

Minutes of the Quality & Standards Committee meeting held by conference call on Monday 16th March 2020 at 5.30pm

IN ATTENDANCE: Catherine Witherington, Chair
 Catherine Burn
 Mirella Barnes
 Veronica Bruce-McCoy
 Lindsey Littlewood
 Andrea Chattaway (co-optee)
 Jason Austin, Principal & CEO

ALSO IN ATTENDANCE: Tracey Mace-Akroyd, Deputy CEO/Principal
 Claire Godfrey, Assistant Principal
 Cheryl Martin, Assistant Principal
 Angela Bates, Assistant Principal
 Lisa Wilson, Director of Apprenticeships
 Andy Birch, Head of HE
 Maxine Bagshaw, interim Clerk to the Corporation

ACTION by whom	DATE by when

1 APPOINTMENT OF THE COMMITTEE CHAIR

Catherine Witherington was nominated as the Committee Chair, this nomination was seconded and approved.

AGREED: to appoint Catherine Witherington as the Committee Chair for the Quality and Standards Committee.

The Chair took the opportunity to set out the plan for the meeting, given that this had been convened by conference call. She asked all attendees to place their phone on mute when not speaking and also indicated that, there would be an assumption that everyone had read the papers in advance and the focus would therefore be on key issues that staff wanted to bring to Governors attention. She asked staff to focus on the critical matters and the issues that they were worried about.

2 DECLARATION OF INTERESTS ON ANY ITEM ON THE AGENDA

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There were no specific declarations made and standing declarations were noted.

3 APOLOGIES FOR ABSENCE

There were no apologies for absence with all Committee members and staff present.

4 MINUTES OF THE MEETING HELD ON 14TH JANUARY 2020

One minor error was noted in that, Lindsey Littlewood was recorded as 'in attendance' but was not at this meeting. Save for this minor change, it was agreed that the minutes were an accurate record of the meeting.

AGREED: to approve the minutes of the meeting held on 14th January 2020.

5 ACTION PROGRESS REPORT

The interim Clerk presented this item and drew the committees' attention to the column on the right hand side which gives an update on the current position. The Committee discussed line 3 and it was acknowledged that, at the last meeting this Committee had asked for reporting to be on the basis of both the group and, where possible, by campus. The Deputy CEO confirmed that this had been done where the campus position is helpful, however it is not always the case that data and information provided at a campus level is meaningful and/or relevant.

AGREED: to note the content of the update provided.

6 QUALITY IMPROVEMENT PLAN UPDATE

The Assistant Principal introduced this item and drew the Committees attention to the summary on page one. She confirmed that the college is making reasonable progress on all of the judgements. She confirmed that staff are trying to identify as much impact as can be evidenced. The Committee were pleased to note that there has been positive movement on every line.

The Committee particularly considered the line RNN9 and it was explained that, the improvements needed to address Ofsted's recommendations are progressing well and are based upon an improved process for reporting. In relation to Apprenticeship provision the Committee were advised that the college can now very clearly set out the pre and post May 2019 starts. Governors were asked to note the improving position in relation to 01 i.e. achievement of

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Apprentices, and it was explained that this is the most significant movement since the last report.

The Committee all agreed that it was encouraging to see the distance and improvements being made across the board.

A question from one member of the Committee was in terms of the e-portfolio used in relation to Apprenticeship provision. It was explained that this is Onefile, however there are some legacy apprentices who still use paper, smart assessor and/or learning assistant. She explained that these were very much in the minority and that all new apprentices are now tracked on the Onefile system.

The Committee questioned whether the Onefile system monitors progress and whether employers and assessors have access to the information as well as the apprentices. It was confirmed that Onefile does monitor progress against the qualification measures and that, in addition, assessors through their one to ones build on this and look to evidence progress which is beyond the qualification.

The Committee asked whether the college receives support from the awarding bodies. It was confirmed that it does through a number of mechanisms, including;

- Audits on assignment briefs,
- Support during staff development days, an example given was City & Guilds supporting English tutors,
- All system visits so far for the year have been good,
- In addition, the college has a good relationship with ETF who have provided Maths and English support.

AGREED: to note the content of the update provided.

7 UPDATED SELF-ASSESSMENT REPORT (FE)

The Deputy CEO introduced this item and confirmed that there has been a considerable rewrite from page 29 onwards. She confirmed that the college is working hard to evidence progress judgements and include examples of impact. She confirmed that the intention was to 'bring the report to life'.

She advised that the decision has been made to remain with 'reasonable progress' at this stage. There are a number of aspects which are on the verge of tipping in to the 'more than reasonable progress' but she explained that a prudent approach has been taken at this stage. It was confirmed that a copy of this document has also been shared with the FE Commissioner team.

Key aspects brought to the Committees attention were;

- Page 41 – leaders have placed a total of 7 curriculum areas under additional intervention activities. These include

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Engineering, Brick, Plastering and Joinery at Rotherham College, Animal Care at Dinnington Campus, Hair & Beauty at Dearne Valley College and Foundation provision at North Notts College.

- Page 42 – leaders have significantly improved the management of subcontracted delivery.
- Page 43 – there is an improved focus and oversight on the quality of Apprenticeship provision. Achievement rates have improved for all age groups but more work is still required for outcomes to be significantly above those of similar providers.

The Committee asked for a summary of risks. The Deputy CEO advised that, for classroom based learning and work based learning, this is fully understanding the progress of learners' knowledge and skills and also whether learners are all reaching their full potential.

She also advised that there were some significant staffing challenges in a number of areas arising because of staff turnover, some underperformance and staff sickness. These are particularly in Engineering, Construction, English and Maths and personal tutors. She provided assurance to the Committee that the college is doing all that it can to keep tutors in front of learners. Learners are making progress but there is not yet confidence that they are all reaching their full potential. Learners develop strong practical/technical skills and overcome substantial social injustice barriers.

Following discussion it was confirmed that the staff challenges are not directly related to the implementation of the new systems and processes.

One member of the committee questioned whether the college is able to evidence interaction with students to identify their needs. It was confirmed that the college can do this through deep dives and also through progress review processes. The Deputy CEO advised that there are some students on Level 3 who are known not to be making enough progress, however they are progressing.

The Committee were advised that the College did not capture learner voice and learners' full starting points at the beginning of the academic year and is therefore playing 'catch up'. The Committee were given assurance that systems and processes will all be in place for the start of the next academic year.

In terms of reviewing the SAR the Committee all agreed that it was pleasing to see an honest and transparent approach. It was acknowledged that the new EIF will give both challenges and opportunities and that there is work still to do, however 'reasonable progress' at this stage was considered to be a credit to all staff involved and the commitment to improve.

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AGREED: to note the content of the updated Self-Assessment Report as presented.

8 HE UPDATE

The Head of HE presented this item which includes two aspects;

- a) The Self-Evaluation Document (SED) for 2018/19, and
- b) 19/20 current performance

- 1) SED 2018/19

Key matters brought to the Committees attention were;

- a) The key strengths from the 2018/19 HE SED include;
 - During 18/19 curriculum leaders have worked with partners and stakeholders to support the development of new provision in a range of curriculum areas. This has included the development of new programmes and also changes to existing courses. Staff have worked collaboratively with partners, including a large number of live briefs.
 - Pass rates for students who stay on programme continue to be high (91.5%).
 - Links with employers are strong at programme level and have led to students moving in to employment on a number of occasions.
 - Student satisfaction with teaching, learning and assessment continues to be good and is reflected in the TEF gold rating. It was confirmed that this is based on student feedback, where teaching and learning comes out strong in learner surveys.
 - There is no significant variation in achievement between students from minority groups and the general student population.
- b) The areas of development identified include;
 - The way that the group collects HE MIS data is in need of significant development, an example given was the disaggregation of retention and achievement. He explained that this was required to make reporting and OFS regulation easier.
 - Strategies are needed to increase retention in a period of significant competition. He explained that one aspect is the fact that universities are giving unconditional offers and therefore there is a real need to look at recruitment strategies in the future.
 - Increased academic skills support is needed, particularly for students progressing internally from Level 3 programmes to improve retention. It was confirmed that summer schools are in place to support this.
 - Enhancement of opportunities for scholarly activity is needed.

