

Present: Jo Venn (Committee Chair), Yvonne Bradshaw, David Grime, Safaa Hafiz, Robert Cobourne, Tony Webster, Steven Haycocks, Clare Russell (Principal)

In Attendance: Zoe Smallman (Deputy Principal), Martin Rigby (Deputy Principal), David Chamberlain (Co-opted Member), Fatema Hussein (Head of Governance)

Meeting began: 1.30pm

Meeting closed: 3.00pm

Attendance: 89%

1. APOLOGIES

Apologies had been received from Graham Murphy.

The Co-opted member David Chamberlain 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 made.

3. MINUTES OF MEETING HELD ON 7TH MAY 2021

3.1 Approval of the Minutes

Agreed that: the minutes are signed as a correct record and authorised for publication

3.2 Matters Arising

The action progress log was reviewed, and the Committee agreed that a further discussion was required on the risk register.

Governor Questions

Q. Had it been necessary to open the campus at weekends for practical assessments?

A. This had not been required as all practical assessments had been completed on time

Q. Was the Vocational Awards ceremony being held this year?

- A. The ceremony would be held virtually and with a similar format to last year

4. CENTRE ASSESSMENT GRADES

The Committee was informed that:

- Teachers and managers had been working hard to complete the process, ensuring that all grades awarded were supported by evidence, which was available for scrutiny
- A range of quality assurance measures had been put in place, to ensure that grades were accurate and based on the evidence available
- The process was rigorous, and College was confident that there was no unconscious bias in the data

The Chair stated that Governors appreciated the professional manner in how staff had approached this process and the amount of additional work that had to be undertaken.

5. CATCH UP FOR VULNERABLE STUDENTS

The Committee considered the proposals to provide support for students whose learning had been impacted by the Covid 19 pandemic. It was noted that:

- A range of strategies would be introduced, to cover the following periods:
 - Whole period from now until August
 - From enrolment until the start of term, and during the induction period
 - Throughout the students' study programmes.
- The strategies included;
 - A resources and live sessions online platform for Year 11 students, called "Future Ready".
 - Post enrolment work
 - Diagnostic testing with a rolling process, with teaching to plug any gaps that diagnostic testing identified
 - Revised schemes of work during the first month and first term
 - Increased spiralling of knowledge and skill throughout the course
 - Increased flipping of learning to free up lesson time
- College had bid for CCF funding to complete a joint project with Bury College and Tameside College in order to address lost learning

Governor Questions

Q. What were the reasons for choosing Bury College for the College Collaboration bid?

A. Bury was part of the network of North West Colleges that Runshaw collaborated with

Q. Was there any feedback on how Adult students had coped with online learning and would any support be required for them?

A. Attendance had been high for the online Adult courses and College was intending to retain some element of online learning next year. Online learning had not worked so well for Access students and College was planning to have those courses delivered on campus next year

Q. Was the transition process for students joining the College in September running smoothly?

A. The Co-opted member and Headteacher of Balshaws stated that the process was well managed with good communication from the College

Governors commended the senior management team for their pro-activeness in this area.

6. T LEVEL DELIVERY UPDATE

The Deputy Principal Martin Rigby reported that the College strategy on T Levels remained unchanged and it was continuing to work with employers. It was not clear whether Government policy on T Levels would change in the near future.

Governors suggested that a discussion was held at a future Board meeting once the outcome of the consultation on Applied General Qualifications was known.

7. MONITORING OF KEY ISSUES REPORT

The key issues report was reviewed, and it was noted that 8 subjects were not on track to meet the year-end target.

Governor Questions

Q. What were the next steps for History and Spanish?

A. The in-year progress data was from December 2020, and due to a lack of exams this year, it would not be possible to judge the impact of the actions that had been taken. Work was being done to plug any gaps in knowledge for year 1 A level students

Q. Was there an issue with the projected results for the L3 Accounting Apprenticeship?

A. The measurement of timely achievement had changed, and the new measure had altered the projections

8. 16-18 GCSE ENGLISH & MATHS*

The Deputy Principal Zoe Smallman reported that:

- Teacher Assessed Grades for English & Maths were to be submitted today
- Attendance on both courses had been positive
- Plans were being formalised to include Maths and English as part of a learner's overall study plan
- The Autumn exam series would be going ahead

9. APPRENTICESHIP PROVISION - UPDATE AGAINST ACTION PLAN

The Deputy Principal Martin Rigby reported that the outcome of the independent external review had been very positive, with the provision having significantly improved and heading in the right direction.

Governor Questions

Q. Had an overall judgement or grade been given as part of the review?

A. The reviewer was not allowed to give a grade

The Committee congratulated and thanked all members of the Apprenticeship team for their hard work.

10. STAFF & STUDENT GOVERNOR FEEDBACK*

The following update was provided by the Staff & Student Governors:

- It had been a difficult year for students, with many currently feeling stressed about the mock exams
- Regular updates and information from the College had helped students to stay informed
- The Staff Governor confirmed that the Teacher Assessed Grades process had been very thorough, and steps had been taken to eliminate any unconscious bias

11. LEARNER SURVEY RESULTS

The Principal explained that:

- The normal annual learner survey had a poor response rate this year and was probably not statistically significant for any individual courses
- In a typical year, over 5000 responses were received, compared to 1364 this year
- The results were still being checked and validated
- Following CMT training this week, a review of all quality processes and surveys was being undertaken to increase the impact
- An update would be provided to the October Standards Committee meeting

Governor Questions

Q. Why was the response rate low this year?

A. The Student Governor stated that as students were now back on campus, they were not checking their emails as often and may have missed the notifications about the survey

A Governor stated that H.E. institutions had also experienced the same issue and were of the view that this may be a one-off due to the extenuating circumstances.

12. ANNUAL REPORTS

12.1 Lesson Observation 2019/20

- It was noted that Lesson Observation outcomes for the College remained very positive
- The key areas of best practice from the Manager Drop-In observations were:
 - o Planning and sequencing
 - o Resources
 - o Expert Knowledge
 - o Behaviour
 - o Relationships
- Those areas were very closely aligned to the best practice observed via COR, and provided additional assurance that the two distinct College processes illustrated a consistent picture

12.2 COR Outcome Data

- The COR process has been adapted in 2020-21 in response to the blended learning delivery model
- It had also been updated to strengthen the quality assurance of apprenticeship provision
- Employer focus groups had been introduced in addition to a specific review of apprenticeship records and revised questions in the apprentice survey
- Relationships were identified as a particular strength during live online lessons and relationships as well as behaviour as the greatest strength in live onsite lessons
- Curriculum intent had emerged as a key strength during learning visits
- Across all Schools visited, intent in planning documents was identified as a key strength during the sampling of students' work and review of planning documents

Governor Questions

Q. What specific concerns had emerged from the employer focus groups?

A. At the time of the focus group, there had been no trainer assessor in post for Engineering and Health & Social Care, but this had since been resolved

12.3 Study Support

- Retention of High Needs students was 94.4% up to June 2021
- Overall attendance for High Need Supported students to June 2021 was 94%, an increase on last year and more notable due to the global pandemic

- Highly effective support had continued to be provided to students with an Education, Health and Care Plan (EHCP) during periods of lockdown/online learning
- MS Teams was fully utilised to support students in remote classrooms and host regular meetings within the team to support staff wellbeing
- The Student Review Board (SRB) process for High Needs students was now fully embedded and followed the same pattern as other SRBs in College, and took place once every half term after Progress Updates

12.4 Student Services & Enrichment

- A seamless mixture of online and face to face services had been provided to support students whether in lockdown, blended learning or full on-site provision
- Learners with an EHCP, Looked after Children, and those living independently, had been contacted by the Study Support and Safeguarding teams, during blended learning and lockdown with appropriate risk assessments carried out
- Vulnerable learners had been contacted on a weekly basis and in some cases a daily basis
- Where necessary, appropriate intervention had been put in place in partnership with external agencies e.g. NHS, Police, Social Services
- The enrichment team continued to offer a mixture of on site and virtual activities for students to participate in and feedback from students had been positive with high participation

Governor Questions

Q. Had books been available online to students as they had not been able to access the library as much?

A. The Student Governor confirmed that many of the books were available online and staff were very helpful with advice on what could be accessed electronically

13. H.E. DESTINATION REPORT

- For the A Level programme, progression to HE was higher than the previous 2 years, at 79%.
- For the Vocational programme, progression to HE had declined slightly over the 3-year period, but progression to apprenticeships had increased for 18/19 leavers
- Unknown, missing and NEET destinations were very low across both programmes
- Students had received a total of 19 offers to study at Oxford and Cambridge Universities this September
- This was in line with previous years, despite increased Covid challenges in the North West compared to other regions

14. STRATEGIC PLAN MONITORING REPORTS 2020/2021

14.1 Chapter 6 – Teaching, Learning, Assessment and Support

- Most actions were on track for successful completion. The CPD support for teaching staff continued to be a highlight.

A Governor suggested that the strategic plan chapters needed to include details of the impact of actions.

The Principal advised that this would be incorporated into next year's plans.

14.2 Chapter 7 – Student Support Services

- Enrichment activities were now able to take place on campus as well as being offered online. Counselling, study skills and Careers advice and guidance were also available on site and on-line to meet the needs of students.

14.3 Chapter 8 – Quality

- All high priority actions had been completed or were on track. Additional work had been completed on inspection readiness preparation, since the spring term update.

15. RISK REGISTER

The Committee discussed how the risk register could be amended to incorporate the suggestions that had been made by Governors at the previous meeting.

The Principal stated that she was due to attend some updated Ofsted training soon and proposed that any amendments were deferred for the time being as the training may provide some further clarity.

16. GOVERNANCE IMPACT STATEMENT*

- Monitoring of Key Issues subjects
- Discussion regarding the Teacher Assessed grades process
- Monitoring of Apprenticeship provision and receiving assurance from the external review
- Review of strategies to provide Catch up / lost learning support for Vulnerable Students
- Student Governor feedback re e books

17. APPROVAL OF RESERVED BUSINESS MINUTES –7TH MAY 2021

Agreed that: the minutes are approved a correct record.

17.1 Matters Arising from the Minutes

Discussed under reserved business.

18. GDPR / CONFIDENTIALITY*

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

19. DATE OF NEXT MEETING

Friday 8th October 2021 at 1.30pm

*Standing Item

Chair's Signature:

Date: