

	<p>Trauma informed practice – governors were invited to the session at the staff development day. No governors were able to join due to timings and a session can be run if governors would welcome one. It was agreed it would be a useful session for governors to understand more about support for students. ACTION: The Director of Governance and Director of Safeguarding and Student Support to circulate a date for the new year.</p>	Student Support
5.	<p>Safeguarding and Prevent</p> <p>The Committee considered the Autumn term update and Prevent Duty action plan and thanked the Director of Safeguarding and Student Support for actioning the request for trend data analysis, which will be included in all reporting going forward. It was noted that a lot of the data depends on the cohorts.</p> <p>Key points raised from the report include:</p> <ul style="list-style-type: none"> • There is high compliance and staff training • Positive data trends reflect the enhanced support, with significant year-on-year increase in both unique learners and initial interventions. This is attributed to increased enrolment and the effective promotion of pastoral roles, and staff are increasingly confident in identifying and reporting concerns • The Group is proactively addressing the increase in disclosures by partnering with Talkzone to offer onsite counselling across all campuses, providing specialist therapeutic support • Significant investment has been made in staff development, including whole-Group training on Trauma Informed Practice (TIP), which will be a key element of the new TLA Strategy. Harassment and Sexual Conduct training has also been rolled out for staff and governors on Meta Compliance • The Prevent Action Plan is fully compliant. There have been no concerns regarding staff conduct requiring a Local Authority Designated Officer (LADO) referral • External partnerships for knife awareness are being actively developed. <p>The Committee focused on the new partnership with the NHS Mental Health Support Team (With me in Mind) which has been widely used in schools and until now has been a service the Group has been unable to access. It is a low-risk service aimed at prevention, and will provide better access for our learners to Child and Adolescent Mental Health Service (CAMHS). The team are pushing for a launch from September 2026.</p> <p>Governors asked the following questions:</p> <p>With trauma informed practice and With Me in Mind there are a lot of support tools available for staff. Are they being used in the right way to ensure they are not overwhelming for staff?</p> <p>Trauma informed practice is part of teaching and learning strategy and focuses on safety, the environment, culture and how we work with learners. With Me in Mind is a service that will come in to support our pastoral teams and all referrals into that service will come through the welfare team. They should work well together.</p> <p>The DCEO noted that the new Ofsted framework around disadvantage and inclusion looks at all age and provision types. Our learners require a wide range of support and With Me in Mind will be an additional support to tap into.</p> <p>[VP Curriculum joins: 17:10]</p>	
6.	<p>Equality, Diversity and Inclusion</p> <p>The Committee considered the Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) update.</p> <p>Investors in Diversity (IiD) feedback:</p> <p>The Group has been reaccredited for IiD with improved results. Last year three areas were met and seven partially met, compared to eight and two this year. Feedback on areas of work has been received and the team are looking at updating the FREDIE action plan. This is a</p>	

