

Minutes of a Meeting of the Corporation held at 0930h on 15<sup>th</sup> December 2022 in the Boardroom of the College

Present: Michael Priestley (Chair); Sarah Allison; Peter Ellwood; Elijah Bennett (from Min No 101/22); Alison Hampson; Nigel Holliday; Phil Jardine; Chris Nattress; Beth Wordsworth

Apologies: Elaine Clinton; Paul Hardon; Aaron Groggins; Robert Milburn; Denise Rollo; Lee Todd

Also Present: Daniel Braithwaite (Assistant Principal); Jane Murray (Clerk)

Apologies: Karen Wilson (Deputy Principal)

**99/22      Declarations of Interest**

None Received

**100/22      Equality, Diversity and Inclusion**

In presenting the Equality and Diversity Annual Report, the Assistant Principal noted the achievement variations, which he attributed to the retention issues of the previous year as discussed in self-assessment. The analysis would inform the continuous improvement plans.

The impact of the high needs action plan will take time to filter through, but the Assistant Principal also pointed to the importance of asking the right questions when learners transition to College. This was particularly important given that there continued to be concern at the information being received from some schools, which meant that learning support needs (not necessarily at EHCP level) risked being overlooked. In response to questioning, he concurred that Covid continued to have an impact on that particular year group, particularly in respect of teacher assessed grades, but also on the ability of schools to communicate just coming out of the pandemic. The Chair noted that he had recognised the communication shortfall from a different education environment with which he was associated.

The Assistant Principal also noted the challenges for some learners coming out of the referral unit, for example, to adapt to mainstream college and there had been the introduction this year of a 'stepped approach' to a return to mainstream through off-site activity. It was called the 'Get Ahead' programme with a progress review every day.

The Chair understood the challenges, however expressed concern at the downward trend for achievements and asked for assurance that there were sufficient actions in the improvement plans to address performance.

The Assistant Principal acknowledged that there needed to be smarter use made of ALS Support, particularly for those who had identified a learning disability, but who did not have an EHCP, in addition to the high needs action plan, but gave assurance that this would be addressed in the improvement planning.

It was asked how you identified those who would benefit from the Get Ahead programme, and the Assistant Principal noted that 'red flags' should be picked up at the interview stage. It was about asking the right questions.

It was asked about the School Links programme and confirmed it was no longer in place as schools had cut back, citing money issues. It had been a good way for the College to get to know some students better prior to their arrival in college. He noted that there had been four learners excluded this year, all of whom had been from the same school.

It was asked whether any staff development needs were being addressed and assurance given that mandatory training was in place for all staff, including SEND strategies.

It was asked how confident staff were that the self-assessed grade for quality of learning was accurate and the Principal felt that there was an issue of proportionality (high and additional needs were an important, but relatively small proportion of provision), that steps had been taken to overhaul the additional needs provision from top to bottom, and there was also evidence of some fantastic achievements elsewhere which led to confidence in the self-assessment marking.

There was also confidence that the high needs experience would show marked improvement and noted that there were proposals for an additional post to support progress.

In respect of the revised strategy, feedback was welcomed. It was intended to give an overall picture in the one document to which improvement planning could be tied.

The Board was supportive of the strategy and looked forward to the final version, noting that link Governor Elaine Clinton was active in talking to HN staff and would likely wish to comment.

**101/22**

### **KPIs**

The Principal introduced proposals for some lead indicators for the Board which were intended to address key risks. It was felt that these were helpful. In the context of maintaining an overview of applications and interest, it was also noted that there were over 1,000 visitors at a recent open evening. As previously reported, the College was adopting some innovative ways of addressing staff shortages, including the use of contractors and associates.

The Board was pleased to note that, following the data return, recruitment stood at 903 for 16-18 and would see an increase in funding for the following year under lagged funding rules.

In respect of the graphs at progress review 1, this would be subject to greater scrutiny. It was noted in the context of English and maths, that provision was being overhauled under new leadership. In response to questioning, it was felt that there was more confidence in the stability of the team.

**103/22      Strategy Session – Confidential**

The Board moved into a confidential planning session, the minute of which is redacted.

**The meeting closed at 1230h**

The meeting was followed by learning walk, a precis of which is appended to these minutes.



## *Learning Walks Feedback*

Nigel Holliday and Beth Wordsworth

Visited 2<sup>nd</sup> year of Level 3 Welding and Level 3 Motor Vehicle

Motor Vehicle:

Very engaged; knew their stuff. Asked about End Point Assessment and learners knew what was expected. All seemed very keen and they felt the lecturer had a nice style.

Welders:

All had heads down working on their portfolio. Super engaged and clearly enjoying their work. They had been asked about their career aspirations and some were undecided. It was suggested that IAG could be included as part of the progress review process (noting that these were apprentices undertaking study with employers).

Michael Priestley – High Needs

Visited a maths class with 10 learners, 2 of whom had high needs. Strategies being used to ensure that all were working at the right level and engaged. All learners could talk well about the importance of maths in their chosen career path (from beauty to brickwork). In a second class, they were being asked to 'scale' themselves against their targets. They felt that they had a better relationship with lecturers in college than in school.

Phil Jardine and Sarah Allison – T-Level (Nurse Cadets) and plumbing

T-Level Class nursing – very engaged. They were discussing burn types and dressings that could be used. Plumbing also engaged; workshop well laid out. Learners liked the fact that it was not all theory.