

**Present:** Jo Venn (Committee Chair), Ella Lawrenson, David Grime,  
Steven Haycocks, Simon Partington (Principal)

**In Attendance:** Clare Russell (Deputy Principal), Wendy Higgin (Interim Deputy  
Principal), Fatema Hussein (Head of Governance), Pauline Odulinski  
(Observer)

**Meeting began:** 1.30pm

**Meeting closed:** 3.00pm

**Attendance:** 63%

## **1. APOLOGIES**

Apologies were received and accepted from Yvonne Bradshaw and Jessica Gill.

No apologies had been received from Ben Houston.

Pauline Odulinski was welcomed and introduced to the meeting.

## **2. DECLARATION OF INTEREST**

Governors / members were invited to declare any pecuniary, personal or prejudicial interest in any matter on the agenda for the meeting

There were no declarations.

## **3. MINUTES OF MEETING HELD ON 13<sup>TH</sup> MARCH 2020**

### **3.1 Approval of the Minutes**

**Agreed that:** the minutes are approved as a correct record and authorised for publication.

### **3.2 Matters Arising from the Minutes**

The progress log was reviewed and it was noted that most of the actions had been completed or included on the agenda for discussion.

It was noted that following the Governor development session last week, it had been agreed that this Committee would have a further discussion on curriculum intent at its next meeting.

### **ACTION:**

Head of Governance / Agenda

### 3.2.1 Arrangements for Chaplaincy Services

The Deputy Principal Clare Russell presented the report and it was noted that most secular Colleges did not have a Chaplain that was directly employed. Although Runshaw did not currently have a Chaplain in post, the College was continuing to provide support to students in a number of ways, and details had been included in the report.

#### **Governor Questions**

**Q.** Were there any student needs that were not currently being met?

**A.** The College was of the view that what was currently being offered met most needs and no additional areas had been identified.

**Q.** Had any students lost family members or friends due to Covid?

**A.** This would need to be ascertained.

The Chair advised that a new Chaplain had recently been appointed to Balshaws and St Andrew's Schools and could be requested to provide additional support to Runshaw students if required.

### 3.2.2 16-18 Achievements by Ethnicity

The Committee reviewed the data which provided a three-year trend of achievement by ethnicity.

In response to a question from Governors, the Principal stated that he did not feel there were any areas of concern that had been identified, and any persistent falls in achievement data would be investigated further.

## 4. APPRENTICESHIP PROVISION UPDATE

The following update was provided by the Interim Deputy Principal:

- Part 3 of the Apprenticeship review had focussed on feedback from employers
- The vast majority of Apprentices confirmed they have had a really positive experience so far
- Despite the negative impact of the pandemic, Apprentices were happy with their progress and felt very well supported by their employer and assessor
- Most Apprentices were getting the 20% off the job learning through a good range of work activities and at College
- There was good evidence of effective support in place for Apprentices during lockdown
- Next steps included implementing the recommendations from the June external review once the final report was received, and updating the apprenticeship action plan accordingly
- Monthly quality audits to drive improvements, would continue, refocussing where appropriate
- Quality Audit Strategic Review Group (SRG) meetings were to be expanded to include all Schools
- Recruitment of high quality assessors in Accounting and Business Admin, and a new Professional Tutor role specifically for Apprenticeships
- Update of the apprenticeship handbook providing detailed guidance for apprentices on standards and expectations (particularly to OTJT records and progress reviews).
- An assessor apprenticeship guide and an employer handbook covering all stages of the apprenticeship journey were to be developed
- The potential of an employer liaison board to strengthen partnership aligned to strategic priorities was to be explored
- Current best-case timely achievement for all apprenticeship types with a 2019/20 end date was 69.4% (70% in May)

- Current best-case timely achievement for all frameworks with a 2019/20 end date was 77.6% (77.6 % in May) compared to a NB of 65.2%
- Current best-case timely achievement for all standards with a 2019/20 end date was 62.9% (63.8 % in May)
- Current best-case overall achievement for all apprenticeships with a 2019/20 end date was 76.4% (75.8 % in May)

### **Governor Questions**

**Q.** Did College benchmark achievement rates with similar Colleges as well as the National rate?

**A.** The data that had been provided included all types of provision

In response to a question, the Co-opted member David Grime confirmed that from an employer perspective, communication from the College had been excellent and the key area for improvement was the documentation.

## **5. ONLINE LEARNING UPDATE**

The following update was provided by the Deputy Principal Clare Russell:

### **5.1 Student Attendance & Engagement**

- Curriculum and pastoral teams continue to make every effort to contact those students who have not been engaging with online learning.
- It was pleasing that the numbers of students who have not engaged was now very small across each college programme
- The 15 A Level Year 2 students who had not been in contact, had now left the College
- Nevertheless, the Pastoral Mentor teams had been trying to contact them

### **5.2 Student & Staff Feedback**

- The results from the second survey would be available on Monday
- Every Teacher was to be provided with a laptop next academic year to support remote learning and working
- A set of principles for highly effective remote teaching & learning had been established
- The key focus now was to demonstrate sector best practice
- The COR / lesson observation process for next year was to be refined to take into account the blended learning environment
- Approaches to blended learning and to train staff appropriately continued to be developed

### **Governor Questions**

**Q.** How were staff coping with the use of technology for online learning?

**A.** Some staff were struggling and strategies had been put in place to address this. A teaching and learning innovation prize fund had been set up and staff requested to share good practice via a training video. Specific training had also been provided for different learning platforms

The Committee requested that their congratulations were passed onto all the prize winners.

**Q.** How much of the remote learning was undertaken via live sessions?

**A.** Some live sessions were being undertaken as this was useful for certain subjects. Guidelines had been provided to staff on dress and professional conduct. Students were not allowed to turn their cameras on due to safeguarding issues but guidelines were to be developed for this.

A Governor suggested that a Code of Conduct was provided to students as well as staff

The Committee requested that the student survey results were circulated to them

**ACTION:**

Clare Russell

**6. CENTRE ASSESSMENT GRADES UPDATE**

The Principal reported that:

- The process was almost complete with the vast majority of centre assessment grades having been signed off
- A centre assessment grade could not be issued for all the courses (referred to as “delayed” or “adapted” assessments) and College would be using the pilot opening for those students to attend and complete their assessments
- Teaching on the adult AAT course would continue over the summer break as those students were likely to have exams in September or October

**Governor Questions**

**Q.** Were the Runshaw Chef School students in College next week?

**A.** They were required to come in next week in order to complete the qualification

**Q.** How was teaching being undertaken for the performing Arts students?

**A.** A range of online activities had been planned for them

**Q.** Would the closure affect their progress to dance and drama schools?

**A.** All of the Performing Arts students had been offered a place before the lockdown and would be able to progress

**7. CURRICULUM DELIVERY CONTINGENCY PLANS (SEPT 2020)**

7.1 Student return plans - supporting the transition and re-establishing of study habits

7.2 Catch up for vulnerable students

The Deputy Principal Clare Russell updated the Committee on the curriculum delivery contingency plans for September including how College was planning to support the transition and re-establishing of study habits and the provision of support to vulnerable students and those in receipt of free college meals.

**Governor Questions**

**Q.** Was a reduction in the amount of office space anticipated and how was College planning to use the excess space?

**A.** It was difficult to say at the moment as the situation was evolving, but there may be potential for some staff to do most of their work from home

A Governor suggested that this may provide an opportunity to use the excess space for meeting community needs.

**Q.** Had any feedback been received from staff and students on the proposed timetable for September?

**A.** Feedback had been received from every teaching team and management were developing a proposal that would meet most needs

In response to a question, the Student Governor stated that it would be beneficial for students to be back on campus in September and have some direct face to face contact with their Teachers.

**Q.** What was being done to support the transition of Year 11 Students?

**A.** Students would be requested to enrol online before results day although their choice of course could not be confirmed. Various online events had been taking place for Year 11 students

In response to a question, the Co-opted member Steven Haycocks advised that the communication from Runshaw had been very good and the College had kept in regular touch with Year 11 students intending to transition in September.

**Q.** Would free College meals be provided to eligible learners over the summer break?

**A.** The College was waiting to receive confirmation from the Government and was hopeful that free meals could be provided

The Committee requested that their thanks were passed onto Tim Cahill and the marketing team for their hard work in ensuring that the Year 11 transition events continued virtually throughout the lockdown.

## **8. KEY ISSUES – SUMMARY TABLE**

The Key Issues report was presented and the following points were highlighted to the Committee:

- 82% (14 out of 17) of all Key Issues areas were on track to achieve the targets set, against the College SAR QIP (Quality Improvement Plan) target
- 3 courses are not on track to achieve targets set and these were A level Art and Design (3D Design), L3 and L5 Certificate in HR Practice
- Close monitoring of student progress, attendance and / or retention was in place for the following courses; L3 BTEC Business, L2 BTEC CCLD, E3 Future Skills, L3 Assistant Accountant

### **Governor Questions**

**Q.** What were the reasons for the A Level Art and Design course not being on track?

**A.** It was a small cohort of students and the achievement rate would be slightly below the three-year average. The course had historically had very high entry qualifications and the minimum target grades were extremely high

**Q.** Were there any key issues subjects that were likely to be carried forward to the next academic year?

**A.** It was confirmed that there were none

**Q.** What was the main concern regarding the L5 CIPD Certificate?

**A.** There were 27 students in the cohort of which 25 had been retained. The 2 students that had left fell within the inspection view and the course had therefore been identified as a key issue

### **8.1 GCSE English & Maths**

It was confirmed that the January mock exam results had been used to inform the Centre Assessment grades which were based on the average of the last two years results.

## **9. ANNUAL REPORTS**

### **9.1 Lesson Observation 2019/20**

The report was presented and it was noted that:

- Manager Drop-In observations took place throughout the year and were approximately 10-25 minutes long with individual feedback given to the teacher
- Following the updates to the COR process for 2019/20, Manager Drop-In observations replaced biennial formal observations and the annual drop-in observations used previously
- Where development points were identified, the manager arranged to observe the teacher

#### **Governor Questions**

**Q.** How would the level of challenge be judged for online lessons?

**A.** This was being considered by the professional tutors and alternative ways to do this being explored.

**Q.** How would the sampling of student work be undertaken online?

**A.** College was looking at how the COR process could be adapted to take account of blended learning

A Governor suggested that a prize be offered to encourage staff to come up with innovative ways of doing this

### **9.2 COR Outcomes**

The Deputy Principal Clare Russell reported that:

- The COR process for this year has been fully updated to align with Ofsted's new Education Inspection Framework
- The process had been completed prior to the lockdown
- All curriculum managers had been trained in the new process and were finding it highly effective as an improvement tool
- Management would need to assess how the process may need to be completed online should the lockdown continue
- It was anticipated that the criteria that were used would not change but the evidence may have to be different

### **9.3 Study Support**

The Committee reviewed the report and it was noted that

- Retention of High Needs students was 98% up to June 2020
- Overall attendance for High Need Supported students was 92% to June 2020
- The Study Support Team had responded positively and in a timely way to the potential changes brought about by the Covid19, lockdown and isolation situation
- They had ensured that support for students remained outstanding
- Next steps included developing plans for how additional Learning Support was delivered as part of the blended learning plan for teaching and learning in 2020/21

### **9.4 Student Services & Enrichment**

The Committee considered the report and it was noted that:

- The Student Services area of the College has continued to support students throughout this year and responded to COVID 19 by providing a number of on line services for students

- This included ongoing weekly check-ins with the most vulnerable students, online counselling, online careers advice and guidance
- Wellbeing Podcasts, Instagram, Student quizzes, practical support i.e. loan of IT equipment, food parcels, and signposting to external agencies have also been offered
- The service successfully underwent an annual continuous improvement check in April this year following successful Matrix reaccreditation in April 2019

### **Governor Questions**

**Q.** Male students were less likely to access counselling support, and had the tutors been made aware of this so that any perceived need could be identified and followed up on?

**A.** The Pastoral Mentors had been alerted to this

## **10. STRATEGIC PLAN MONITORING REPORTS 2019/2020**

### **11.1 Chapter 6 – Teaching, Learning, Assessment and Support**

### **11.2 Chapter 7 – Student Support Services**

### **11.3 Chapter 8 – Quality**

The relevant chapters of the Strategic Plan which set out key actions required and indicated progress to date with them were reviewed. It was noted that most actions were on track and there were no issues to highlight to the Committee.

## **11. RISK REGISTER**

The relevant section of the risk register was reviewed and it was noted that the Risk to Outstanding OFSTED status was reducing but still high. The risk of not meeting the Apprenticeship targets was also high

## **12. GOVERNANCE IMPACT STATEMENT**

- Suggestion to review curriculum intent at the next meeting
- Suggestion re the offer of Chaplaincy services
- Assurance sought that due process was being followed re Centre Assessment Grades
- Governor suggestion regarding the use of excess office space for meeting community needs

## **13. APPROVAL OF RESERVED BUSINESS MINUTES – 13TH MARCH 2020**

Agreed: that the minutes are approved as a correct record.

### **13.1 Matters Arising from the Minutes**

Discussed under reserved business.

## **14. GDPR / CONFIDENTIALITY\***

Governors were reminded of the requirement to maintain confidentiality and comply with GDPR regulations.

## **15. DATE OF NEXT MEETING**

Friday 9<sup>th</sup> October 2020 at 1.30pm

The Chair suggested that consideration was given to holding the next meeting at the College provided that health and safety protocols could be followed.