the negative impact on performance would continue in 2018/19. It was noted that the downward trend in SME employers offering apprenticeships is continuing. This is a national issue but as the city's economy has a relatively high proportion of SMEs it is a serious concern. This could also lead to small cohorts of provision, which in turn will have a negative impact on resourcing and viability.
- 8.2 Members asked what the College was doing to support and engage with SMEs. The Commercial Director said that the significant downward trend seemed to have resulted from the combined impact of SME employers being required to contribute 10% of the fee and provide apprentices with off the job training for 20% of their time. Some employers seem to think that means an apprentice is at college at least one day a week. College staff are educating the employers about the funding incentives available to encourage employment of 16 – 18 year old apprentices and the different ways the College can support off the job training. The College is also introducing new digital programmes such as the software developer standard at Level 4 supported by Sheffield Digital at Level 4. The Commercial Director **agreed** to report to the next meeting on apprenticeship product development and demonstrate how the

College is proactively engaging with SME and non-Levy employers. This report would also give assurance that apprenticeship expansion would be matched by the required resource before the frameworks commenced. Commercial Director June 2018

8.3 The Committee asked about the impact of subcontracted provision on the performance data. The Deputy Principal said that directly provided apprenticeships are performing at national rate and subcontracted provision is above national rate.

8.4 The Committee noted the report and welcomed that the College is continuing to do well on apprenticeships. Members said that future reports should be clearer on what the College is doing to address the underlying issues.

18/02/09 Subcontracting update

9.1 The Commercial Director presented the report highlighting:

- i) That the SWFCCP subcontract is new this year and is a substantial cohort of students;
- ii) The College had been successful in securing contracts through the Collab Group as a lead contractor and as a subcontractor for contracts led by other colleges. This had enabled the College to buck the national trend in apprenticeships with Levy employers.
- iii) The College is keeping its subcontractors well briefed about changes in Ofsted monitoring visits.

9.2 It was noted that the information on subcontractors had also been presented to Finance, Employment and General Purposes Committee and it is a requirement of the ESFA funding rules that governors understand the College's subcontracting arrangements; with whom the College is subcontracting and the scale of the provision.

9.3 The Committee noted the report and said that in a future report it would be helpful to know what due diligence the College undertakes in selecting and monitoring its subcontractors. In addition it was agreed that future performance reports should show the College's performance as a sub-contractor. Commercial Director Oct 2018

18/02/10 Draft Access and Participation Agreement 2019/2020

10.1 The Committee expressed concern that the draft agreement had not been completed in time for circulation to the meeting, Discussion of action to address this is recorded in a confidential minute.

18/02/11 HE Performance Framework: 2017/18

11.1 The Deputy Principal (Student Experience) presented the report. It was noted that attendance is lower for HE programmes as compared to FE Education and Training. This can lead to disengagement and the HE Tutor Mentor has been providing additional support for HE students to aid retention as well as continuing to work with Level 3 students on progression to HE.

11.2 Members challenged whether more could be done to make

timetabling of classes and access to resources more attractive to HE students. The Deputy Principal said that there had been investment in learning resources and spaces aimed at improving the HE student experience including:

- College Learning Resources Centre (LRC) had invested in additional learning resources for HE students in 2016/17 and was looking at how access to and use of these resources could be further promoted and increased.
- Additional specialist software and equipment had been provided for media and photography to ensure that facilities and resources are up to date.
- There have been improvements to the LRC and creation of dedicated spaces for HE study in response to student feedback. Further requests have been made for HE space and resources as part of business planning.

11.3 Governors asked about the data available from the National Student Survey on student satisfaction. The Deputy Principal said that this year's survey was due to close on 30 April. So far, the College knew there had been a higher response rate from this year's finalists – 68% - but would not know the spread of responses across provision until the results were released to providers in August 2018. The P&ACE said that the College did not wait for NSS results to address dissatisfaction. She and Deputy Principal (Curriculum) had become aware of issues with animal care provision and they have been meeting with the students to identify and resolve the issues as soon as they became aware of them. Unfortunately, the positive changes may have come too later to affect NSS scores.

11.4 Members commented that the Office for Students (OfS) had said that it would be a strong advocate for ensuring that HE students obtain value for money for their fees and asked if the College can demonstrate that it is providing value for money to its HE students. The P&ACE said that the business planning and budget setting process would support analysis of income and expenditure at subject level and eventually at course level. The College intended to use this data to prepare VfM statements for HE students on how tuition fees are spent. The highest concentration of HE learners is in Creative subjects and the subject team is keen to invest in better cameras, IT and software particularly for HE student use and there is a good story to tell in this area about how the College supports students.

11.5 Members said it would be useful to understand the College's profile in HE, the subject areas in which the College is strong in HE and those that it is seeking to develop further. It was noted that the information in the Self-Assessment did not analyse data in this way. The P&ACE said that the Committee would be able to see this in the performance framework. Further improvements to the dashboard would enable the data to be scrutinised by subject headline level. This data is already being presented in Business Review meetings.

- 11.6 The Committee **agreed** that there should be further consideration about information for the Committee and Governing Body on HE performance, Value for Money statements for HE students and monitoring how the College is performing on the commitments in its Access and Participation Agreement, The new, more stringent requirements of the OfS requirements may have implications for the College's future HE strategy and organisational structure for supporting HE.
- 11.7 The Committee noted the report and that In September, the Committee would have access to the NSS data for 2017/18 finalists, the Destinations of Leavers from HE survey for 2016/17 leavers and the College HE review and action plan. It was **agreed** that there should be a report to Committee in September on how the College is responding to NSS feedback particularly for course organisation and support. The full annual review to be completed in time for the second half term meeting.

Deputy Principal Sept 2018

18/02/12 Quality Improvement Plan and Post Inspection Action Plan

- 12.1 The Deputy Principal (Curriculum) presented the report highlighting:
- There has been a significant amount of policy review and development to clarify the College's expectations of staff.
 - The College is developing a teacher accountability dashboard – an holistic approach to teacher performance that draws on student attendance and outcomes as well as observation to support performance monitoring and review.
 - The Observation Policy had been linked more closely with HR support to follow up cases where staff are identified as not meeting expectations supporting students make progress from their starting point.
 - The College is finalising a team self-assessment process that will apply to all curriculum and business support departments.
- 12.2 Members challenged senior managers about the rate that progress being made on the significant issues with teaching and learning cited in the recent Ofsted visit. Governors were concerned that the report lacked evidence on the quantity, findings and trends of observations and learning walks – whether it is a flat or improving picture. It was also not clear what training the College had done with observers to ensure they apply rigorous criteria in judging what they see and provide effective feedback that is followed up. In discussion, it was commented that the volume of activity was less important than the trends and if improvement is having a positive impact on students attending and achieving.
- 12.3 The Deputy Principal cited improvements in Motor Vehicle Department as a good example of where Quality Team have worked with vocational staff on improving teaching of Functional Skills. This has resulted in all the students currently on programme, having

passed their Functional Skills entry level qualification. Attendance has improved in Engineering and the development and use of online assessment has enabled a number of students to progress more quickly to the next level of study. As well as focused work with whole departments, the College has also continued its in house programme of CPD and provides support to those working through Notice to Improve and Area Support Plans.

12.4 The Committee welcomed this assurance and said that the reports presented should include information on impact of quality improvement activities so that Governors are able to monitor the extent to which the changes the College is making are effective. The P&ACE said that the difficulty of bring together evidence of impact highlights the systems issues that are undermining rapid progress. The College is considering a further appointment to develop the capability of Pro-monitor to help secure better data and automated processes for staff. The Deputy Principal (Curriculum) said that her previous college had found staff analytics (Teacher on a Page) to be useful in bringing together data on student attendance, punctuality, work scrutiny and observation outcomes to target development and capability management where it was most needed. The College is currently developing a similar approach.

12.5 The Committee noted with approval the wide range of coherent measures - many of them structural - being taken to improve learning and teaching for 2018/19. The Committee **agreed** that alongside this it would be helpful for Governing Body to receive at its next meeting on 21/5/2018 a brief presentation showing in outline the nature and extent of improvements in learning and teaching during 2017/2018. P&P noted that this would of necessity make relatively little use of output measures such as achievement rates, and that it would need to rely in part on the professional judgements of colleagues who are directly involved in the College's quality improvement activities.

College
Deputy
Principa
21 May

18/02/13 Safeguarding Update (Terms 1 and 2)

13.1 The Committee received the report and welcomed the assurance it provided that the College is being effective in safeguarding its students. The Committee requested that reports should also address the educational dimension and the extent to which College safeguarding supports students at risk to stay in College and achieve. The P&ACE said the retention rates in Appendix 2 of the report provide evidence of high retention rates for students at risk, comparable to those for other students. The support the College provides to 'at risk' students is high quality. There is further work to be done to collate data on their educational achievement and there are developments in train to address the question of impact.

13.2 Governors reviewed the data on progress against completion of DBS checks and Prevent training and challenged senior management about why there still appeared to be existing staff who had not completed a DBS check. The P&ACE said that the application system for checks of existing staff had been phased so that the College could manage cash flow in spring and manage the

ID checking required. Many of the applications where ID is awaited relate to Sparks Teaching Services Ltd associates. In some cases, staff have resigned from STS Ltd as they are not actively teaching and this has clarified the composition of the STS active workforce.

13.3 The Committee noted the report and instructed that the **action** be undertaken.

- All DBS checks be completed by the 25 June and an updated report submitted to the Committee. RHB 18 June
- Online Prevent training to be completed by all current staff in time for the next meeting. It was recognised that as new starters are arriving all the time and training has to be completed within 14 days of start date there is likely to be a small percentage of training outstanding at any time. MM 18 June

18/02/14 Any other business

One matter was discussed and is recorded in a separate confidential minute.

18/02/15 Review of meeting / closing remarks

The meeting closed at 10.35 am

18/02/16 Date of next meeting

25 June 2018 at 8.00 am in the board room of City Campus.