	<p>really positive move towards FREDIE being embedded, and the Group remains in the top 50 with employers which is positive and acknowledges where we are with FREDIE.</p> <p>Governors asked the following questions:</p> <p>What are the areas for further development?</p> <p>Feedback is around unconscious bias training and mental health training. So far FREDIE has been led from a management point of view and now the plan is for more staff to be involved. The team will be bringing in staff champions together to drive the agenda for FREDIE.</p> <p>ACTION: An updated FREDIE action plan will come to the next meeting.</p> <p>The DCEO noted that Special Educational Needs and Disabilities (SEND) promise champions are being launched in January and it was agreed the campaign will go out together.</p> <p>The Committee agreed that the progress made and the ongoing improvements is a good achievement.</p>	<p>Dir of Safeguarding and Student Support</p>
<p>7.</p>	<p>Self-Assessment Report (SAR) 2025-6</p> <p>The SAR scrutiny panel took place on 4 November with the Deputy Principal from Hull College attending as the external member, and the Chair from the Board. Changes proposed at the panel have been incorporated into this version.</p> <p>Grades are:</p> <ul style="list-style-type: none"> • The quality of education is good; • All types of provision are good, with the exception of adult learning programmes which are outstanding; • All key judgements are good, with the exception of behaviour & attitudes, personal development and leadership & management which are outstanding; • Safeguarding is effective; • The contribution of the Group to meeting skills needs is strong. <p>The DCEO reported that there was a big debate at the panel around the Leadership and Governance grade. More evidence was checked against the criteria and it has been moved to Outstanding.</p> <p>The DCEO explained that usually the SAR gets uploaded to the Ofsted portal but because of the new framework this will not take place this year. The Group made the decision that it was better to have the trajectory rather than using a very new framework and the Committee agreed with this.</p> <p>Leaders & managers will carry out a thorough and systematic mapping exercise against the renewed Ofsted framework in January 2026. This process will ensure that the Group’s self-assessment remains fully aligned with the updated inspection criteria, supporting the accuracy and reliability of judgements and enabling ongoing improvement across all areas of provision.</p> <p>Governors made the following comments on the SAR:</p> <p>It is good to read the distance travelled and the splitting out of the 3Is. It will be helpful for the Committee to see what the risks are when the mapping across to the new framework takes place.</p> <p>It is a really useful document, which is really clear on what has been achieved and the priorities for further enhancements.</p> <p>It reads well, and there are the right number of examples and evidence included.</p> <p>Governors asked the following questions:</p> <p>At what point will we put in the headline priorities for next year?</p> <p>Once the SAR has been validated by the Board next week the priorities will be mapped over to the new framework.</p> <p>How secure is Exec on the actions being put in place?</p> <p>The Exec are really secure and has put in the actions at Central Management Team level to support teams, bringing in agency staff to work alongside our staff. Curriculum team leaders have stepped up for English and maths. This is a change from last year.</p>	

	<p>It was agreed that it is really good to hear that that we are talking about management at different levels.</p> <p>When is the Group due an inspection?</p> <p>Everyone is back into the cycle from 1 February. On the 26 November it will have been four years since the last inspection. If there was a safeguarding concern it could be an earlier inspection. The DCEO noted that she has had two full days of inspector training. Ofsted are looking at the same things under different sections with the inclusion and disadvantage as the new additional which goes across the full framework.</p>	
<p>8.</p>	<p>Inclusive Curriculum update</p> <p>The Committee considered the report Including enrolments, retention and attendance for 2025/26, autumn term activities and settling in and transition to vocational programmes. The Chair noted the shift of focus in reporting to the Committee on the inclusive curriculum and the DCEO explained that there is a new structure, new curriculum and teams. The Group has implemented a lot of new areas which is key for our disadvantaged learners. The Director of Inclusive Curriculum reported that there has been a steady and well-structured start to the year.</p> <p>Engagement is high, early progression outcomes are strong and there is clear evidence of increased consistency across the Group.</p> <p>Some of the learners at the lowest starting points are engaging and trusting. Project based is for a term and is available for learners who are not yet ready to learn. Early evidence is that learners are more confident and engaged and prepared to move over to a vocational route. A lot of trauma informed work is in place, making sure learners are included and able to move on. There is CPD for staff as a Paul Dix book club, to reflect on their own practice which is working really well and staff feel more confident and have the time to collaborate with colleagues.</p> <p>Governors made the following comments and asked questions:</p> <p>The case studies are fantastic and show the impact of the changes in curriculum and support on our learners and why the curriculum is so important. It feeds into government's Youth Guarantee and any opportunities coming out.</p> <p>Attendance on the programmes is huge considered where the learners have come from in terms of attendance in other settings.</p> <p>The distance travelled is massive in the context of our learners. Attendance is one metric; how else do you show the distance travelled?</p> <p>The DCEO explained that RO4 data has been submitted and there is improved retention from day 42. A meeting has taken place with MIS to look at data. Managers are reviewing disciplinary and exclusion data. There is improved progression to vocational areas, achievement rates and a reduction in student disciplinaries, exclusions are down 67% compared to last year, and Not in Education, Employment or Training (NEET) numbers are down in Rotherham. ACTION: The Committee asked for this all to be pulled together to report to the next Committee.</p> <p>The VP Curriculum noted that he was at the Rotherham school's forum last Friday and the Group were mentioned and the initiatives to reduce NEETs that are in place.</p> <p>Areas of focus going forward are:</p> <ul style="list-style-type: none"> • Variation in attendance, noting that many learners join with extremely low starting-point attendance. • Ensuring consistent progress in English and maths, with clear tracking of incremental progress. • Ensuring consistent transition readiness through cross group collaboration. • Capacity planning for increased demand for trauma informed and bespoke support. • Stability and availability of external placements for Supported Internships. 	<p>Dir of Inclusive Curriculum</p>