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AGREED: to note the content of the Higher Education Self-Evaluation document presented for 2018/19.

2) 2019/20 current performance

Key matters brought to the Committees attention were;

- Enrolments were down against planned HE numbers at the start of 2019/20. The college was -41 when compared to the prior year and -51 against plan. Increased marketing activity has been implemented to increase the number of students progressing both internally and externally.
- 19/20 retention rates are in line with previous years, both in year and across all areas (93.52% which should be compared with 85% in the prior year)
- Attendance rates are comparable to the previous year (86.93%). Student progress reviews have focussed specifically on attendance on a case by case basis.
- Students regard the quality of teaching, learning and assessment to be of high quality and now have additional access to online study skills support.
- Strong employer links are still being evidenced.
- All regulatory monitoring reports have been completed in a timely manner. Feedback for all the monitoring reports has not yet been received with the exception of the 20/21 Access and Participation Plan which has already been approved. He advised that there was an OfS audit undertaken a number of weeks ago but the outcome is not yet known. He advised the Committee that increased scrutiny and report writing for OfS is a challenge.
- A designated Higher Education marketing officer has now been appointed and additional marketing events have been implemented, including a workshop progression event for both internal Level 3 students and by invitation a large number of sixth forms and sixth form colleges within the region. He confirmed that this was part of the recruitment strategy.
- As part of the curriculum planning process additional focus is being placed on programmes which have under recruited or underperformed consistently over previous years. As part of this process, discussion will take place as to whether all HE programmes are viable or more flexible delivery models can be utilised.
- Final validation documentation is currently being completed with a view to validation of the Chartered Management Degree Apprenticeship with the University of Hull as well as a foundation year for a number of traditional HE programmes.
- Student progress reviews are taking place to specifically address poor attendance in certain areas of provision. He explained that this was in the second phase this term.

In considering the information provided a challenge from the

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Committee was in terms of the importance of the induction processes, particularly between the levels, with there being a need to be really clear in terms of roles and responsibilities.

In general discussion the Committee were given an update in relation to the colleges' relationship with the University of Hull. It was explained that they are the main validating partner and, because of the geographical distance, they do not seek to constrain the college offer as RNN is not seen as a competitor and therefore they are prepared to validate the full spectrum of the college offer.

The Committee questioned whether there are more opportunities to develop the college offer with employers. It was confirmed that there are, and an example given was a Level 6 top up in Engineering with Hull University.

All agreed that the fertile ground to focus on is progression from Apprenticeships.

AGREED: to note the content of the update provided.

9 APPRENTICESHIPS

The Director of Apprenticeships presented her detailed written report and confirmed that the college is currently on profile for the budgeted income and, is where it said it would be at this point in the year. ESFA allocation has now been received which takes the college up to October 2020 and this was described as encouraging.

At the time of writing the report the achievement rates for all RNN group was 29.93%. This was specifically cross-referenced with the data later in the meeting at agenda item 12 which shows 35.77%. It was explained that this difference in the statistics relates to a one week difference in report writing. The Committee were advised that there are 127 learners at 98%/99% or 100% and therefore the figure is expected to improve. By comparison, at the same point in the prior year, the college was at 43.56%. Once the 127 are included this will rise to 44% and the current overall predicted achievement rate is 65% for the year.

In terms of Apprenticeship numbers it was explained that some learners have transferred off Apprenticeships as it had become evident that this was not appropriate for them.

The Committee made the observation that, in terms of progress the college seems to be heading in the right direction, however they challenged the need to consider and focus on quality as well as numbers and income. They asked how the college is working to change employer thinking. The Committee were advised that there have been, and continue to be, a significant number of employer forums and that

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staff have moved a long way on KSB's (knowledge, skills and behaviours). She provided assurance that staff are tailoring learning to the individual needs of the students and, sitting alongside this, also deliver mentor training to employers. The latter particularly to smaller and newer employers.

