



# Heart of Yorkshire Education Group

Curriculum and Quality Committee Minutes of the

Heart of Yorkshire Education Group

On 28<sup>th</sup> February 2023 at 4pm via Teams

Focussing on the Quality of Teaching, Learning and Assessment

**Present:** Ruth Baxter (RB), Dmitry Fedotov (Chair - DF), Annabelle James (AJ), Gordon McAlpine (GM) and Ben Porter (BP).

**Apologies:** Julian Harrison (JH), Vijay Teeluck (VT)

**In attendance:** Clare Allcock (CA), Lisa Macdonald (LM), Jack Leng (JL), Lorraine Cross (LC) and Antonia Praud (AP – Director of Governance)

Apologies received from Karen Sykes (KS) and Lorraine Cross (LC) – part.

Item		Action
1	<p><b>Declarations of Interest, Apologies for Absence and Welcome</b></p> <p>The Chair welcomed all attendees to the Committee meeting, especially to new member Annabelle James, and new Head of Digital Learning, Jack Leng, and a round of introductions was made.</p> <p>Apologies were received from Julian Harrison, Vijay Teeluck and Karen Sykes which were accepted with consent and partial apologies were also received from Lorraine Cross (arriving late) which were accepted with consent.</p> <p>There were no declarations of interest noted.</p> <p>One item of Any Other Business was received. Governors wished to record their sincere condolences and sympathy for the family and friends of Bev Blower.</p>	
2	<p><b>To receive and approve the Minutes of the Meeting on 8<sup>th</sup> November 2022</b></p> <p>Governors confirmed the minutes of the last meeting were an accurate record and they were approved.</p> <p><b>Matters Arising:</b></p> <ul style="list-style-type: none"><li>It was confirmed LM would confirm plans for GCSE retakes in the summer term meeting.</li><li>The student survey is on the agenda for the meeting today.</li></ul>	1

	<ul style="list-style-type: none"> <li>Governors noted the dates and completed the validation process.</li> <li>Governors approved the terms of reference.</li> </ul> <p>Governors <b>approved</b> the confidential minutes.</p> <p>LC joined the meeting.</p>	
3	<p><b>Local College Boards Matters</b></p> <p>GM confirmed he had completed a learning walk on 27<sup>th</sup> February and shared feedback with the group. It was confirmed it would be useful to complete a similar exercise at each site to understand the nuances between campuses and how the feedback from students differed.</p> <p>On the visit, there was evidence from students that they have great engagement in the classroom and they also emphasised their main concern, linked to future transport options to the college. They confirmed there were rumours of a cut to the service, or they had experienced difficulty attending college, but there had been a lack of information from the college to them.</p> <p>Governors confirmed they could take assurance that an item raised by local boards for their attention, transport links, was also evident in their monitoring visit. Governors asked that the group communicate with students to allay fears, when possible.</p> <p>The committee also noted that student access to GCSE resits had been brought to their attention by the local boards. Governors challenged the team, asking what options were being considered for the 2023-24 year. It was confirmed that the group may return to offering all students the option to re-sit next year, and the final proposal would be presented to the committee in the summer term.</p>	<p>2</p> <p>3</p>
4	<p><b>Review of the validation process and feedback to inform the process next year</b></p> <p>Governors confirmed they would like longer to receive the information and then hold the validation panel next year.</p> <p>They also confirmed there should be time built into the timetable so feedback can be given and a second review could be completed, before the SAR and QIP were recommended to the board in December 2023, if needed.</p> <p>Governors were informed that timings would be tight as the R14 process would need to be completed, before the most up to date data was available as evidence for the report.</p> <p>It was confirmed that the High Performance team would ask for feedback from learners in the curriculum reviews in the future, so the committee received a more rounded report.</p> <p>Governors also asked that they would be invited to meet with students as part of their monitoring activities to provide additional triangulation.</p>	