	<ul style="list-style-type: none"> Continued alignment of practice across campuses through shared CPD, strengthened routines and improved use of Navigate. 	
9.	<p>Personal Development Programme</p> <p>The Committee considered the report and the Director of Safeguarding and Student Support provided an update on Autumn term activities and participation, and the scheduled programme of events. It has been a really good start to the year and engagement with learners. Student reflection is a key area. A lot of externals have come in to speak to learners across the eight weeks of induction with an event every week. Key points included:</p> <ul style="list-style-type: none"> Participation in Personal Development activities is evidenced by 16,377 total logged activities across all three campuses (RC leading with 6,953) which is a measurable growth in sign-ups The PD Team successfully delivered three high-impact, week-long themed events The Careers and Skills Week featured strong support from a diverse range of industry partners. There was robust engagement from Rotherham Metropolitan Borough Council (RMBC), which provided students with progression pathways. The Wellbeing Week saw 1,600 students participate in diverse, high-value activities. 	
10.	<p>Risk Report (including Quality Improvement Plan)</p> <p>The Committee considered the risk report and QIP including the final Review of Group QIP 2024/25, a summary of End of Year Academic Business Performance Reviews for 2024/25, progress against KPIs/Risk register and emerging concerns.</p> <p>The DCEO reported that the Autumn term has been exciting for students. Staff are working incredibly hard and there is a lot to celebrate. Students have benefitted from a broad range of enrichment and personal development activities.</p> <p>In line with the new Ofsted Renewed Inspection Framework (Nov 2025) the most notable celebrations to raise awareness of the impactful events for students that supports the 'Strong' judgement criteria are included and are being promoted. See paper for full details.</p> <p>The Committee considered risk areas. Additional areas of focus are:</p> <ol style="list-style-type: none"> Increase in student enrolments and over capacity particularly in construction and hair & beauty (RC). Additional teaching space requirements to meet curriculum demands particularly in hair & beauty and construction. It is proving difficult to rent/buy salon space in Rotherham and this remains an area of focus and priority to ensure learners have salon experience Staff health and wellbeing and support for new teams with agency staffing in plumbing (RC), Animal Care (DVC), Construction SWAPs (DVC) and Health (NNC). The Group are doing everything that needs doing and it remains a high priority. At the CMT tier the Group has brought in agency to support to boost and ensure managers are strong. SLT are supporting CMT including interim agency posts for management sickness absence owing to personal reasons Additional staffing and support requirements (in addition to curriculum plan) to meet curriculum demands, Construction SWAPs (Adults), Bootcamps (Adults) and staff illness particularly in Accounting (RC), Hospitality & catering (RC), E&M (ALL), Construction (DVC), Animal Care (DVC). The Group is working hard to recruit quickly, and recognises the risk in employing temporary people and is closely monitoring. The priority is to prevent existing staff overworking. Apprenticeships- potential reputational damage under close scrutiny owing to the revised sign-up process documentation delay which has caused frustration for some employers. This has improved with processes in place and remains a high priority 	

G. New Inclusive Curriculum provision (Group) is working well with close monitoring and oversight

H. T level provision (Group) is really strong with successes. There are some weaker areas with hard work in place to support staff.

A new risk has been added to the register on the new Ofsted framework.

There has been a lot of work this term for staff with increased student numbers and space requirements with a lot of support being put in place for new and existing staff. Everyone is working very hard.

