

# MINUTES



## STANDARDS AND PERFORMANCE COMMITTEE

**Date:** 19<sup>th</sup> March 2019  
**Time:** 5.00pm  
**Venue:** Meeting Room A.41

**Present:**

Andrew Fawcett  
Sue Lomax (Chair)  
Kate Flood  
Bill Webster (Principal)

**In Attendance:**

Fatema Hussein (Clerk to the Board)  
Mark Burgoyne (Deputy Principal)  
Joanne Green (Director of Quality)  
Karen Westersmith (Director of Adults & H.E.)  
Tracy Clarke (Director of MIS)  
Sharon Marriot (Director of Curriculum)  
Kate Wallace (Director of Apprenticeships)

**1. SECTION A - BUSINESS MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE**

**1.1 Welcome to Members/Officers**

Members were welcomed to the meeting.

**1.2 Apologies for absence**

Apologies had been received from Dave Haslam and Gill Waugh.

**1.3 Declarations of Interest**

Members were invited to declare any interests in relation to any item on the agenda.

No interests were declared.

**1.4 Request for an item to be unstarred**

No requests were received.

**1.5\* Minutes of the previous meeting held on 30<sup>th</sup> January 2019**

**Agreed:** that the minutes are approved as a correct record and authorised for publication.

## **1.6 Matters arising from the previous minutes and action progress log**

The progress log was received and noted.

## **2. SECTION B - COLLEGE MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE**

### **2.1 Progress Reports**

#### **(i) 16-19 Study Programmes**

The Director of Curriculum presented the report and the following points were noted:

- Enrolment was now at 105% of target.
- The percentage at enrolments on full time band (540+) was currently 1.1% below target.
- Attendance was currently 4% below the overall target with 6 curriculum teams meeting target.
- This represented a 1.1% improvement against September 2018 and an improvement of 1 more team meeting the target.
- Retention was currently at 95.67% for 16-18, and considerably above the 90.4% outturn for 2017/18.
- Partnerships were being reported on for the first time and the College had a number of formal and informal partnerships for the provision of 16-18 Curriculum
- Further development was planned for 2019/20.
- In 2018/19, the College entered into a new partnership, supported by a formal with Ateres Bunois Seminary, a Salford based orthodox Jewish school for girls
- This partnership was more formal with College delivering full study programmes to 46 learners across three main aims: Accounting, Childcare and Art and Design.

### **Governor Questions**

- Was the overall mix of enrolments in line with targets?

It was only 1.1. %below and not financially significant

- Were any aspects of the curriculum being delivered by the seminary?

The R.E. aspects were being delivered by their staff. College staff delivered a package that was selected by the Seminary and any CPD training was quality managed and provided by the College

- How was the work experience programme being managed?

This was being sourced by the Seminary but managed by the College

- Were faith Schools also required to teach about other religions?

This was a 16-18 School and that criteria did not therefore apply

- When was the partnership set up?

This commenced in August 2018 and the learners were included on the Colleges enrolment figures

- How long was the partnership for and what was the likelihood of this continuing for next year?

Initially for this year and the Seminary's commitment to the programme needed to be determined. The arrangement needed to meet all of the Colleges' quality criteria

- Would the quality team have an opportunity to observe any teaching at the Seminary?

This was currently in the planning stage

- Were any other partnerships being developed?

Discussions were ongoing with Bolton Wanderers Community Trust to deliver a programme from September 2019 and further details would be provided at the next meeting

- Were the IT issues identified in the report being picked up elsewhere?

A plan was in place to replace devices in College

## **(ii) H.E. & Adult**

The Director of Adults and H.E. reported that:

- Adult provision was self-assessed as Requires Improvement but was on track to be Good by the end of the academic year
- Retention was better than last time but some areas were below 93%
- Specific areas for concern are those below 93% and are Motor Vehicle at 84.8%, Engineering at 90.9%, Building Services at 86.7%.
- By qualification type Basic Skills (English and Maths) L1 provision is at 78.3%; Access is 87.8% and L2 Diplomas are at 88.4%
- All of these retention rates were above national average achievement rates for last year, therefore the high predicted pass rates should translate into meeting national average achievements rates for this academic year
- Positive attendance was currently at 84.6% and is -1.4% below the college target.
- Planned improvements implemented for this year's adults included:
  - Adult entitlement for learners on substantive provision (daytime provision of 6glh per week or more).
  - Increased qualification on entry criteria for all Access students.
- The focus for this year was retention and any learners left to pass
- Some innovative ways were being utilised to support teams with improving attendance, for example the use of Moodle to help with catching up on work
- The adult entitlement had gone well and there were no issues with adults being mixed in with 16-18 year learners in classes
- There was a need to ensure all adult provision was on the electronic system

- The increased entry criteria for Access students had not had an impact on enrolment
- College was awaiting a resolution from QAA and ESFA with regards to updates to funding rules to accommodate the group structure

### **Governor Questions**

- Were there any similarities in retention and progress between this provision and other areas?

There were similarities with Apprenticeships and some small adult cohorts where the data was not as positive

- Was the College comfortable with the QAA / ESFA resolution?

There will be concern if it was not resolved by the end of March. This matter was due to be raised with the ESFA at the review meeting on Monday

### **(iii) Maths & English**

The Director of Curriculum presented the report and the following points were noted:

- The significant decrease in functional skills enrolments and the resultant growth in GCSE enrolments reflected the change in policy to enrolling learners onto GCSE programmes
- The continuing enrolments to functional skills are made up of apprentices, ESOL and a small number of Foundation Learning students.
- Attendance in both Maths and English had improved by 1% overall against 2017/18 and GCSE Study Programme attendance has improved by 2%
- Adult attendance had fallen by 1% for English and 2% for maths
- Attendance continued to be the most important factor impacting upon achievement.
- Due to the volume of entries this year, extensive invigilation training has been provided to ensure staff are appropriately prepared and all staff will be deployed to manage the volumes for the examination series.
- English and Maths achievement continued to be a risk and were high priority

### **Governor Questions**

- Why was the number of entries to pass rates low?

This was due to a small number of legacy learners some of whom should never have been accepted onto the Apprenticeship programme

The Committee suggested that it would be useful to see the data for the number of completers and achievers

- Was it possible to achieve the qualification without having achieved in English and Maths?

It would be possible if the vocational element had been front loaded

- Where did the data for Bolton LA originate from?

This would have been provided by all Schools who had agreed to report

- What was the Bury area doing differently that was having a positive impact on their data?

Bury had double the cohort that Bolton did and one of the Colleges had a very selective profile. Bolton College had more learners who had joined with lower entry requirements and learners who had sat the exam more than once

- Were there any reasons why Oldham College had performed better than Bolton in English GCSE?

Their prior attainment data would need to be evaluated to ascertain this

- Had the staffing issues stabilised?

Staffing was reasonably stable but the non-specialist staff were underperforming in comparison to the specialist staff. ETF were due to visit College to review the Maths and English strategy

- Had consideration been given to degree apprenticeships in conjunction with the University as a way of growing talent?

Various initiatives were being considered and some Maths specialists had been recruited from the University

#### **(iv) Apprenticeships**

The Director of Group Apprenticeships presented the report and the following points were noted:

- 16-18 achievement was 2.2% higher than adult apprentices and this had shifted since the last update where adult achievement was 0.4% higher
- There was a gap with in year timely achievement when split by age with 3.5% more adults achieving timely compared to 16-18 year olds, this has improved by 0.5% since the last update
- Actions were in place to continue to close this gap to support overall outcomes for apprenticeships to improve.
- In year performance data for 18/19 apprentices continued to see in year improvement with 114 learners still to achieve in 18/19.
- Performance boards led by the Group Director of Apprenticeships continued to take place every month to support and challenge curriculum compliance, performance and recruitment
- English, Maths and ICT continued to be front loaded within apprenticeship programmes and this has had a positive impact on in year timely achievement
- The target of 69% for overall achievement would be challenging due to the best case leavers being less in 18/19 and the impact of a withdrawal on the overall achievement rate.
- College had received notification regarding the ROATP re application, and was required to submit this by 31<sup>st</sup> of April 2019

## **Governor Questions**

- How did Learners feel about studying Maths and English earlier on in the programme and how were they coping with it?

College tried to ensure that learners were fully aware that the programme did not comprise of just vocational training

### **(v) Community Learning**

The Director of Adults and H.E. presented the report and explained that:

- The purpose of the report was to provide Governors with an update on the Community Learning provision that the College delivered on behalf of the Local Authority
- The Local Authority sets out the strategic priority areas of the provision, as well as the funding and learner volumes for each of the funding streams within the current contract
- As agreed in the contract, the College provided the Local Authority with quarterly reports on progress towards targets.
- For the purpose of transparency and shared understanding, the decision had been taken to submit the Quarterly Report to Bolton College governors as well as to Bolton Council

## **Governor Questions**

- Why was there such a high level of learners with completed unknown outcomes?

This depended on the date the course was undertaken and a quality assurance process needed to take place before the course could be closed off. Some courses could also be waiting for confirmation from the awarding bodies. 80% of results for completed learners had been processed to date and this was quite high.

It was noted that College needed to be mindful of the mental health and well-being of the learners and Governors queried whether this was an issue that should be addressed via the health budget rather than education

The Director of Adults and H.E advised that Bolton Council were considering this and College was also undertaking some longitudinal studies.