The Committees attention was specifically drawn to the current Minimum Level Performance (MLP) predictions which are 30%. It was explained that these are areas where achievement is below 62% and in some instances the college has not retained enough learners to get over the MLP threshold. There are currently 39 programmes that are predicted to be in scope for falling below MLP. One is to a historical subcontractor, 11 further programmes that have been discontinued and 9 others have no further continuers in scope. For the remaining 7 the team have been asked to review their predictions to see whether team members may have been conservative in their predictions and additional ones can be achieved by 31st July. Currently the volume of learners this relates to is 303. It was explained that, if MLP predictions go above 40% then the college could be subject to intervention from the ESFA. The Committee were given assurance that the team are completely focused on ensuring learners achieve this year rather than rolling in to next year. The CEO confirmed that the ESFA are aware of the college's position as this is shared with them at the regular meetings. All agreed that there was a need to ensure that the vast majority of learners are retained and achieve.

The Committee asked what the MLP implications are for funding. It was explained that if the college does not achieve the 62% then there is the potential that the college could lose the provision. In terms of Apprenticeship monitoring, it was confirmed that the key measures are overall, timely and MLP and it was noted that there are legacy learners which negatively impact upon the timely position.

The Committee were then given an update in relation to the evidence of 20% off the job training (OTJ) and it was explained that, to ensure this is accurately recorded and reported learners are unable to achieve unless their OTJ record is visible and up to date on the system. Currently the college has 311 records that are in the process of an update relating to years 2017-2019 and many of these learners have been inherited from historical staff members and as such have required some administrative clean up. This equates to 20% of the cohort and is a never ending cycle as learners move through their programme. It was explained that the report comes directly from Onefile and that in a number of areas the college is just waiting for the final pieces of evidence to be uploaded.

The Committee then considered the performance update for Functional Skills, as at period 6, and were advised that there are 1137 aims attached to Apprentices in total, in which 1137 are linked to direct delivery under RNN, this is a reduction of 55 since the last report. Of

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these, 428 need to be completed by July 2020.

The Committee then considered performance predicted against 17/18 NARTS to date and it was explained that the market has changed significantly in this two year period and therefore the college will have to recalculate after more up to date data is available on the 26th March 2020.

AGREED: to note the content of the update provided.

10 ENGLISH & MATHS

The Assistant Principal introduced her written report and key matters brought to the Committees attention were;

- Learners are now undertaking the newly reformed Functional Skills qualifications.
- In year performance is good in comparison to this time last year, with overall FS achievement showing a 12.64% improvement at 57.44%, English a +7.2% at 63.18% and Maths +20.12% at 50%. Whilst much of this achievement sits within RNN training (which is showing a slight decline in comparison to this time last year) and subcontracting organisations (no comparison available), overall FS achievement in the curriculum areas of Computing, Hair & Beauty and Engineering are much improved in comparison and FS adult English and Maths achievement has also improved. It was noted that Engineering was an area of agreed focus.
- Plans for an intensive summer school are underway to run in June and July to support any struggling learners to achieve
- The results for the wider boundary November GCSE resits which were requested by MELs and welcomed by learners were disappointing. Overall achievement at 93% was broadly in line with November 2019 (-1%) however high grade achievement at 19% was -20% in comparison to last year with Maths being particularly poor. It was specifically noted that the number of resits were three or four times greater than in the prior year. A challenge from the Committee was that the size of the cohort needs to be included in future reports as this clearly influences comparisons. The Committee were given assurance that a GCSE exam task and finish group has now been established to maximise attendance and ensure that each exam runs smoothly.
- February progress board data demonstrates 73% of learners will meet or exceed their target grade in English and 76% in Maths. Progress boards have taken place over two terms now and there has also been a deep dive specifically on Maths and English, as well as a review of Maths and English in other curriculum areas. Students at risk are being closely monitored by progress tutors and curriculum staff.
- The standardised marking scheme which was introduced in

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September has been positively commented upon during deep dives and is in the process of being implemented across vocational teams.

- Attendance for English and Maths requires improvement. At 83.24% it is 1.78% behind that of February 2019 and 4.6% behind attendance for vocational programmes. It is important to note however that the recent FE attendance survey conducted by the AOC found that most college attendance rates for English & Maths were 5% (or more) lower in comparison.
- The Maths and English leads, as well as skills specialists, have been collaborating with their vocational teams to promote improved attendance at Maths and English classes. The Committee were given assurance that there are quite a lot of incentives in place to improve this.
- Three Maths learners entered for the Grimsby competition successfully demonstrated the skills they have developed by winning their competition. Four English learners who were entered for an English Young Writer competition were all successful with their work being published.
- Staff retention is a concern, particularly in relation to English tutors and Maths and English leads. The Committee were advised that staff are working with HR to run a specific Maths and English recruitment campaign and that there is a real need to be innovative regarding Maths and English delivery. The college is aware that it needs to do something significantly different from September 2020. It was confirmed that proposals in relation to this would be shared at the next meeting. The Committee questioned whether students are being involved in the development of new delivery. It was confirmed that they are.

In general discussion the Committee were advised that the college has a good relationship with City & Guild who are supported in terms of the change in Functional Skills.

A question and challenge from the Committee was in terms of developing digital skills. They indicated that they would like to see innovative development on this which aligns with Maths and English. It was confirmed that Maths and English staff were early adaptors of the google classroom and the digital approach to teaching is really a focus. Governors made the observation that digital conferencing in other industries is the way forward and that the college should look to embrace and adapt.

In terms of the resit data it was explained that GCSE resits were only those learners who had previously sat their GCSEs at college and were not resits from school.

AGREED: to note the content of the update provided.

Assistant
Principal

27.04.20

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11 **DEEP DIVES**

The Assistant Principal introduced this item and confirmed that, for the academic year 19/20 the RNN group agreed to focus quality initiatives on the implementation of Ofsted's deep dive inspection methodology. A comprehensive programme of CPD was delivered across the group prior to launch to ensure that all staff had a good understanding of EIF and how Ofsted would scrutinise the quality of education during inspection. It was explained that this was not just curriculum staff but that CPD was provided to all staff.

It was explained that the deep dives have been scheduled in phases with 21 completed in phases 1, 2 & 3 and a further 26 planned for phases 4, 5 & 6. The Committee were advised that this figure is likely to increase as the year develops.

As an overview she explained that, there were a number of key messages coming out of the deep dives, these include;

- Learners feel safe
- Learners enjoy coming to college
- Tutors have good industry knowledge
- Good tutor feedback to learners

What the group needs to improve is;

- Tutors need to make better use of initial assessments to capture learners starting points.
- Assessment is not effectively planned and implemented
- Tutors need to improve the quality of written feedback

It was explained that tutors need to develop more individualised targets to ensure that the learners achieve the best that they can. She confirmed that the college was making good progress in this area and was starting to see more holistic targets being set.

The Committee were advised that five reviews have been completed to close down areas for development and to share best practice actions arising from the phase one deep dives. These reviews have demonstrated that the quality of written feedback learners receive is improving and is now focusing on what learners need to do to improve. Tutors use google classroom well to extend learning outside of the classroom and to stretch and challenge learners. Tutors are now setting targets which develop learners' knowledge, skills and behaviours as opposed to progress against qualifications, and learners are becoming more articulate in explaining the knowledge, skills and behaviours they are developing. All acknowledged that being a student is more than just achieving a qualification. The Deputy CEO confirmed that the deep dives were showing what the college does really well and therefore has a confirmatory role as well as identifying areas for development.

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One member of the Committee questioned whether the deep dive methodology used is the same across all areas of the college. It was confirmed that it is.

