

# Wakefield College Corporation

## Board of Governors

### Minutes of the Meeting held on 22 May 2018

**1 Present:** Paul Campbell (Chair), Emma Elvin, Dmitry Fedotov, Karen Hands Eunice Ma, Andrew McConnell, Debbie Moss, Ian Parsons, Andy Wallhead, Andrew Watts, Sam Wright

Clerk to the Corporation

**In attendance:** Executive Director Finance and Resources, Executive Director Quality and Planning, Executive Director Student Experience and Student Support, Director Higher Education, Director of HE Development

**Apologies:** Kieran Audsley, Julie Craig

### **2 Declarations of Interest**

2.1 It was noted that both Eunice Ma and Andrew McConnell had an interest in Agenda Item 5 (Higher Education Strategy).

### **3 Minutes of the Meeting Held on 17 April 2018**

#### **Resolved**

That the minutes of the meeting held on 17 April 2018 be approved.

### **4 Matters Arising**

4.1 On minute 7.1(iii) (Critical Friend Review Feedback), Paul Campbell reported that both he and Andrew McConnell had received briefings in preparation for the visits by both Ofsted and the FE Commissioner.

4.2 *This minute is confidential as it contains commercially sensitive information.*

### **5 Higher Education Strategy**

*This minute is confidential as it contains commercially sensitive information.*

*The Director Higher Education and Director HE Development left the meeting at the end of this item.*

### **6 Student Support and Services (including Careers Strategy)**

6.1 The Executive Director Student Experience and Student Support gave a brief presentation on developments made to strengthen the experience and support of students. This included:

- (i) a restructuring of Student Support and Services 18-24 months previously, resulting in clear lines of responsibility;
- (ii) Student Central brand established for all student experience and student support functions;
- (iii) Student Support Impact Groups. Practice had changed with regard to how meetings were recorded, evidenced and managed and security of personal data had improved. Business systems were now able to easily retrieve achievement data and statistical requests were met more easily and quickly;
- (iv) standards and Student Intervention Officers. Ready to Learn (RtL) Zones and standards for realistic working environments and shared areas were introduced in 2017/18. There was an expectation on staff to promote high expectations. Standardised expectations of behaviour had been introduced, together with streamlined sanctions. 'Guidance for Managing Breaches to the Student Standards' had been prepared and staff were expected to be familiar with the guidance and follow procedures for appropriate recording and sanctions, which enabled monitoring and intervention;
- (v) changes to reporting systems and practices enabled more detailed reporting that could be escalated at Executive Team, was shared at team meetings and provided detail for analysis, prompts and actions;
- (vi) student experience and engagement activities included work placements, Duke of Edinburgh, Students' Union, sports activities, Enrichment Weeks, opportunities through tutorials and employment focused projects.

6.2 The second part of the presentation was on the Department for Education's (DfE) Careers Strategy and the College's response. Points covered included:

- (i) the DfE Careers Strategy:
  - an increased significance of good careers education;
  - opportunities to learn from employers and the workplace with first hand experiences;
  - a comprehensive careers programme;
  - eight Gatsby (Gatsby Charitable Foundation) career benchmarks to work towards by 2020;
- (ii) the College's position with respect to the Careers Strategy:
  - a clear vision:
    - engagement and feedback with all stakeholders;
    - adaptation of systems and processes to support;
    - a whole College approach to meet requirements;
  - embedded careers service and placement team;
  - a curriculum fit for industry and progression focused;
  - employer links and partnerships;
  - strongly maintained Matrix accreditation (quality standard for advice and support services);
- (iii) the College's focus:
  - self-audit through Compass (careers benchmarking tool) and further actions as required;
  - promotion of student entitlement;
  - further development of destinations data;
  - recording of all work related activity;
  - achieve the Quality in Careers Standard;

- high quality Individual Learning Plans (ILPs) with relevant career focus and targets;
- embed careers goals and target setting within the student journey.

### 6.3 Issues considered and / or challenged by Governors included:

- (i) the expected impact of these developments on student attendance and whether this was likely to push some students 'over the edge' and result in dis-engagement or that it would be viewed positively and attract greater student engagement and attendance. It was noted that students were genuinely interested in careers options;
- (ii) whether there was a cost implication of implementation. This was not thought to the case other than staff training. The College would receive funding for trying to meet standards;
- (iii) that Ofsted currently had a focus on careers education;
- (iv) that this could be an area of further investigation by Dmitry Fedotov and Karen Hands in their lead role on student issues;
- (v) whether the very wide brief within Student Experience and Support sat well within one place. It was noted that this structure had worked well over the past year and was felt to be the best model it could be;
- (vi) whether staff had standards to match those of students, and whether these were upheld. It was noted that staff were checked to ensure they upheld agreed behaviours in the RtL Zones.

*The Executive Director Student Experience and Student Support left the meeting at the end of this item.*

## 7 College Performance and In-Year Self-Assessment Report

### (i) Ofsted Monitoring Visit

7.1 The Principal reported that the second Ofsted Monitoring Visit by the Lead Inspector took place earlier in the day (22 May). The focus of work was on measuring the College's progress against the inspection improvement plan. Key findings included:

- (i) attendance had not improved. However, it was acknowledged that this was a problem faced by other colleges. Advice was given on how the College might evidence its achievements;
- (ii) 16-18 headline data was much improved;
- (iii) progress had improved;
- (iv) apprenticeships showed a three year improving trend;
- (v) the College's self-assessment process was rigorous and robust;
- (vi) the quality of teaching and learning had improved, but further work was required;
- (vii) there was good support for High Needs Students, but more could be done for students with an Education and Health Care Plan on core programmes
- (viii) students were achieving their vocational aims;
- (ix) in terms of the culture for learning, lessons were buoyant and energising;
- (x) the College needed to continue to focus on underperforming courses;
- (xi) the College needed to focus on skills development so that students would be ready for the world of work;
- (xii) very positive feedback had been given on work placement activity.

7.2 No grades were given. The College was now in-scope for a full inspection by March 2019. If the College did not have its inspection during the autumn term, it might receive another, more formal, monitoring visit where the report would be published.

**(ii) Corporate Dashboard**

7.3 Key performance indicators within the four Strategic Objectives were considered in turn, including:

- (i) retention:
  - at 95% for 16-18 and 94% for 19+, this was up two and one percentage-point respectively on the same point in the previous year;
- (ii) lesson observations:
  - 87% of lesson observations were judged to be good or better. This figure included only the last grade for staff that had been observed before and excluded grades by staff no longer at the College; it thus gave a more accurate picture of the quality of teaching and learning and assessment;
- (iii) attendance:
  - this was RAG-rated red, below target and down on same point in the previous year, despite the interventions that had been put in place. For 16-18, current average attendance was 85% compared with 86% at the same point in 2016/17. For 19+, current average attendance was 83% for adults compared with 86% at the same time in 2016/17;
- (iv) work placements:
  - 72% of students considered ready had booked or completed a work placement. While this was above the College target of 70% by the end of April, the College had robust plans in place to ensure the College met the year-end target of 95%. It was explained that the recording system could not include planned placements without specific data. As such, the current figure was under-stated.

**(iii) Core Strategic Item: In-Year Self-Assessment Report**

7.4 The Executive Director Quality and Planning reported the following:

- (i) the Self-Assessment Report (SAR) was much briefer than previously and based on in-year performance;
- (ii) key judgements were as follows:

• Outcome for Learners	2
• Personal Development, Behaviour and Welfare (PDBW)	2
• Quality of Teaching, Learning and Assessment	2
• Leadership and Management	2
• Overall Effectiveness	2
- (iii) areas for improvement included:
  - attendance;
  - outcomes for functional skills, A levels, and adult provision;
  - value-added (professional judgements show neutral or positive figures);
- (iv) the report had been sent to Ofsted and the FE Commissioner.

## 7.5 Issues considered and / or challenged by Governors included:

- (i) risk areas, where judgements might slip between now and inspection. It was noted that retention could slip in the final weeks. It was asserted, though, that teaching staff had engaged with the journey of improvement and wanted to do a good job and so falling standards in the quality of teaching, learning and assessment were not considered a risk;
- (ii) whether, if the College continued to recruit vulnerable students, it could realistically expect to improve attendance. It was noted, however, that low attendance did not necessarily impact achievement. Adult attendance issues were on English and Maths, and access and foundation courses.

### **(v) Progress Against the Quality Improvement Plan**

## 7.6 Issues considered by Governors included:

- (i) that percentage of lesson observations had been graded good or better. Governors asked whether the figure of 87% would still hold if there was significant staff turnover during the summer. It was noted, however, that recent high turnover was not expected to continue. New staff would be placed on the Programme for Excellence and Ofsted would acknowledge that these staff were being developed. It was also noted that teaching staff had to pass their Programme of Excellence as part of their probation period;
- (ii) the In-Year SAR judgements. Management were challenged as to whether the PDBW judgement was overly optimistic, as this incorporated attendance. The response was that the College could demonstrate that low attending students still achieved and had logged all student interventions to demonstrate that it had done all it possibly could for these students. It was also noted that the College would present the progress that students had made, even if they had not achieved their qualification.

## **8 Student Update**

8.1 No matters were discussed under this agenda item.

## **9 Briefing Papers:**

### **9.1 April Finance Report**

The Executive Director Finance and Resources indicated that the College was generating good levels of cash and was considered 'outstanding' by Education and Skills Funding Agency criteria.

#### **Resolved**

That the April Finance Report be noted.

### **9.2 Property Development Update**

The Chair brought to Governors' attention the progress made in College property development matters and that a substantive paper, together with a revised Infrastructure Strategy, would be considered by the Board at its meeting on 10 July.

**Resolved**

That the Property Development Update be noted.

**9.3 Governor Attendance 2017/18**

**Resolved**

That Governor Attendance to date in 2017/18 (81%) be noted.

**9.4 Safeguarding Update**

**Resolved**

That the Safeguarding Update be noted

**9.5 Health and Safety Update**

**Resolved**

That the Health and Safety Update be noted

**9.6 GDPR Update**

**Resolved**

That the GDPR Update be noted.

**9.7 Use of the Seal of the Corporation**

**Resolved**

That it be noted that there was no use of the Seal of the Corporation between 11 April and 15 May 2018.

**10 Feedback from Governors Attending External of Development Sessions**

10.1 The Chair reported that since the previous meeting, Governors had attended the following development sessions:

- (i) Governor Learning Walk (Student Support and Services), 1 May 2018. Andrew McConnell indicated that this had been very valuable session, with it clear that the rebranding of 'Student Central' had been a success, despite its less obvious location. It was noted that the Work Placement Team would be relocating to a more accessible location for the start of the next academic year. Both Dmitry Fedotov and Karen Hands, in their lead role on student issues, would undertake this Learning Walk at a later date;
- (ii) Governor Development Session, 1 May 2018, with sessions on Governor Coaching and Maximising Student Achievement.

**11 Review of Effectiveness of Meeting and Identification of Emerging Risk**

11.1 No substantive issues were raised during this item.

**12 Date of Next Scheduled Meeting – Tuesday 10 July 2018**

12.1 The Chair thanked resigning Governor, Andrew Watts, for his contribution over the past three and a half years, citing his excellent work in the development of the Corporate Dashboard and his dedication to the Area Review Process. A small presentation was made. It was also noted that it would have been the Student Governors’ last meeting before their end of term of office. The Clerk would make contact and thank them for their contributions.

Signed ..... Date.....

**Future Core Strategic Items**

<b>Item</b>	<b>Date</b>
10 July 2018	Strategic Plan / Budget / Financial Plan / Risk Management
23 October 2018	Apprenticeships and Employer Engagement Update