A discussion ensued concerning JSA claimants and Community learning and it was noted that:

- College responded to priorities that had been identified by the Council in the last 12 months.
- The Community Job Coach was carrying out a range of work to support learners including job alerts, 1:1 job coaching, CV writing, mock interviews, application forms and IAG about employability courses
- The devolution of the Adult Education budget would require a shift in focus and work needed to be undertaken in preparation for this



The Committee agreed that a good working relationship had been established with Job Centre Plus which had led to a much improved position on enrolments.

## **(vi) Early Years**

The following update was provided:

- A mock inspection of the setting was to be undertaken before Easter
- Governor; Gulnaz Brennan was now linked with the nursery and has attended keep in touch meetings and visited the setting
- She was to arrange a visit to an outstanding provider (in addition to one already planned by the nursery manger)
- Progress in learning was being more closely and effectively monitored
- Good progress had been made with the key person system which had brought more flexibility for staff working in the setting
- Self-reflection and sharing good practice was also supporting improvements in quality.
- The Nursery would be re-inspected by November 2019 at the latest though the assumption was that it would be before the end of this academic year

## **2.2 Applications & Enrolments Comparison Report – 2017/18 & 2018/19**

The Director of MIS presented the report and the following points were noted:

- 104 fewer applications for 16 year olds had been received than at the same time last year
- 55% of learners in the current academic year were new to the College
- In-year re enrolment had been brought forward to after Easter from June
- The number of interviews conducted were lower than last year and these were now being undertaken in the Schools
- The overall school leaver cohort was 5% down for this September
- Overall numbers were expected to increase again in 2020/21
- The GM free bus pass offer was to be marketed to all learners

### **Governor Questions**

- Had the application process in high Schools been revised?

Some Schools were no longer using UCAS progress and this may have had an impact on the number of applications received

- Was there a reason why Bolton College was the only one allowed into Rivington & Blackrod High School?

Their sixth form focussed solely on A levels and College had developed a good relationship with them

It was noted that various options were being considered to make the College more attractive to prospective students. This included:

- Opportunities to use the Anderton Centre which was to become part of the University of Bolton group from Easter
- The offer of a free breakfast which 61% of Greater Manchester Colleges already offered
- Discussions with Bolton Community Trust regarding different programmes which could bring in an additional 50 learners.
- The progression process for existing learners was being brought forward. This should allow College additional time to ensure learners that wished to change path were guided and knew what they were returning for before they finished this year

### 2.3 Summary Verification Reports

Governors considered the report and the Director of Quality advised that evidence from the annual quality review visits and the grade profile of IQA reports across college confirmed that the quality of internal verification and assessment were meeting the requirements of Awarding Organisations and were good overall. Where a report was graded 3 or 4, swift action was taken with the area to ensure that improvements were made in a timely manner.

### 2.4 DfE Performance Tables 2017/18

The Director of Curriculum presented the report and the following points were highlighted:

- The government had reformed 16-18 school and college accountability systems to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent.
- The 16-19 performance tables have now been replaced by five new headline measures:
  - Progress
  - Attainment
  - English & Maths progress
  - Retention (*not published until March 2019*)
  - Destinations
- Bolton College is positioned 3<sup>rd</sup> out of the ten Greater Manchester FE colleges for L2 vocational performance and compared with joint 7<sup>th</sup> place in the previous year
- College had an English progress score of '0.09' (in comparison to -0.1 the previous year). This positioned the college 3<sup>rd</sup> of the ten Greater Manchester FE colleges, up from 4<sup>th</sup> place in the previous year
- The Maths progress score of '-0.17' was below the national average of 0.05. This positioned the college as 6<sup>th</sup> against the ten Greater Manchester FE colleges compared with a progress score of -0.03 and 7<sup>th</sup> against the GMFE colleges in the previous year,
- 257 leavers from Bolton College, 74% either stayed in education or went into employment. This was below the England and Local authority average of 87% and 89% respectively, and a slight reduction on the previous year of 75%
- A full destinations report containing actions for improvement would follow this report.

### 3. SECTION C - UNIVERSITY GROUP MATTERS - FOR CONSIDERATION UNLESS INDICATED OTHERWISE

### 4. SECTION D - ANY OTHER BUSINESS



### Reporting of Teaching and Learning


As teaching and learning were key to the College's journey to become outstanding, Governors discussed how this could be kept at the forefront of the Board deliberations.

The Clerk advised that the Principal's report was one of the key documents that was submitted to the Board and it would be appropriate to include a section on Teaching and learning so that the Board could monitor the key areas of focus.

## **5. SECTION E - FUTURE MEETINGS**

Wednesday 12<sup>th</sup> June 2019 at 5.00pm

There being no further business, the meeting closed at 7.10pm

<p><b>Chair's Signature:</b>  <b>Date:</b></p>
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