

**CAPITAL CITY COLLEGE GROUP****CURRICULUM AND PERFORMANCE COMMITTEE****Minutes of a meeting held on 4<sup>th</sup> December 2017**

<b>MEMBERS PRESENT</b>	Shane Chowen (Chair), Amelia Sussman, Anthony Tomei, Pirandeep Dhillon–Starkings (by telephone), Pamela Toluwa Esoimene, Andy Wilson
<b>IN ATTENDANCE</b>	Naomi Shoffman (Clerk), Stephen Davis (Director CBAT), Paul Fegan (MD CCCT), Kim Caplin (Principal WKC), Angela Edwards (Director of Performance and Quality), Kurt Hintz (Deputy Principal, CONEL) (items 1-3 only)
<b>APOLOGIES</b>	Heather James, Caireen Mitchell, Andy Forbes, Grant Glendinning, Ozlem Top

**Action****1 MINUTES OF THE MEETING HELD ON 4<sup>th</sup> OCTOBER 2017**

The minutes and confidential item were **agreed** and signed by the Chair as a correct record.

**2 MATTERS ARISING**

Item 12 – the employer survey has been deferred.

**3 CONEL SAR 2016-17 PRESENTATION**

The Committee received a presentation from CONEL's Deputy Principal on the CONEL SAR 2016-17. The committee noted that:

**Headline data**

- The key judgements are Good across the board;
- Headline achievement rates have improved compared to the previous year but are below the national rate;
- The achievement rates for 16-18 students and 19+ apprenticeships overall (including timely) are both down compared to the previous year and are key areas for improvement;
- 16-18 GCSE maths and English achievement is 9% below benchmark and a key area for improvement. English is about level with national rates for adults. Adult maths students have achieved significantly well with 75% achieving a A\*-C grade;
- Student satisfaction rates are particularly strong, with the College ranked first in the country by a 'FE Choices' survey;
- Teaching, Learning and Assessment is also a strength with 91% of observed lessons being graded good or better;
- With respect to School SARs, six areas were graded as 'requires improvement'. Action plans have been put in place to address the identified issues.

The Deputy Principal was congratulated on the College's success and it was observed that there are a number of similar issues within the CIC SAR.

**Analysis/Observations**

It was further noted that:

- The high student and employer satisfaction rates have followed an improvement in response rates. Three years ago, response rates were low and the improvements are attributable to the College adopting a transparent approach to addressing issues raised by students and managing the process, especially the employer survey;
- The College would be above national benchmarks on achievement rates if English and maths results are excluded; their inclusion (particularly functional skills) has a disproportionate impact on overall achievement rates. Results for 16-18 level 1 and 2 are good, but achievement for the level 3 cohort (around 250-300 students) could be improved.

Achievement of adult students is strong at level 3 but less impressive at levels 2 and 3, with the exception of level 2 maths and English;

- The format of the SAR summary was positively received. Focussing on averages might not highlight the variances that often provide areas for interest and focus; the committee were assured that the data is evidenced. Hair and Beauty and SLDD are subject to rapid improvement plans. It is usual for one or two areas to require improvement each year; this can be due to management changes at two tiers. To become outstanding the College would need to improve overall GCSE achievement, as well as overall and timely outcomes for Apprenticeships;
- In broad terms, performance is similar across Enfield and Tottenham; attendance at Enfield is marginally better.

#### **4 THE SELF ASSESSMENT REPORT 2016/17**

There are individual College SARs, feeding into the CCCG SAR.

##### **CIC**

The Chair of the CIC Board provided a summary of the SAR discussion at its College Board meeting on November 22<sup>nd</sup> 2017. It was noted:

##### **Strengths**

- The increase in achievement rates by 5.4% to 85.7% was to be commended, given the changes in leadership and that 16/17 was the first year of merger;
- Of particular note were the improvements in AS level performance (+6.4%) and maths/English Functional Skills (+13.6%). ESOL and some BTEC programmes have been significantly above benchmark;
- There are strong safeguarding procedures and ethos, an increase in employer partnerships and leadership training.

##### **Improvement**

Key areas for improvement include:

- Student Satisfaction levels through the QDP survey to reach the target of upper Quartile for all areas, particularly teaching and learning. Insufficient improvement had been made in-year and the College is below benchmark on most questions;
- Getting income levels up to target, with a particular focus on Adult Education and HE. The 2016/17 targets appear to have been set with insufficient consideration to the challenges associated with HE competition in London and the reluctance of adults to take on loans;
- Outcomes for some qualifications which are below minimum sector benchmarks:
  - Access to HE, Applied Science and Business and GCSE Maths and English at CHSCC. Discussion on the strategies to improve GCSE Maths at CHSCC focussed on improving the motivation and attendance of the students, using 1:1 tutors where possible and adopting some of the approaches which have been used to improve CBAT results;
  - A level results; it was expected that these should be above the national benchmark (irrespective of the move to linear A levels);
- Attendance. There has been some improvement in attendance, but more is needed – particularly at CBAT (where it is 79%) and on some adult courses;
- Increasing access to high quality apprenticeships and also to high quality and productive work experience. The latter is going to be a critical area as the requirement for more work experience increases when T levels are introduced;
- The use of Hourly Paid Lecturers (HPLs) will need to be reviewed in the light of poor lesson observation grades where they are used.

The new Development and Innovation Unit is seen as a key driver to implementing improvements to practice. Its target for 2017/18 is to support four successful projects. T Learning Enhancement Coaches and pan-Group best practice forums have been introduced.

The Board does not see the Quality Improvement Plans, so it was **agreed** that the draft 2017/18 CIC Operational Plan should be updated to reflect all the key areas for improvement.

### **SAR key points**

#### A. Leadership and management

- Key strengths:
  - Achieving Results through Leaders programme – has been rolled out to all leaders and Managers;
  - Equality and diversity is integrated into all programmes and wider college life;
  - Good systems in place for, and strong recognition of safeguarding responsibilities;
  - A wide range of partnerships in place for the benefit of learners;
- Key areas for improvement:
  - Poor achievement in Access, Applied Science, Business and Maths GCSE (at CHSCC);Curriculum portfolio is not fit for purpose for HE and AEB (resulted in under-recruitment);
  - Student satisfaction measures are below benchmark;
  - A levels need to improve to above benchmark level;
  - Student attendance to reach minimum target of 87%;

#### B. Teaching, Learning and Assessment

- Key strengths:
  - 92% of lessons observed were good or better (34% graded outstanding). Teachers have 5 days' notice of their observations;
  - A number of pockets of good teaching - well qualified teachers and assessors (many are dual professionals) in Hair and Beauty, Health and Social Care and in adult courses – Professional Services, Ophthalmic Dispensing, Pharmacy and Childcare;
- Key areas for improvement:
  - To convert more “good lessons” to outstanding and drive greater consistency across the College;
  - To minimise the number of lessons graded as requiring improvement (currently 8%), particularly those taught by HPLs (currently 29% of lessons observed which were taught HPLs required improvement);
  - Lesson observation grades for maths and English;
  - Value added across most subjects;
  - Student satisfaction so that targets are met.

#### C. Personal Development, Behaviour and Welfare:

- Key strengths:
  - Good careers advice for those progressing to HE, both for academic and vocational courses);
  - Good standards of behaviour around the College;
- Key areas for improvement:
  - Work experience is an area that is challenging – not just the volume required but ensuring that it is well planned, additive and meaningful for the students;
  - Attendance at CBAT is only at 79%;
  - CHSCC – student engagement in maths and English GCSE;
  - Student satisfaction with “whole college” experience is below benchmark;

#### D. Outcomes

- Key strengths:
  - Overall achievement (85.7%) increased by 5.4% on previous year, particularly notable as in the first year of merger. Improvements driven by increases in AS rates (+6.4%)

- and functional English and Maths pass rates (+13.6%), but also very strong, above benchmark rates for ESOL and a range of BTEC programmes;
- Outstanding outcomes achieved in four of five centres (e.g. Engineering and Animal Science (CAS), Hair and Beauty (CHSCC); A level Maths and Computing (SFC) and Adult ESOL (CLL))
- Key areas for improvement:
  - Maths at CHSCC continues to be of concern;
  - Access to HE, Applied Science and Business remains at Inadequate, and needs to be addressed;
  - Health and Social Care, Sport and Forensic Science, Creative Arts are assessed as requiring improvement;
  - Value added on A levels.