Quality Improvement Plan

- English and maths remains amber, there are significant improvements but it is not where it needs to be.
- High needs provision and inclusive curriculum provision has seen significant positive impacts and has moved to green. There has been a positive impact on retention and settling of students on Level 1.
- The Group has delivered sustained quality improvements across all headline priorities. Strengthened leadership, focused CPD, improved learner support systems and robust monitoring mechanisms are collectively driving up standards across the Group.

Focus areas are: E&M, High needs/SEMHS/EHCP provision, Level 1 provision, TLA, Student Union and learner voice, Animal care and land-based provision.

Leaders and managers are continuing to review performance against the Education Inspection Framework (EIF) at the same time as reviewing the renewed inspection framework and inspection toolkit. A comprehensive mapping exercise will be undertaken once the renewed framework officially starts in November 2025. This mapping exercise for both the SAR and the QIP will compare the Group's current performance and evidence bases to the updated inspection criteria including the new inspection report card and the updated guidance.

The DCEO explained that to receive an Exceptional grade in the new framework the Group needs to have a galaxy of shining stars and have areas that would be shared nationally. The Group is striving for a Strong standard.

The rag rating on the QIP is being updated going forward to show the positive trajectory and full details will come to the next meeting.

The Committee noted that the outcomes of the SAR reflect the impact that hard work is having.

Governors asked the following questions:

Animal care and land-based provision has moved from red to green but are there still staffing issues, is this a concern?

In the late summer a new Director of Campus, who is an animal care specialist, joined the Group and has quickly made a positive impact. New staff are in place and are working well and as a new team this continues to be an area of focus for both teaching and technicians. There is a lot of work is happening, timetabling is much more uniform and improved. A lot of external work with other organisations and HEIs is exposing the staff to experiences and ways of working and they are developing and sharing best practice. Work with the Education and Training Foundation on resources and development is underway. There has been a huge impact in terms of culture.

With disadvantage and inclusion as a whole provider judgement how will this be reflected in the items coming to the Committee?

	<p>The DCEO explained that the focus is on leaders and governors' actions around learners accessing what they need to remove barriers. In provision types inspectors will focus on the actions staff take to meet the needs of learners through their teaching practice.</p> <p>ACTION: The changes in focus in the new framework to be reflected in the agenda and papers coming to the Committee.</p> <p>If the focus shifts will there be a section of our students that will be left out?</p> <p>The focus remains on all students, and at the Group the number of disadvantaged students is very high due to the inclusion of E&M below a level 4 as a disadvantage, and is likely to be around 80%.</p> <p>The Committee noted that they are looking forward to the training and awareness around the new framework, and making sure that they are ready and responsive to show how that framework fits with the Group and supports our learners.</p>	DCEO/Dir of Gov
11.	<p>Ofsted Inspection Framework update</p> <p>This was covered earlier in the agenda.</p>	
12.	<p>Teaching, Learning and Assessment update</p> <p>The Committee considered the update including the implementation of TLA Strategy 2025/26, Quality Team Autumn term activities and participation and impact.</p> <p>Governors asked the following questions:</p> <p>Is the Group still tackling some issues in T&L and how does the new Strategy support all learners?</p> <p>Further work on sequencing and every teacher being a teacher of SEND is part of the new strategy. It encompasses classrooms as safe places to be, trauma informed and resilience practice. The new TLA strategy was launched in September with a focus on enhancing teaching practice and excellence.</p> <p>Early indications show strong staff engagement, positive cultural shifts and a foundation for sustained improvement in teaching and learning. The strategy is fostering reflective practice, collaboration and confidence among staff, with measurable benefits already seen in learner engagement, attendance and teaching sequencing quality. There will be ongoing monitoring, evaluation and feedback to ensure the strategy continues to deliver meaningful impact across the Group.</p> <p>The February CPD conference for staff, and learning walks will focus on this work and governors are encouraged to join learning walks.</p> <p>What barriers do you think staff will face in the new Strategy?</p> <p>It is a cultural shift and strong teachers do it very well. The more information the Group has about young people when they join us the better as this will support learners and staff. This is being captured through the three-year progression plans.</p> <p>Skills work is taking place with the curriculum teams and the quality team, identifying skills gaps. This requires people to be honest and will be flagged up in learning walks. Managers will assess how teachers are adjusting in lessons to learner needs.</p> <p>A huge amount of work has taken place over the first eight weeks with the quality team engaging every single team, with specific sessions put on, and every manager has had training with a catalogue of CPD developed and rolled out.</p> <p>Are there any areas that will take longer to make the changes required?</p> <p>Every team is fully engaged and there have been catch ups with staff who have been off. With the introduction of new staff there is lots of work happening and the mindset is shifting. There are good examples of sharing of good practice a lot more frequently. Staff are working together to co deliver. E&M has been fully embraced and teams are engaged in activities. Engineering is doing amazing things and there is real innovation and creation at Rotherham College.</p>	

	<p>There is positive feedback from Idle valley and the project work, with the impact of E&M work and linking with the curriculum.</p> <p>The Committee noted that the work feels engaging with energy and weight behind it.</p>	
<p>13.</p>	<p>Quality of Education reports</p> <p>The Committee considered the reports including enrolments, retention, attendance, autumn term activities and settling in, final Achievement Outcomes (R14) 2024/2025. See reports for full details.</p> <p>Key points included:</p> <p>i. 16-18 (including High Needs)</p> <p>Outcomes across all campuses have been very positive, with vocational achievement up by 6.2%, and overall, 6.5%.</p> <p>Governors asked the following questions:</p> <p>Are high grade passes for E&M still a concern and a priority?</p> <p>Midas data has been scrutinised and compared to other similar GFE colleges. The differential between top and bottom is not huge. In the Group’s context it does sit below in outcomes. The focus is to continue to move learners through the bands and the Group does aim to try and reach the goal of national averages.</p> <p>Can an area of focus for the Committee be to get a consistent message on % point and %?</p> <p>This would set the standard for the Group and lead on the way we talk about %s.</p> <p>ACTION: This was agreed</p> <p>ii. Adults (including detailed subcontracting)</p> <p>This is positive for 2024-5. Attendance to achieve meetings have now been completed and there is very positive feedback with every area demonstrating that it is working well and innovatively around attendance with hybrid, coaching, and remote resources to support learners. There remain areas of risk but this is managed and the Group is on track with no additional areas of concern to raise.</p> <p>iii. Apprentices (including High Needs)</p> <p>All accountability measures remain green and all outcomes have improved.</p> <p>Work continues to mitigate enrolments with all learners being enrolled by the end of December. There is an estimated cost of £175-200k which will come into next year’s income, and work continues to find the most effective system going forward.</p> <p>For quality assurance feedback is being standardised for quality interventions and there have been three meetings since start of term.</p> <p>The apprenticeship conference takes place in January with a focus on feedback and best practice.</p> <p>There are 18 starts above profile and quality is very strong with outstanding examples in brickwork at Rotherham College, Childcare.</p> <p>The Level 7 in business has reported high levels of satisfaction from third parties. Despite the defunding it will be taken forward either as a commercial offer or moved to a Level 6 qualification.</p> <p>The Group offered to take on apprentices from Sheffield college who are winding down provision, these Level 2 learners were OOF. Sheffield College has now decided to keep them in house which is a positive outcome for the learners.</p> <p>iv. HE (including HE Strategy Group, Access and Participation Plan, Exam Boards update)</p> <p>Enrolments are up at 370, which is higher than the curriculum plan. 251 are on traditional HE programmes. RO4 data return was submitted last week and will be reported to the next meeting.</p>	<p>Exec/ SLT</p>

	<p>Retention remains strong, and there is a lot of student support, engagement and initiatives in place for learners.</p> <p>The Access and Participation Plan is awaiting formal sign off [after note: this was signed off on the 9 December 2025 with confirmation going back to the Office for Students in the new year].</p> <p>Staff have completed training on condition E6.</p> <p>In the ILR return category Jewish is not included as a category and the Group is looking to see if it can be introduced.</p> <p>Governors asked the following questions:</p> <p>Enrolments are down and the Group put a lot of effort into this area last year, are we happy with that trajectory?</p> <p>This is because Level 4 counselling is not offered across two sites. The focus has been on building into areas of skill focus rather than HE focus.</p> <p>Does it feel like HE is moving in the right direction?</p> <p>Yes. Other local providers HE numbers are down. The Group has pushed hard on curriculum planning and marketing. The team believed in the predictions, and a lot of that was through progressing learners. Learners' intentions to stay were well known which gave confidence. Animal care, E Sports and performing arts have had really positive progression into HE.</p> <p>v. English & Maths</p> <p>The data shows the Group is not where it wants to be, but in terms of risk to the Group there has been significant progress because of the hard work last year, and investment in staffing and CPD.</p> <p>Attendance shows marginal improvements at 77% and A2A feedback is positive.</p> <p>Areas of concern at Rotherham United have been addressed by bringing E&M in house. There is still an area of concern about the level of support from the club to drive attendance for E&M and formal action and improvements are now being implemented.</p> <p>Functional skills is above national average which is positive.</p> <p>The AoC survey findings has come out and there is a big focus on attendance. Within the context of our learners there is strong attendance.</p> <p>A big focus is the consistency of E&M delivery and support and the Group continues to drive improvements.</p> <p>In 2026-7 there is a change in how curriculum teams are going to work and operate, with lessons highly contextualised, for example how to utilise English in construction, increasing engagement, sequencing, scaffolding, stretch and challenge.</p> <p>The DCEO stressed the importance of the Group's context. For example, with attendance data are our learners attending E&M more than at school, are we improving attendance particularly for school leavers. The three-year skills and progression plans include a trajectory path that is achievable for learners as a minimum. This gives learners control and gives realistic objectives to meet that are not overwhelming. It is about what is right for the individual, and the variances that are needed across E&M teaching and learning.</p> <p>An internal tracker to show positive progress against learning aims is being developed and a lot of work is going into this to ensure the data is right.</p> <p>[Louise Turner departs: 18.27]</p>	
14.	<p>Governor links/link governor feedback</p> <p>The Chair asked all Committee members to make sure to book time to come into the colleges in the new year to see the TLA strategy in action and to see what students and staff think.</p> <p>ACTION: The Director of Governance to share opportunities for learning walks and visits</p>	Dir of Gov

15.	<p>Applications and Enrolments</p> <p>The Committee considered the report and key points included:</p> <ul style="list-style-type: none"> • Open event attendance is up by 50% across the board on last year with a 77% increase at DVC. • Applications for 16–18-year-olds and adults are also already up on last year • The focus is to develop and push HE from Level 3 • Capacity to support 2026-7 entry continues to be developed by looking at effective timetabling <p>There was a focus on DVC which has had a positive impact and shift in culture with the arrival of the new lead. In the twelve weeks since Stacey started, she has held two extra events - pumpkin picking which was a positive event with the local community, and a Christmas event, where construction students made a sleigh, there were innovative events and over 600 people attended.</p> <p>The Chair noted that the last couple of years and the impact of the marketing team should be recognised. It is so difficult to increase learner numbers and this has been achieved. Now the Group is moving towards a stable position with learner numbers it can move into some really positive and nice areas of marketing for the Group.</p> <p>The CEO and Principal received final learner numbers during the meeting which against Plan are 339 extra taking account of withdrawals. DVC is 86 down, but up on the previous year, NNC is 93 up, and Rotherham College is 293 up.</p> <p>The Committee passed on their congratulations and thanks for all the hard work that has led to the increase in learner numbers.</p>	
15.	<p>Any other items</p> <p>There were no items raised. The Chair passed on a massive thank you for all the work by the Committee and managers, who are continuing to build on the quality and standards of education at the campuses.</p>	
16.	<p>Date of next meetings:</p> <p>Tuesday 10 March 2026</p> <p>Tuesday 16 June 2026</p> <p>All 17.00 start</p>	

Updates from the 2025-6 cycle of business:

Carried to next meeting:

- Applications and Enrolments and Curriculum Planning
- Teaching, Learning and Assessment Report including Careers Education, Information, Advice and Guidance (CEIAG)
- Stakeholder Engagement Strategy

Meeting closed: 18.37