The Committee asked specifically what was being done to ensure improvements. It was explained that there are a number of actions including;

- Teaching, learning and assessment conference with a focus on written feedback and assessments,
- Quality team continue to have group and also one to one CPD with staff,
- CPD is available online,
- CPD focuses on areas identified in the deep dive,
- The deep dives also highlight best practice which is then shared with staff

The Committee then considered the deep dive schedule and questioned whether the lack of transparent dates was to keep staff 'on their toes'. It was explained that this is not the purpose and that each phase lasts for 4 to 6 weeks and is completed collaboratively with staff rather than 'it being done to them'. It was noted that some staff have actually requested a deep dive which is very much seen as a positive. It was agreed that the dates when deep dives would be carried out would be added to the next version of this update.

The Deputy CEO confirmed that the schedule ensures that every campus and every level is covered, as is classroom based learning, work based learning and subcontracted provision. She indicated that the college was not taking a selective approach but rather a whole college review. Governors all acknowledged that there was real breadth and depth to the areas being tested.

AGREED: to note the content of the update provided.

12 **SAFEGUARDING & PREVENT**

The Safeguarding Lead presented her written report and gave an update on a number of areas;

- Online monitoring software Ed Protect – this software went live on the 20th January and still has some teething issues in terms of the number of false positives being captured. Of the daily captures there are 8 which have raised concern about content from an appropriateness or safety point of view.
- Safeguarding reporting – technical difficulties being experienced with Ed Aware has resulted in this product not being utilised yet. In the meantime Pro Monitor is still being used as the tool for monitoring and recording safeguarding and welfare concerns. The Pro Monitor safeguarding report has been updated to include the new code W35 to identify Ed

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Protect online monitoring concerns. Mental health remains the highest recorded referral for safeguarding and welfare concerns followed by family issues/relationships/housing, general health and personal safety. There have been four recorded referrals for potential radicalisation/extremism. The Committee were given assurance that information is shared with Prevent partners.

- The college is currently considering purchasing a health and wellbeing service called 'the big white wall'. It was explained that this is a system used in the HE sector, as well as other colleges, and comes recommended and is very much considered value for money. It was confirmed that the college has undertaken a benchmarking exercise to compare with other packages. The Committee challenged how the impact of the big white wall would be measured. It was explained that it is its availability which makes it attractive as it is available 24/7 365 days a year. It was agreed that, at a future opportunity, the Committee would be given a demonstration if the college chooses to purchase this product.
- Safeguarding updates – these are shared at least termly and include staff managers and students.

As an overview the Committee were given assurance that there are robust safeguarding processes in place and that staff work incredibly hard to deal with the ever increasing and more complex issues.

Governors attention was specifically drawn to the Prevent Duty Risk Assessment/Action Plan for 19/20

(Mirella Barnes left the meeting at 7.10pm)

One member of the Committee questioned whether British Values are covered with learners. It was confirmed that they are as part of the tutorial programmes and also tutors embed as part of curriculum delivery. It was explained that students don't always understand that they are being taught on British Values and therefore more can be done to help them articulate and contextualise. It was confirmed that teachers and tutors model specifically in the delivery of each curriculum area and student knowledge is tested at both induction and exit surveys.

It was confirmed that RNN students do have good behaviours and they model these which exemplify British Values.

In considering the action plan the Committee co-optee challenged in terms of some 'tweaking' being needed to clarify the different roles of quality versus HR. It was agreed that Andrea Chattaway and Angela Bates would pick this up outside the meeting.

A challenge from the Committee was to capture and articulate the

Angela
Bates

2020

Angela
Bates/
Andrea
Chattaway

April
2020

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work of the student union and the students at the next update as all felt that their roles and responsibilities in relation to this needed to be clear.

AGREED: to note the content of the update provided.