### WKC

A summary of the SAR discussion at the WKC College Board meeting on November 23<sup>rd</sup> 2017 was provided. It was noted:

- Courses which were performing below expectations such as GCSE Law may be withdrawn or moved to another site, such as BTEC Business;
- The review of the SAR and operational plan identified four key areas for improvement for this year: English and maths; commercial income; apprenticeships; and Higher Education. The meeting focussed on the first two to ensure improvement strategies were recommended immediately as follows:
  - English and maths: Based on your experience of motivating people in a business/public organisation, what strategies could we use to improve attendance and motivation of the students?
  - Commercial income: How could the college generate commercial income (ideally that enriches the student experience)?

A summary of the improvement strategies identified were:

#### English and maths (Incentivise the students to improve overall attendance)

- Metrics to improve GCSE English and Maths results should be included in the operational plan/risk register;
- Embedding maths and English into all courses to instil commitment and interest;
- Use the Head of Learning to introduce techniques for the students and teachers to improve motivation/confidence;
- Use tutors to work on the middle group of students that need the most help to progress a grade. The College has links with PhD students who could tutor students on an individual basis. Business mentors from accounting/finance could inspire interest in maths as a subject and demonstrate learner outcomes;
- Reduce the reliance upon hourly paid teachers as lesson observations indicate lower success rates where they are engaged;

#### Commercial Income

- Plans are already underway to improve restaurant income including opening later in the term, and 'al fresco' dining at the restaurant in the summer;
- Income from hospitality apprenticeships is improving. The College has achieved AA Gold standard and has participated in designing the apprenticeships standards for hospitality with employers;
- International income could be improved with dedicated marketing and offering an alternative to Cordon Bleu (whose international courses are full and oversubscribed). Specific hospitality marketing materials can be used such as cards to be left at industry events;

## **CCCT**

The Managing Director of CCCT provided a summary of the training arm's SAR. It was noted:

- Timely achievement of apprenticeships is not on target, but likely causes have been identified and mitigating actions taken. There have been a number of operational problems this year including a large number of learners being inappropriately placed because their functional skills were not tested, some subcontracted provision was lost and a large number of HPLs were recruiting their own apprentices;
- The use of SmartAssessor should ensure that information is more timely; however the data needs to be cleansed so that the starting point information is accurate;
- The proportion of HPLs should be reduced with greater utilisation of substantive staff;
- The quality of training is better and more consistent with 88% of observations graded good or better;
- Student satisfaction on apprenticeship programmes is high;
- The merger with CONEL, with its strong apprenticeship provision, should assist CCCT's planning;
- Employer engagement will be improved with measures such as an induction programme; Some apprentices leave courses because they find a better job. A progressive employer would offer further apprenticeships to progress onto the next levels;
- More rigorous criteria for subcontractors wishing to work with the Group have been adopted to address the variable quality of teaching and learning provided;
- CCCT will map its quality improvement plan (QIP) onto the operational plan.

## **CCCG**

**The CEO and the Director of Performance & Quality presented the Group SAR. It was noted:**

- This is the first full year for the new Group SAR and it is being scrutinised under trial governance arrangements;
- The picture for CIC and WKC is generally one of improvement, and the recommendation of awarding a grade 2 is made for most areas. The overall achievement rate has improved by 3.8%;
- The College/CCCT SARs were validated in November 2017. The College SARs together build up to form the Group SAR. The main improvement strategies identified in this Self-Assessment Report inform the Group and College Operational Plans for 2017/18 and local Quality Improvement Plans held in Service Areas, centres/faculties and curriculum teams;
- All staff participate in self-assessment, identifying together the themes for their teams using the criteria in the Common Inspection Framework (CIF) and the evidence that is available to support evaluations. Key strengths are identified for teams to feel proud of and to be clear about the good practice that can be shared to maintain high standards;
- Areas for development are identified so that teams can tackle these weaknesses together to drive improvements;
- Team quality improvement or operational plans are then developed on the basis of the self-assessment. These are also used to inform professional development reviews.

### **Analysis/observations:**

- While not in the current strategic Plan, CIC could consider an application to become a Careers College in certain disciplines, as has WKC;
- The Group seeks to maintain areas judged as good or outstanding through a robust quality improvement process which focusses on the teaching processes. Well performing departments are asked to share good practice cross college;
- The recent budget announcement of £600 for new maths students next year should help maintain the recent good performance in A level maths;
- The teaching of Business at CIC may have been affected by a lack of industry experience by some long-serving members of staff. WKC addressed similar concerns with curriculum changes, more mixing of groups, team working and bringing in different staff with different skills. This approach worked well at King's Cross and was adopted at the Victoria site. CIC is working with the King's Cross site and has brought in performing arts teachers to help

teachers improve their business teaching, and CIC and WKC staff are benefitting from industrial placements;

- The Head of Diversity identified groups of underperforming students across the curriculum as follows:
  - The underperformance of male students against female students is replicated at a national level;
  - To address this, action plans focus on areas where the difference is particularly acute, with one per college, and one per centre;
  - Staff training is being put in place to identify E&D issues as early as possible;
  - A dashboard providing information and intelligence is a priority in action plans and the equality inclusion plan;
- The capture of student/employer satisfaction and destination data can be difficult. CIC student satisfaction levels are below expectations. Learning and enhancement coaches will be used to manage the student experience. The next round of student surveys have just been completed and CIC will apply a more strategic approach to their implementation and analysis. CIC has a large cohort of A level students and their responses tend to be more negative;
- With respect to Teaching, Learning and Assessment 90% of observations are good or better across the Group; this is not reflected in the student satisfaction surveys. With 87% attendance, the Group is below its 90% target (target 90%). English and maths attendance across the Group is low;
- There has been a 3% improvement in achievement rates;
- 4,900 learners achieved L4, a 34% drop on the previous year. FE loans and the adult education budget have also underperformed. The Institute of Technology (IoT) bid may improve recruitment at levels 4 and 5 but this is risky, because only capital funding would be provided if the bid succeeded;
- The main concerns for the Group this year are around financial performance, recruitment, English and maths, student satisfaction, value added and distance travelled;
- The key corporate targets for next year include a successful IoT bid, improvement in systems and processes, employee satisfaction, and achieving a financial surplus.

Following validation at Group level, the grades that the Committee are asked to recommend to the Board are:

Category	CCCG	CCCT	CIC	WKC
Overall Effectiveness	Good	Requires Improvement	Good	Good
Effectiveness of Leadership & Management	Good	Requires Improvement	Good	Good
Quality of Teaching, Learning & Assessment	Good	Requires Improvement	Good	Good
Personal Development, Behaviour & Welfare	Good	Requires Improvement	Good	Good
Outcomes for Learners	Good	Requires Improvement	Good	Good
16-19 Study Programmes	Good	n/a	Good	Good
Adult learning programmes	Good	Requires Improvement	Good	Good
Apprenticeships	Requires Improvement	Requires Improvement	n/a	Requires Improvement
High Needs Learners	Good	n/a	Good	Good
HE programmes	Not graded	Not graded	Not graded	Not graded

The overall effectiveness of CCCG has been assessed as 'Good'.

The Key Performance Indicators recommended to Governors are:

KPIs	CCCG	CCCT	CIC	WKC
Attendance	87%	85% where recorded	87%	87%
16-18 Achievement Rates	85%	n/a	85%	85%
Adult Achievement Rates	88%	89%	88%	88%
Apprenticeship Overall Achievement Rates	75%	75%	n/a	70%
Apprenticeship Timely Achievement Rates	61%	60%	n/a	70%
Grade 1 Observations	33%	10%	38%	27%
Group Student Survey Results	At least quartile B ratings	At least quartile B ratings	At least quartile B ratings	Quartile A for T&L, at least quartile B for other areas

The Committee **agreed** that it would recommend to the Board the conclusions of the SAR 16/17 and the adoption of these KPIs for 17/18.

## 5 HE QUALITY ASSURANCE 2016/17

A report on HE Quality Assurance 2016/17 was considered. The Board is required to provide assurance annually in respect of its provision of Higher Education.

The Committee **agreed** that it would recommend to the Board the signing of assurance in respect of HE provision.

The next meeting is due to be held on Wednesday 7<sup>th</sup> March 2018.

Signed as a correct record: \_\_\_\_\_

Shane Chowen, Chair of the Committee