Heart of Yorkshire Education Group Corporation ('Corporation')

Board of Governors ('Group Board')
Curriculum and Quality Committee ('Committee')

Minutes of the Meeting held on 24 January 2024 ('Meeting')

Present:	David Powell ('Chair'), Dmitry Fedotov ('DF'), Ruth Baxter ('RB'), Annabelle James ('AJ')
In attendance:	Clare Allcock ('CA'), Lorraine Cross ('LC'), Lisa Macdonald ('LM'), Andrea Quantrill ('AQ'), Marcus Blakey ('MB' (agenda item 8 only))
Apologies:	Alex Miles, Julian Harrison, Vijay Teeluck and Sam Cremore

1. Welcome and apologies for absence

The Chair welcomed members and reported that due notice of the Meeting had been given. He explained that Alex Miles, Vijay Teeluck and Julian Harrison had given their apologies but, despite this, a quorum was present. Accordingly, the Chair declared the Meeting open.

2. Declarations of Interest

The Chair asked for declarations of interest. None were made.

3. Minutes of the meeting held on 7 November 2023

IT WAS RESOLVED THAT the minutes of the meeting of the Committee of 7 November 2023 were approved.

4. Matters Arising

4.1. The Chair addressed the outstanding matters arising from the meeting of 7 November 2023 which were due to have been actioned by this Meeting as follows:

4.1.1. On matter one, LM noted that it had been a challenging start to the year due to interruption caused by a significant number of unexpected additional learners causing rooming and staffing issues which had since been substantively addressed. Leadership vacancies had also been filled during term one. She assured members that English and Maths had begun to settle, and she was pleased that curriculum Heads were taking more ownership and responsibility for attendance. It was agreed that the new Head of English and Maths would join the next Committee meeting and provide an update on progress.

4.1.2. On matter two, LC noted that she was constantly monitoring Construction progress and achievement rates. She noted that, within the Apprenticeship Update Report provided, there was an overview of predicted achievement based on Professional Judgement two, which should give members the assurances required.

4.1.3. On item three, AQ agreed to share a schedule of learning walks.

4.1.4. On item four, CA explained the students involved in making the relevant video were dealt with via the organisation's disciplinary procedure. Members were satisfied with the College's approach to this matter.

5. Student Experience Update

5.1. CA referred to the student experience update report and asked members for comments and questions.

5.2. Members:

5.2.1. Asked whether the student engagement information provided had been collected via student surveys alone or also via other means? It was noted that the results were from the student survey which was sent to all study programme students prior to Christmas. It was explained that the College conducts other surveys with HE students and Apprentices.

5.2.2. Asked whether there were any plans for student enrichment at Selby College on Wednesday afternoons. The different enrichment activities available to Selby College students were outlined and a commitment was

made to try to engage areas involved in the provision of clubs and societies although it was noted that this might be challenging as this was limited by the number of activity leaders available.

5.2.3. Asked how the College sets its expectations regarding behaviour before the disciplinary process is engaged. Promotion of positive expectations regarding behaviour was a point of focus which, it was explained, begins from the moment students joint the College via induction. It was reported that this is also addressed via 'My Journey' and the ILP programme. In addition, 'Ready to Learn Expectations' are displayed all around College. Students also sign up to a Code of Conduct as part of their enrolment. The importance of consistency was stressed. Misbehaviour at higher levels of the disciplinary process were noted to be low and the effect of the process on attendance was discussed. This was noted to have improved following the Christmas break.

5.2.4. Asked what a Duty Manager does and whether students should be asked about the impact of Duty Managers. It was noted that they provide some senior visibility at peak times and reinforce behaviour expectations. They are also required to take the lead in the event of an emergency such as a fire. It was students likely had little knowledge of Duty Managers.

5.2.5. Asked how soon students with mental health issues are able to see counsellors. It was noted that it might not be a Counsellor that such students need, initially, instead a Wellbeing Officer might be appropriate, which would be more or less immediate. An assessment may then be done by a counsellor which may take a couple of weeks. Students may then be referred to a counsellor or continue seeing a Wellbeing Officer. The importance of having someone available for all students to see, where necessary, was stressed.

5.2.6. Asked whether student experiences of curriculum across the Group were comparable. It was noted that the pastoral curriculum is aligned across the Group and that ensuring this was part of the function of the Pastoral Curriculum Team.

5.2.7. Asked what was being learned from feedback regarding student behaviour regulation meetings? Officers explained that themes such as bad behaviour exhibited online, were being identified as well as the need to

nurture students to be ready for a work environment. That many issues were the legacy of the pandemic was noted.

5.2.8. Asked whether student engagement in enrichment activities had increased. It was confirmed that it had not. The holistic nature of enrichment at the College was noted which, in the opinion of the officers present, had not been recognised by Ofsted. Measures to increase participation were being explored.

6. QIP

6.1. LM referred to the QIP and asked members for comments and questions.

6.2. Members:

6.2.1. On area six regarding English and Maths attendance, whether the progress made was positive, in the opinion of the officers. It was noted that progress on this matter had been very challenging and many of the planned actions had not been carried out. Members queried whether this ought to be reflected in the document. Officers explained that the QIP was to help them track progress at this stage but such key information would always be provided to the Committee.

6.2.2. Identified an error in relation to action 21 regarding exit questionnaires to be extended to engineering teachers which it was agreed would be corrected.

6.2.3. Asked, if 24% of students gave lesson enjoyment five stars (the maximum rating), what the other 76% said? AQ explained that this was down on the previous year and that she was looking into destination survey data for more information. The Committee asked to be kept updated.

6.2.4. Asked how many new English & Maths staff had been appointed since September and how many had left? Officers agreed to provide this information.

6.2.5. Asked whether 100% of students had received initial assessments? This was confirmed to the best of the officers' knowledge.

6.2.6. Asked whether adult students would be asked about their initial assessment in the student survey. This was confirmed although it was explained that the question would be framed around early experiences at the College.

6.2.7. Stressed the importance of the initial assessments being carried out but that students are also reporting that they have, as a result, received the support they need. Officers confirmed that this would be captured via surveys.

7. Apprenticeships Update

7.1. LC referred to the Apprenticeships Update paper. She noted that national benchmarks would not be published until May and that only the College's own achievement rates were available. She was confident that these would compare favourably and noted the improvement since the previous year. She asked for comments and questions.

7.2. Members:

7.2.1. Asked what the achievement rates were for the previous year. LC confirmed 35% for Selby College and 65% for Wakefield. She explained that no single amalgamated figure for the Group was available.

7.2.2. Asked whether LC was happy with the retention. LC confirmed but acknowledged certain challenges including withdrawals at Selby College. She explained that the College was working hard to maintain retention levels.

7.2.3. Noted the College had suffered reputational issues with employers following the merger with Selby College and asked for an update. LC explained that she had kept a close eye on the issue and the work that had gone into resolving it. While there was still the odd complaint, she was satisfied that the College's reputation was much improved with employers.

7.2.4. Asked why Engineering seemed to be performing so well on the tracking and progress table. LC expressed her joy at the improvements seen which she noted were down to the new Head of Engineering, increased tracking and monitoring and fewer numbers of apprentices with whom the College was working effectively having successfully enabled many learners to achieve or having seen some withdraw.

7.2.5. Asked why 13.7% of apprentices did not progress onto further study or employment and what happened to them. It was explained that there was always a small number of learners who were difficult to track. Nonetheless, it was agreed to attempt to report back to members with answers.

7.2.6. Asked whether when apprentices are withdrawing or completing, the College engages with them to advise them of future prospects? It was confirmed that the College does engage with students coming to the end of their studies but that it was something Ofsted had noted could be improved and work was ongoing in this regard.

7.2.7. Asked what percentage of employers responded to the College survey? It was agreed to provide this information.

8. PRISM Presentation

8.1. MB gave a presentation on the High-Performance Team's initiative, 'Planning, Recap, Introduction, Segments and Move On' ('PRISM') and noted:

8.1.1. The desire to merge the two teaching and learning strategies from Selby College and Wakefield.

8.1.2. The methods used to get staff involved.

8.1.3. That the PRISM principles were key teaching strategies that teachers could easily use without lots of planning time.

8.2. Governors:

8.2.1. Asked how PRISM was going to be rolled out to support staff so they can support learners and teachers. AQ assured members that the team was looking at how to include support staff and for people who teach students with SEND.

8.2.2. Asked what the theoretical underpinning was behind PRISM, where it came from and whether it was academically rigorous. It was noted that it came from good practice observed during Learning Walks and that a lot of research had been done in schools which was adapted to FE. The PRISM principles are seen in the classrooms and are backed by evidence as well. It was confirmed that it had been created by the College.

8.2.3. Asked whether PRISM would be included in the Programme of Excellence for new teachers. It was confirmed that all new teachers would be taught PRISM as part of their induction. It was noted that the focus was currently on underperforming areas but that all teachers were self-assessing against it currently. It was noted that there was no timeline for it to be rolled out to all staff but officers were confident all teaching staff would understand what was expected of them by the end of the academic year.

8.2.4. Asked to what extent PRISM could be used by members of staff who are employed on a temporary basis or fractional contracts? It was noted that the intention was that it would be used by all teaching staff and that work was ongoing in this regard.

8.2.5. Asked whether evidence of PRISM principles was already being observed in learning walks? Officers noted that they were encouraged to find that this was already the case.

9. Committee Self-Assessment

The Committee noted the outcome of the self-assessment process and the actions to be taken to ensure improvements.

10. Review of Effectiveness of Meeting and Identification of Emerging Risk

10.1. The Chair asked everyone to consider the effectiveness of the meeting and feedback comments included:

10.1.1. Appreciation that Officers had allowed plenty of time for members to ask questions but it was suggested that they might give a brief presentation of highlights in relation to each of their papers.

10.1.2. That it would be helpful to receive particularly complex questions in advance to ensure answers are available at the meeting.

10.1.3. That alternating between in-person and online meetings was working well.

10.1.4. That it had been a good meeting which had enabled useful conversation which got to the heart of the student experience.

Signed…………………………….………… Date 04.03.2024

Actions

No.	Minute	Details	Deadline	Responsibility
1	4.1.1	Ben Porter to speak to the Committee at the next meeting about what he has been learning as the new Head of English & Maths.	The next meeting of the Committee	LM
2	4.1.3	AQ agreed to share a schedule of learning walks	The next meeting of the Committee	AQ
3	6.2.2	Members identified an error in relation to action 21 regarding exit questionnaires to be extended to engineering teachers which it was agreed would be corrected.	None	LM
4	6.2.3	Members asked, if 24% of students gave lesson enjoyment 5 stars (the maximum rating), what the other 76% said? AQ explained that she was looking into destination survey data for more information. The Committee asked to be kept updated.	None	AQ

No.	Minute	Details	Deadline	Responsibility
5	6.2.4	Members asked how many new English & Maths staff had been appointed since September and how many had left? Officers agreed to provide this information.	None	LM
6	7.2.5	Members asked why 13.7% of apprentices did not progress onto further study or employment and what happened to them. It was explained that there was always a small number of learners who were difficult to track. Nonetheless, it was agreed to attempt to report back to members with answers.	None	LC
7	7.2.7	Members asked what percentage of employers responded to the College survey? It was agreed to provide this information.	None	LC