	The Local Boards role in the process should also be developed.	4
5	<p><b>Data Dashboard Matters</b></p> <p><b>Retention:</b> Governors noted that the 16-18 figures included a carry forward of 2% from the previous year (with 51 A Level students lost and 10 from other courses). Assurances were given that the colleges had stemmed the attrition and figures would show this improvement in future reports.</p> <p>Withdrawal reasons given are similar to last year, with half of the withdrawals to-date (52) due to students gaining an apprenticeship or employment.</p> <p>Adult retention is strong and there is an opportunity to secure further enrolments.</p> <p>Attendance is proving more challenging, as has been evidenced in recent years.</p> <p>Governors challenged how Ofsted would interpret the latest data report. It was confirmed that reports from colleges recently have suggested a mixed message, and that there is a lack of consistency with the use of data. What is important, is staff and governors giving a consistent message of the information, challenges, actions to address the data and impact seen.</p> <p>There has been a slight decline in both 16-18 and HE attendance since the November update and slight increase in Adult and Apprenticeship attendance. This is being monitored closely, as the link between attendance and retention is well founded.</p> <p><b>Destinations:</b> Governors had asked for destinations data. The majority of student destinations are known from the 2021-22 year. However, there are still some outstanding destinations to secure to confirm the position for the year. The attendance team are completing this process and there will be a final report given at the C&amp;Q committee meeting in June.</p> <p><b>Work experience and work placements:</b> At Castleford and Wakefield, staff are using a system called Navigate for both work and industry placements. It is hoped to introduce this at Selby College, but it is currently using E -Tracker. Governors were informed the tracking and recording of activities at Selby needed to improve, but the extent differed significantly between curriculum areas.</p> <p>9,992 enrichment activities were recorded at the group, which is to be celebrated. The range of activities was also praised. However, governors were informed that there are some significant challenges for staffing, and also in some industries (e.g. health care providers). A number of opportunities are available for over 18 students, but post Covid, opportunities for younger students are limited.</p> <p>Governors questioned what can be done if the industry cannot cope with the demand for work experience, and asked if this meant numbers on courses needed to be limited further, so placements could be guaranteed. It was confirmed that if this was the case,</p>	<p>5</p> <p>6</p>



	the committee would be notified, however the college are hoping to increase support and upscale the activities for students.	
6	<p><b>Curriculum Matters.</b></p> <p>Chris Holt attended a seminar on 20<sup>th</sup> February, where it was confirmed the ESFA are overwhelmed with the targets they have set themselves.</p> <p>Feedback from recent college inspections suggest there is no consistency over the review of attendance and retention data.</p> <p><b>Student Survey:</b></p> <p>The first Student Survey was sent out for all 3 colleges just before Christmas. 2,331 were completed across the Group with a completion rate of 56%. Highlights include:</p> <ul style="list-style-type: none"> <li>• Students feel safe (4.4) and</li> <li>• the teaching is good (4.4).</li> </ul> <p>A number of scores received 2's or 3's and these are being followed up by additional one to one meetings with students. The initial responses were anonymous, and it is not possible to identify any details of who had responded. It has exposed some lower scoring results at Selby. Some are self-explanatory but others require further investigation.</p>	
7	<p><b>Apprenticeship Accountability Framework</b></p> <p>The team are fully aware of issues from Selby College in the past and this has taken up a lot of time and attention from the apprenticeship team. They were predominantly due to a lack of leadership, and processes – which were in turn linked to the lack of capacity in the smaller college. Particular issues were highlighted in Engineering and Construction and capacity has been increased and new managers put in place this year.</p> <p>LC confirmed there is a high likelihood that funding will be impacted as there are potentially going to be further withdrawals. The committee requested LC provide a detailed report at the next meeting. LC confirmed she could prepare a paper on achievement by department for the next meeting.</p> <p>Unfortunately, the team were not in a position to share the group AAF report with Governors. The live DFE driven dashboard was not up and running and the technical specification had not yet been released, although it was due w/c 30th January. Apprentice feedback will be included within the AAF indicators. We are currently rated as 'poor' for this.</p> <p>In terms of predicted achievement, Professional Judgement 3 (PJ3) was undertaken immediately before half term and the results will be collated and analysed in meetings immediately after half term. The group will have a comprehensive picture of projected achievement by Monday 6th March. At that point, they will be able to confirm the group position around achieving the action on the Group QIP to 'Improve achievement rates in Construction and Engineering apprenticeships by 15% compared to 2021-22'.</p>	<p>7</p> <p>8</p>

	The number of apprenticeship starts is on plan, but we are not yet able to report on the funding position due to the audit and the need to clear DAS queries.	
8	<p><b>Digital Learning Update</b></p> <p>Jack Leng introduced himself to the committee and explained he is developing a three year plan for the group. It will focus on staff CPD, pedagogy, and engaging with students.</p> <p>There are currently two members of staff in the team and there is a proposal to grow the team in time. They have begun in the Art department (at Selby College and Wakefield College). They are going to do a starting point audit and then review how learners are responding. It will be a 12-week plan with regular 1:1 support.</p> <p>JL confirmed that after cycles have been completed, the team will develop KPI for audit purposes, that can be shared with the committee. In the first year, they will be linked to support for staff, and in year two and three we will see more detailed KPI and the difference the digital learning programme is having on achievement.</p> <p>Governors questioned how the work of this team fits with the work undertaken by the high-performance team? JL confirmed they worked alongside MS and the team, and also works closely with Sarah Abbott.</p> <p>The team will also be supporting the migration from Google Classrooms to MS Teams (for Selby College).</p> <p>An additional aspect the team will focus on is the group's digital expectations, both within and outside the classroom.</p>	9
9	<p><b>Student Destinations</b></p> <p>The attendance team are engaging with students and completing exit questionnaires to plug the gaps in the group's records.</p> <p>J2 are an external company who will complete follow up contact with students and have proven experience in collecting this data. A full report is expected for the next meeting.</p>	10
10	<p><b>Student Matters</b></p> <p><b>Your future activity:</b> Next week as part of futures week, the team will be looking at progress, and at careers advice and next steps. It will focus on what students need to enable their progression.</p> <p><b>Student Survey:</b> They are adapting the process this year so there are more frequent monitoring opportunities.</p> <p>Survey one was in December, and used Microsoft Forms at Castleford and Wakefield, and Google forms at Selby. The response rate was higher than in previous years (56%).</p>	

Scores include:

Teaching is good: 4.5

Students feel safe: 4.4

An analysis of results was shared and differences across the group were noted. Governors noted a specific area of focus was needed on the visibility of Student Services and support and for the Student Union.

Governors questioned why this was, and noted that capacity in the team in Student Services meant they had not been able to provide the same consistent service and support across the group. This had certainly had an impact.

It was also noted that the Student Union was fully in place and established at Wakefield College, but was in its infancy at Castleford, and had to be developed still at Selby College. Governors were informed that whilst it needed to develop, it should be an easier area to see real progress for future surveys.

The Quality Improvement Group will be analysing all the results and agreeing an action plan.

The next survey is due to go out soon.

**SSIG Groups:**

210 students in total are receiving support:

- 58 at Castleford
- 86 at Wakefield
- 37 at Selby.

The main issues presented are:

- Family issues
- Financial challenge
- Mental health

Governors noted that the figures are slightly lower than at this point in previous years, however the team are feeding back that the support required is lasting longer than previously. This is because we are targeting earlier intervention, whenever possible.

**Student Discipline:**

The largest number of student activities continue to be from students on the lowest level courses. 373 meetings have been completed. Most are at stage one, but at stage 4 (the highest stage) there are 7 at Selby, 26 at Castleford and 26 at Wakefield.

The highest reason for disciplinary links to attendance.

Governors challenged how the reasons compared to previous years. The positive news is that the disciplinarys linked to violence last year have noticeably reduced.



	<p><b>Quality Matters</b></p> <p>The High Performance Advisors (HPA's) continue to complete quality reviews. The work was front loaded, and the departments assessed as highest risk were prioritised first. It is hoped to complete the quality reviews before the anticipated Ofsted monitoring visit.</p> <p>Staff turnover is having an impact on 16-18 and HE. In the past, the group would rely on agency staff, but even the agencies are struggling to find some staff for specialist roles now.</p> <p>Governors reviewed the RAG rated report.</p> <p>Governors asked how much is fed back to the staff at departmental level. It was confirmed the key reports are shared with the team.</p> <p>Governors asked how well staff are supported, to improve, and it was confirmed that the high-performance team are developing a culture across the group for aspiration, with planned support. The performance group includes representatives from across the group, and share best practice.</p>	
11	<p><b>QIP Update</b></p> <p>Some areas have been more challenging than others, but significant progress has been evidenced. Engagement in Maths and English continues to be challenging, and the mocks will impact the grade predictions, and can be reviewed at the next meeting.</p> <p>Governors asked that progress checks and milestones be added, across the year, to support the committee's monitoring activities and review process.</p> <p>Governors confirmed that the agenda item of "celebrating success" was informative, and demonstrated the wider offer provided to students, and asked that a combined summary be shared with all board members.</p>	<p>11</p> <p>12</p> <p>13</p>
12	<p><b>People Update</b></p> <p>As KS was unable to attend, at short notice, this item was carried forward to the next meeting.</p>	14
13	<p><b>Ofsted Matters</b></p> <p>Governors who attended the training fed back on how useful this was and SW and LM are creating a summary for all group and local board members.</p>	15
14	<p><b>Focus on engagement in English and Maths</b></p> <p>The group are looking at options to make attendance in these lessons easier for students which might include:</p> <ul style="list-style-type: none"> <li>• Students remaining in their departments for sessions. Lesson sizes may be smaller, but the benefits may outweigh the cost of additional delivery.</li> <li>• Students remaining in their classroom and the tutors coming to them.</li> <li>• Changing the timetabling of the lessons to more convenient times.</li> </ul>	

	<p>A governor on a monitoring visit had spoken to students last week who confirmed that being after the scheduled day was challenging.</p> <p>It was agreed that the plan for next year would be shared at the next meeting.</p>	<b>16</b>
<b>15</b>	<p><b>Date of next meeting</b></p> <ul style="list-style-type: none"> <li>Meeting on 12th of June in person at Castleford</li> </ul>	
<b>16</b>	<p><b>Any other business</b></p> <p>Governors were invited to the careers event at Selby College on Tuesday. GM confirmed he would attend. LM would confirm the dates at the other college sites.</p>	<b>17</b>
<b>17</b>	<p><b>Effectiveness of the meeting</b></p> <p>Governors confirmed:</p> <ul style="list-style-type: none"> <li>The meeting had been well chaired.</li> <li>There had been good detailed and informative discussions at the meeting.</li> <li>Governors noted the committee had kept well to timings.</li> </ul>	