13 19/20 PERFORMANCE

The Assistant Principal introduced this item and key matters noted were;

- EFA enrolments are expected to be in line with allocation of 3022 which will strengthen the college's financial position in future years. She confirmed that numbers and retention were holding up.
- Retention for ages 16-18 is strong at 95.16%. 2% higher than March 2019 and above national average
- The monitoring performance process is ongoing and supporting 8 areas with quality concerns. She explained that the reasons for support were varied.
- 82% of learners aged 16-18 are on target to achieve their target aim grade (TAG)
- Retention and achievement on adult learning programmes is holding strong at 95.28% and 78.32%
- Current achievement rates for Apprenticeships are below that of this time last year by -13%, however this includes historical 'break in learning' learners from previous years and as previously advised there are a number of learners currently awaiting claim. This would increase the success rate to 42% and would make the college at the same point in the prior year.
- Retention and attendance remain good for the cohort of learners with High Needs.

In considering the analysis and risks key matters noted were;

- Retention for young people has dropped by 2.7% since the performance reported in January due to withdrawals that have been identified through the progress boards. However this remains strong at 2% above the same period in 18/19 and 3% above the 17/18 national average, demonstrating the impact of our progress.
- Attendance has declined by 0.5% since January and is 2% behind this time last year. One of the key issues is at Dinnington due to the proposed closure (-4% on 18/19). Morale is extremely low, staff absence has increased and both are impacting on attendance.
- Additional intervention is being led by the Assistant Principals in areas where concerns have been identified through learning walks, retention or attendance concerns or through the deep

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dive process. The monitoring performance programme process has been positively received by all areas, however in Animal Care at Dinnington and Brick and Plumbing at Rotherham, staffing issues are hindering progress being made on the improvements required.

In terms of student numbers the Committee were advised that the college targeted a number of learners that had previously withdrawn or were not retained for the 42 days. There are 40 students who have been re-engaged, however they are currently considered as a risk because of some behaviour issues.

- Retention for adults is in line with this time last year and above the national average. Achievement is at 78.32% which is 25% above this time last year and a further 324 learners are pending certification. The Committee were able to see the numbers broken down by campus.
- Retention and attendance remain good for the cohort of learners who have High Needs. The Committee were advised that there are no concerns in relation to this at this point in time.

AGREED: to note the content of the update provided.

14 **COMMITTEE WORK PLAN**

The interim Clerk presented this item and confirmed that she had, in conjunction with the Deputy CEO, agreed proposed agenda items for the April meeting. The Committee were happy to support the proposals but made the observation that it has been a while since complaints have been considered and they therefore asked that a short update on this be provided at the next meeting.

Deputy
CEO

27.04.20

The Committee then considered a sample work plan used at another college and agreed that they would wish to schedule six meetings a year. They made the observation that there had been a lot of information to be considered for this meeting and therefore it needed to be more staggered/evenly spread throughout the next academic year. Governors indicated that they wanted to be able to support staff and that they were conscious that work-loads need to be managed and regularly reviewed. They indicated that they considered their role to be that of a 'sounding board' with no desire to add to the burden. It was agreed that the interim Clerk and the Deputy CEO would meet to review the draft work plan and develop it on the basis of six meetings a year i.e. one per half term. In relation to line 13 it was agreed that reporting in relation to complaints needed to restart. It was agreed that the work plan would be reviewed in 6 months' time to ascertain whether any changes were required.

Interim
Clerk/
Deputy
CEO

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AGREED: to note the content of the update provided.

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15 **AOB**

As a matter of additional business the Committee was asked to consider the updated Inclusion Policy. One member of the Committee questioned whether the title could or should read 'Equality, Diversity & Inclusion Policy'. It was explained that the college has an E&D and an inclusion management group and that this document is the recommended content and title from them. On this basis the Committee were happy to retain the existing name.

A challenge from one member of the Committee was to ensure that student representatives are on the E&D Committee/group.

The Committee considered the document and were happy to put forward the proposal to Board that it be approved.

AGREED:

- a) To note the content of the update provided
- b) Recommend that the Board approve the Inclusion Policy as presented.

16 **DATE AND TIME OF NEXT MEETING**

The Chair confirmed that the next scheduled meeting is Monday 27th April 2020 at 6pm and this will also be a telephone conference meeting.

Meeting closed at 7.35pm.

Signed : _____Chair

Date: