

<b>Meeting/Committee</b>	<b>Quality &amp; Standards Committee Meeting</b>
<b>Date of meeting</b>	14 January 2020

## Attendance

V Bruce-McCoy  
C Burn (Chair)  
L Littlewood  
C Witherington  
A Chattaway (co-opt)

## Apologies

M Barnes  
A Birch  
A Bates

## In attendance:

T De'Ath  
J Austin  
T Mace-Akroyd  
C Godfrey  
C Martin  
L Wilson

Clerk to the Corporation  
CEO/ Principal  
Deputy CEO/Principal  
Assistant Principal  
Assistant Principal  
Director of Apprenticeships

### 20.08 Apologies for absence

Apologies received from Mirella Barnes, Andy Birch and Angela Bates

### 20.09 Declarations of Interest & Eligibility

The Clerk noted the process for raising any items that a governor may consider a conflict. Nothing reported.

### 20.10 Chair of the Q & S Committee

The Clerk reported that the Interim Chair of the Board was in attendance and would Chair this Q & S Committee meeting.  
The future Chair for the Q & S Committee would be determined once new members, diary and time commitments confirmed.

### 20.11 Terms of Reference

The Clerk noted the Board had approved the terms of reference for the Q & S Committee at its meeting held on the 18.12.19 and noted the Board direction for the Committee to review the terms of reference and recommend future amendments.

TM-A noted that point 4.9 under the duties of the committee referenced 'observations' which is no longer an element of the Education Inspection Framework (EIF) process, being replaced by the deep dive approach.

**Resolved:** Section 4 of the terms of reference, the duties listed for the committee are reviewed and a recommendation detailing amendments is presented to the January 28<sup>th</sup> GB meeting for consideration.

## 20.12 Committee Schedule of Business

The Clerk reported to members that a calendar of business will be drafted and brought to the next committee meeting scheduled for March. TM-A noted the schedule will detail the timing for key reports for the Q & S Committee.

**Resolved:** The schedule of business for the Q & S Committee will be presented to the March Q & S Committee meeting.

## 20.13 College SAR/QiP Plan

TM-A reported there was a pack of additional papers for each governor which provided further supporting evidence and explanation about the migration from the CIF (Common Inspection Framework) to the EIF (Education Inspection Framework).

TM-A noted that the approach being taken by RNN is a 'bold' self-assessment process. The SAR (Self Assessment Report) will [make judgements about the performance in 2018/19 and](#) indicate and evidence progress in year and therefore assist the judgements of inspectors.

TM-A highlighted the point that RNN accepted the outcomes of the March 19 inspection.

TM -A summarised that the SAR and QIP (Quality Improvement Plan) currently assess RNN as having made reasonable progress since the March 19 inspection.

TM-A noted the change to four key areas, judgements that Ofsted make under the new EIF, focussing on the largest section, the area with greatest weight of judgement, Quality of Education.

CB asked how the progress in [Skills](#), Knowledge, [Skills](#) and Behaviour ([SKSB](#)) will be evidenced

TM-A reported the evidence will be drawn from the new deep dive approach, learning walks, surveys, talking to learners and stakeholders.

CB asked what is the learners understanding of the new EIF

CM reported the discussion with staff and learners is now about the progress being made, what are the next steps towards employment, not about a qualification, an end point outcome, but the progress towards a career. The example of a plasterer progressing from being able to start/finish a flat wall to including ceilings, angles and specialist finishes.

CB asked how the learners will be able to evidence the progress in [KSB](#)[SKB](#)

CG reported that a new system, 'Navigate' will assist the learners [to](#) record their progress and [personal](#) development

CM reported that learners will be supported further by extended early work placement experience to support understanding of the work environment.

CB asked how do the learners track their progress

LW reported that apprentices use a scorecard to record and evidence distance travelled

CM reported that 16-18 learners will use Navigate to assess individual skills points and progress. The progress boards and structured reviews of learner progress are scheduled for three times per year.

CB asked how the tutors are responding to the EIF, the deep dive approach  
CM reported the planning framework for staff has been changed, staff are having to consider the [curriculum](#) contextualisation for learners, this is mandatory for all staff from Jan 20.

LW reported there is good progress, acknowledging there is still a way to go.  
TM-A reported the Quality Team are responding to the findings of the deep dives, using the findings to drive and push the agenda for change. TM-A reported further that the early stages in this change process and associated findings will result in the SAR being updated on a monthly basis to record the evidence of impact and highlight where further work is required.

CB asked how soon the Committee could have a dashboard, monthly reports, analysis of progress.

TM-A noted a point of caution at this stage as further work is required to build a knowledge base, depth of data, improvements and impact outcomes.

CM reported the 07.02.2020 staff training day has been signposted to staff and teams as an industrial updating opportunity.

TM-A noted that industrial CPD for staff is a key measure for inspectors/EIF.

CB noted the reports were positive and the support for staff encouraging

AC noted that the enrichment opportunities for learners are being reviewed to ensure they assist with the progress of learners.

CM reported further that enrichment and associated impact will be captured on the Navigate software.

VB-M asked how the reports are going to be formatted, Group, campus, programme etc

TM-A reported the judgements will be for each campus, reports will be maintained to report the progress on each campus.

The Committee discussed the preferred level of reporting.

**Resolved:** The reports for future meetings will be presented [at group level and by campus](#).

TM-A noted the March 19 Ofsted grades and the positive steps taken during the interim period.

CB noted the apprenticeship grade, acknowledging the positive steps taken but asked how long the legacy data would be reflected in the statistics

TM-A reported that a small number would still be present in the 2022/23 data, however the majority clear during 2021. TM-A reported further that the SAR focus is on the learner experience during 19/20.

TM-A reported that the achievement rate for 18/19 has improved and Ofsted will see this at the monitoring visit alongside other positive improvements and progression.

The Committee reviewed the narrative for the key judgements of the SAR.

The Committee asked if positive references could be included within the narrative reports, help contextualise the deep dive process.

VB-M noted that there had been several references to positive progress and asked when will the evidence be available for the committee to review  
CM reported that to date 7 deep dives had taken place, from which a list of actions for development had been collated, some of which will be discussed with learners

TM-A noted that the move away from an observation process and grading to deep dives mirrors the approach that Ofsted will take under the EIF. The supporting evidence is collated by the Quality Team and will be used to inform the monthly review of the SAR. As the process matures the evidence will be presented to the Committee in support of the SAR and QIP updates.

CB asked what are, where are the areas of concern

CM reported that the deep dives to date had been focussed on the known areas for concern.

CG noted the example that level 3 is a known area for concern and therefore a focus within deep dives.

CW noted that as the process matures and improvements/impacts show results this progress must be reported to Committee

CB noted that level 3 had been mentioned a few times as a concern and asked what is happening to address the problems

CG reported the following strategies had been put in place

- Six week study support workshops
- Deep dive improvements
- Progress boards
- Stretch and challenge hub sessions

CB asked how the support for teachers is changing

CM reported that Curriculum managers and team leaders are having the supporting data shared and explained. The feedback from learners is being shared and staff are being encouraged to collaborate and establish mutual partnerships.

TM-A reported that these high expectations will be maintained and re-enforced through to support the start of the 20/21 academic year. As part of the summer 'keeping warm' strategy learners will be set work to hand in when they first attend college, any learner who does not provide this work will be a STAR (Student at Risk). This approach will set and re-enforce high expectations.

CB noted it was good to hear the positive support and initiatives for staff to enable the learner experience.

LW reported the flip in approach for apprenticeship support and delivery to reflect the delivery of [KSBSKB](#).

CM reported that from a quality perspective all learners from the start of 20/21 will have [a consistent delivery focussed on the curriculum for classroom and work-based one way](#)

CW noted that evidence of the early success and narrative should be included in the SAR.

**Resolved:** The Committee approve the 2018/19 SAR and recommend its acceptance by the Board of Governors.

The Committee reviewed the QIP

TM-A noted the QIP will be updated monthly, with the colour indicators changing as milestones are achieved.

VB-M asked how the committee would be assured that there is the evidence to support the achievement of milestones.

TM-A reported that the content of the QIP will provide quantitative and qualitative information and data to support the progress achievements which will be available for governors to review and inspect.

VB-M asked if there were national benchmarks available for comparison to the RNN position

TM-A noted the main national benchmark was achievement rates which provides little data for comparison

CG noted that external moderation and standardisation satisfied compliance with exam board standards.

CW noted that curriculum and qualifications have to be fit for purpose and provide learners with the [KSBSKB](#) to engage employers.

TM-A noted that the Group curriculum planning model is preparing for the T levels.

**Resolved:** The Committee accept the QIP Jan 2020

**20.14 Any Other Business**

No items raised.

**20.15 Date and Time of Next Meeting**

Monday 2<sup>nd</sup> March 2020 at 6.00pm.

Signed \_\_\_\_\_ Chair

Date \_\_\_\_\_