

Date: 2 October 2017 Clerk to the Corporation
 Venue: Board Room, City Campus Tel: 0114 260 2620
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Email: alison.shillito@sheffcol.ac.uk
 Present: Chris Linacre - Chair
 Paul Corcoran
 Saleem Rashid
 Seb Schmoller
 Amy Smith
 John Timms
 Anne Wilson
 In attendance: Angela Foulkes, College Principal
 Kate Platts, Executive Director of Finance and Resources
 Alison Shillito, Clerk to the Governing Body
 James Smythe, Deputy College Principal

Action

- 17/4/1 **Apologies for absence**
 Apologies were received from Jay Bhayani. The meeting was quorate
- 17/4/2 **Declarations of Interest**
- Saleem Rashid declared an interest in discussions in part 6 of the agenda as a Maths lecturer employed by the College.
- 17/4/3 **Minutes of the meeting held on 19 June 2017**
 The minutes were approved as an accurate record.
- 17/4/4 **Action Plan**
- 4.1 **Action 20 refers: invitation to Ofsted**
 The Chief Executive Officer reported that he had invited the Chair of the Board of Ofsted to visit the College and is awaiting a response. Separately, the FE Commissioner has contacted the College to invite us to participate in a pilot of a diagnostic exercise aimed at supporting colleges to improve. The Chair of Governing Body and CEO would be speaking to the FE Commissioner further about the opportunity on 6 October. Anything of substance will be reported to the Governing Body meeting on 16 October. CEO
- 4.2 **Action 22 refers: Case studies**
 The Principal reported that the Assistant Principal for Safeguarding had prepared a number of case studies about the College's success in engaging students who have been or at risk of becoming Not Engaged in Education and Training (NEETs). These will be used to demonstrate the work of the College to external stakeholders.
- 4.3 **Action 25 refers: Subcontracting**
 The CEO reported that the College continued to subcontract to strategic partners.

The College currently works with five subcontractors providing around 500 learning aims, reduced from around 2000. Any impact on quality arising from this reduction will be carefully monitored. AF

4.4 **Action 29 refers: Safeguarding and Prevent Training**

Clerk to arrange a date for face-to-face training for all governors and additional regular briefings for Safeguarding lead governor. The possibility of aligning this to the programme for senior staff will be explored. AF

17/4/5 **Matters Arising**

5.1 **Minute 17/2/3 refers - Markbook set-up and use**

i) The Deputy Principal reported that training had been completed; parameters had been established for determining the provision for which Markbook should be used and champions had been nominated for each area to provide local support and feedback. The number of issues being logged indicate that more staff are actively engaging with Markbook and setting-up their study programmes. A member asked how quickly these queries are being resolved. The Deputy Principal responded that it depended on the issue - attaching students to different modules is done quickly but changes to coding in ProMonitor take 4 - 6 weeks.

ii) The Chair asked if it would be possible to estimate what percentage of study programmes had implemented Markbook. The Deputy Principal responded that timetables and registers were still stabilising while Tutor Mentors completed reviews with every student to check they are on an appropriate study programme. Following completion of that review process, Quality Service would be undertaking an audit to assess implementation of Markbook. In addition, data on how ProMonitor is being used for effective target setting and monitoring is part of the monthly review data and is scrutinised in more detail in Quality Development Reviews (QDRs).

iii) Members asked if a focus on Markbook compliance is helpful to making sure the Promonitor tool is being deployed effectively. The Principal responded that student progress and value added measures are important to enable the Committee to scrutinise and challenge the extent to which students are being sufficiently stretched to achieve their potential. Last year's achievement data (discussed later in the meeting) is telling us that value added measures seem low for College students. If the College has effective and stretching target setting and uses the whole profile across ProMonitor then it can have a positive impact on learner outcomes.

iv) The chair reminded members that the interest in Markbook adoption was more to do with the rigour surrounding TLA monitoring and progress systems and a feeling that the necessary rigour was not always present. This interest would remain on the agenda for future updates. Clerk

17/4/6 **Safeguarding Annual Report**

6.1 The Assistant Principal presented a report, a summary of the detailed data being reviewed by the College's Safeguarding Board over the year. The main issues in the report were reported as follows.

i) The number of safeguarding cases has risen and the rise seems to track the increase in the proportion of learners studying at lower levels.

ii) Mental health issues, child sexual exploitation and domestic violence were the main safeguarding issues in 2016/17. The number and type of issues are consistent with the experience of other colleges in the region.

iii) Preventing radicalisation is higher profile in the College following a

successful event on overcoming the challenges of extremism. It was well attended by around 80 staff and their feedback was that they found it very useful and other staff would benefit. There was a common theme in many of the questions submitted to the 'Question time' section of the event which was a lack of confidence in talking to students about radicalisation. Further sessions are being organised and the College's local Imam is keen to work with the College on this.

- iv) In 2016/17, the number of referrals that included a concern about potential radicalisation was relatively low (5). All the concerns were followed up and addressed in College without external referral.
- v) Right wing extremism continues to be a serious concern in the City region and staff are aware to be vigilant for material coming onto campus.

6.2 The Committee noted that the report was a summary and members asked when they would be able to see the detailed annual report. The Assistant Principal for Safeguarding responded that in previous years the report had been presented with the detailed report prepared for the Sheffield City Safeguarding Board using an SCSB format. This year the SCSB is still developing its reporting tool and therefore the summary of top line issues was presented on its own. The Committee asked the Executive Team to agree an appropriate level and frequency of reporting for effective oversight and that the same reports should be presented to the Committee.

CEO

6.3 The Committee welcomed that the College had started to link safeguarding data with student progress so as to track the impact of interventions on student retention and achievement. The Committee asked for an update on what this data is telling the College about the extent to which interventions are successful in enabling students referred for support to succeed.

6.4 Members commented that the College is storing and processing a large amount of sensitive personal data about students in its systems. There is a high risk that this data can cause damage and distress to individuals if it were to be disclosed inappropriately or not shared with other authorities when needed. The Committee asked what the College is doing to ensure the security of this data from unauthorised access, hacking, deliberate or accidental data loss. The Assistant Principal for Safeguarding responded that she is working with the Chief Information Officer on this issue. Effective safeguarding often relies on different agencies sharing data to identify issues and provide support. The General Data Protection Regulation seems to create new challenges for data sharing, particularly for 'special' personal data such as that found in safeguarding records. The College is aware of this and it is included as part of the GDPR planning.

6.5 The Committee noted that the College's policy on requiring Disclosure and Barring Service (DBS) checks for staff had recently been refreshed when it was identified that staff in some roles had not been subject to criminal records checks and there had not been a consistent approach to re-checks. The Committee asked what measures are being taken to ensure the College's approach is robust and lawful. The Principal responded that she had been working with HR colleagues to identify the correct level of checking for different staff roles and frequency of re-checks. No one was permitted to start work at the College in any role until the outcome of appropriate checks had been received. Teaching associates on short term assignments are being encouraged to maintain an account with the DBS Update service, which allows an employer to check a worker's DBS status online without a new DBS application.

6.6 Arising from the discussion, the Committee requested the following actions.

- i) An update from the Executive Team on progress with the project for completing DBS checks and any matters arising. Head of HR
 - ii) The Questions and Answers document generated by the Overcoming the Challenges of Extremism event to be circulated to all Governors and included as part of face to face governor training event. Clerk
 - iii) The College's arrangements for managing the security and sharing of sensitive personal data in safeguarding records should be reported to Governors via the Audit and Risk Assurance Committee. CIO
 - iv) The Executive Team to determine the content and format of termly reporting of KPIs for safeguarding. These reports to be presented to the Committee as part of routine reporting. In addition there should be exceptional reporting of serious incidents such as student deaths, and radicalisation referrals to the Safeguarding Lead Governor. Principal and AP Safeguarding
- 6.7 The Committee approved the summary report and asked for an update to be presented to the next meeting on the Executive Team's proposals for periodic and annual reporting of safeguarding matters. CEO

17/4/7 Achievement update

- 7.1 The Deputy Principal presented the report which indicated that the improvement in overall achievement would be in the region of 2.5 percentage points compared to last year. This is below the improvement being forecast earlier in the year. The main reasons for this were:
- i) Actual achievement in Level 2 Functional Skills recorded so far is not as high as forecast and this is a significant number of learning aims.
 - ii) Level 3 diploma qualifications have introduced new end examinations and there is a concern that students progressing to L3 are finding the new exams to be more onerous than predicted.
 - iii) Adult achievement in English and maths GCSEs has dipped.
 - iv) Achievement in A level exams was lower than predicted.
- 7.2 The Committee noted that some areas, such as Access to HE, GCSE English and some ESOL qualifications, had significantly improved achievement but there is still work to do to ensure all learners reach their full potential. The Committee considered the report as follows.
- i) The Committee asked for information about the College's performance in relation to the English and maths condition of funding. The Principal responded that compliance in 2016/17 had improved compared to the previous year to around 97%. The ESFA rules currently continue to apply a 5% tolerance before funding is reduced by 50% for learners that have not met the condition.
 - ii) Members commented that although the level of achievement would not have an immediate impact on financial performance, achievement remaining in the 'requires improvement' range would have an impact on the College's reputation and ability to attract well-qualified applicants to the College's programmes and apprenticeships.
 - iii) Forecast achievement had been based on performance in continuous assessment through the year and performance in end examinations had been below this. The Committee asked what the College is doing to support students with exam techniques and practice. The Deputy Principal said that the College offers exam master classes and additional revision sessions for English and maths. These are well-attended and good practice should be

shared to help learners prepare for the new exams.

- iv) It was noted that at students arriving at College with pass standard Level 2 English and maths skills were not doing very well in Level 3 end examinations. These students are not required to continue separate classes in functional skills but do need to maintain and develop their skills in English, maths and ICT to be successful at higher levels. Members asked if the College should offer Level 3 courses to help students continue their development or put in place other in-year measures. It was suggested this might not be attractive but this development should be addressed in study sessions and work placement. To assist in this work, the College has appointed an additional Deputy Head of Learning in English and maths to work with departments across the College disseminating schemes of learning and resources to strengthen existing practice.
- v) It was commented that changes to embed functional skills in curriculum areas had been well-received by students but there had been late changes to the timetable to adjust for recruitment that meant integrating English and maths classes had not been fully effective. The Principal's team would be looking into this. The Principal commented that efforts to embed English and maths into all sessions in the curriculum have still some way to go.

7.3 The Committee noted the report and asked for a report to be made to the next meeting on the appropriateness of the College's current portfolio of qualifications and awarding bodies to meeting the needs of learners and study programmes.

AF

17/4/8 Post Inspection Action Plan (PIAP)

8.1 The Deputy Principal presented the report which included information on:

- i) New teaching and learning resources for staff, including a new induction programme for new teaching staff.
- ii) ProMonitor and Markbook implementation, discussed earlier in the meeting.
- iii) Implementation of Area Support Improvement Plans for seven areas that have been identified as requiring rapid improvement. Implementation and progress against the plans is being monitored fortnightly. Monitoring includes auditing a sample of student work to consider the amount and level of work being completed by students.

8.2 The Committee asked what the main challenges are in ensuring that the College is providing consistently good quality teaching, learning and assessment. The Deputy Principal responded that the outcome of last year's programme of Quality Development Reviews indicated that only half the curriculum areas were providing consistently good TLA, an insufficient basis to make a claim for 'good'. Early 'walk-throughs' this session indicate that significant progress has been made in all areas and there is a more solid base of good practice.

8.3 It was noted that amongst the recent teaching appointments there are some staff that are new to teaching. A new induction programme is intended to ensure all new staff are working effectively as quickly as possible. There is also provision for existing members of staff that would benefit from updating their understanding of good teaching practice and changing expectations of learners.

8.4 The Committee noted the report and asked for further development for Governors to ensure that they are well-prepared to interrogate the data and talk about teaching, learning and assessment with external stakeholders. The Deputy Principal agreed to develop some materials specifically for Governors.

Deputy
Principal

17/4/9 TLA Update

- 9.1 The Deputy Principal presented the report and commented that the current focus of Deputy Heads of Learning on resolving start of year operational issues had left them little capacity to lead on Teaching, Learning and Assessment quality improvement. The Committee queried the extent to which the Deputy Heads are adequately developed for leading on TLA. The Deputy Principal commented that they were appointed for their teaching excellence but some would benefit from further development in how to coach staff more effectively to identify and implement improvements to their practice.
- 9.2 The Committee noted the report.

17/4/10 Report on Maths and English GCE results 2016/17

- 10.1 The Deputy Principal presented the report which included a cumulative analysis of the results by age and compared them to the most recently published national achievement rates (2015/16). It was noted that results for the post-16 sector were expected to fall now that I-GCSE programmes are excluded from national achievement rates.
- 10.2 As reported earlier in the meeting, the College had seen some significant improvements in achievement in GCSE English but adult GCSE results had been disappointing. The Principal commented that GCSE may not be the right study programme for some adults. The College would be reviewing the study programmes it is offering to adults to ensure that they are most appropriate to their needs and prior achievement.
- 10.3 The Committee noted the report and requested for its November meeting an update on achievement in English and maths that included the final position on Functional Skills qualifications and progress on the English and maths improvement strategy.

Deputy
Principal

17/4/11 Student Surveys Summary Report 2016/17

- 11.1 The Committee received the report, noting that response rates for different phases of internal surveys varied widely making comparisons difficult in-year and with previous years'. It was noted that responsibility for learner voice activities rests with the Head of Student Services and SEND support who is leaving the College. The Committee commented that it would be important to ensure continuity in these activities and effective integration with the surveys.
- 11.2 The Committee noted the report and requested that a strategy for student feedback be developed and presented to governors that includes:
- i) Sample selection processes that generate sufficient sample sizes and response rates to support analysis and comparison of results.
 - ii) A coordinated survey schedule to ensure that surveys are placed appropriately in the year so learners are not over-burdened but there is an opportunity to see how responses change in the same sample.
 - iii) linkage between internal and external surveys and face to face learner voice activities conducted by Student Services and Student Union, in particular using learner voice activities to understand survey results.

Heads of
Service
for Quality
and
Student
Services
and SEND

17/4/12 Relevant Steering Group Initiatives

- 12.1 The CEO reported on relevant Initiatives including that
- The Teaching and Learning Steering Group will continue its work

- General Data Protection Regulation Strategic Change Initiative is commencing
- The Curriculum Planning steering group will be working on resilience planning and processes to support agility in adapting to changes in recruitment.

12.2 The Committee noted the report.

17/4/13 Enrolment reporting

13.1 The Chief Executive Officer presented an oral report including the following points:

- Recruitment of new 16 - 18 year old learners is marginally ahead against plan but there seem to be fewer returning learners than forecast.
- Apprenticeship recruitment is above profile.
- Adult and ESOL programmes are recruiting well and some programmes will continue to recruit through the year.
- Recruitment remains open to 16 - 18 year old learners as well as programmes such as Prince's Trust, CareerGo and ESOL that recruit at different points in the year.
- All staff briefings are emphasising the importance of ensuring students are on the right study programme and find College life welcoming and rewarding.

13.2 The Committee noted the report and that Day 42 enrolment data would be finalised in November.

17/4/14 Committee schedule of business 2017/18

14.1 The Principal presented the report which is intended to provide a structure to the Committee's work. The cycle of business schedules reports by theme, the learner journey and data availability. The Committee welcomed the proposal and requested that the Clerk check the Schedule against the Committee's Terms of Reference to identify any gaps; add the reports arising from the Action Tracker and the actions requested at this meeting.

Clerk

14.2 The Committee approved the report subject to the amendments requested.

Clerk

17/4/15 Draft annual report to the Audit and Risk Assurance Committee

15.1 The Chair asked members to review the report outside the meeting and provide feedback to the Clerk on any changes or amendments required.

Clerk

17/4/16 Any other business

16.1 The Committee asked the Chief Executive Officer to report on how the additional investment into new teaching posts and the unfreezing of vacant posts had been aligned to growth areas in the College. The CEO said that new teaching roles were advertised in June with posts in the areas of highest need being prioritised. There were 17 (fte) additional established teaching posts in September 2017 compared to July 2016. The Executive Team regularly reviews vacancy lists, timetable information and learner/apprentice recruitment information to ensure that additional established posts are deployed effectively.

16.2 For the next meeting, the Committee requested a report on the deployment of additional resource and the timing of approvals to recruit to the additional posts.

CEO

17/4/17 Review of the meeting

The Chair invited members to comment. It was noted that the meeting had over-run even though it had appeared to be a relatively light agenda.

17/4/18 Date of next meeting

Monday 27 November 2017 at 8.00 am in the Boardroom, Sheffield City Campus