

Kirklees College Corporation

COLLEGE SELF-ASSESSMENT REPORT (“SAR”) VALIDATION PANEL

Minutes of a meeting held at 10.00 on 28 November 2022 via Microsoft Teams

Independent Chair	Ms B Lee	Consultant Director of Quality
Present:	Mrs R Blackburn Mrs C George Mr D Harding Mr G Hetherington Mr P Singh Dr A Williams	Panel Member Panel Member Panel Member Panel Member Panel Member Panel Member
Attendance:	6/7 = 86%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga Ms L Buckley Ms J Green Ms P Hughes Mr A Nixon Ms A Quantrill Mrs J Simpson Ms A Tregear Mr J Wilson	Vice Principal - Curriculum and Innovation Assistant Principal - Apprenticeships Clerk to the Corporation Assistant Principal - Quality and Curriculum Quality, Performance and Standards Data Analyst Teaching, Learning & Digital Innovation Manager Exec Director HR and Organisational Development Head of Student Support & Development Head of Quality

Item

Action/
Report Item

PRELIMINARY ITEMS		
1	WELCOME AND INTRODUCTIONS	
i	Ms B Lee, the independent chair, welcomed everyone. Introductions were made.	
ii	Due notice of the meeting had been given, the requirement for all persons participating to be able to communicate with one another was met and the meeting was quorate.	
2	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTERESTS	
i	Apologies were received from Dr W Bailey and from Ms P Harrow, Assistant Principal Student Experience.	
ii	No one declared any interest in the business to be transacted at the meeting which they were required by the Instrument of Government or otherwise to disclose.	
SAR VALIDATION		
3	SAR VALIDATION	
i	Assistant Principal Ms P Hughes (“PH”) reminded the Panel of the purpose of self-assessment and how the College approached it, including by involving external experts. She said every aspect of the College was judged ‘Good’; the key movements were Adults ‘Good’ from ‘Requires Improvement’ and High Needs ‘Good’ from ‘Outstanding’.	
ii	There was discussion about the Education Inspection Framework, which had a reduced focus on outcomes and took a wider view of provider quality. PH said, in the SAR, the team had sought to paint a broad-brush picture of the College and the student journey.	
iii	While Panel Members agreed that the grade judgements seemed sound, they noted the need for the judgments to be well evidenced, in particular to explain why some grades had changed and whether there had been progress within the curriculum areas graded ‘Good’. It was agreed that the SAR could be strengthened in this regard.	

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<p>iv Teaching, Learning & Digital Innovation Manager Ms A Quantrill ("AQ") explained the grade movements and commented on in year progress where grades had not changed:</p> <ul style="list-style-type: none"> ➤ High Needs had been downgraded to 'Good' due to concerns about consistency; the College was highly aspirational with good stretch and challenge, particularly in Foundation Learning. However, there were areas within the vocational provision where this was less strong, such as motor vehicle where historical skills shortages had created some weaknesses around learner support. The Quality Team was targeting more learners to go into aspirational work areas. There were also some outstanding features, for example the supported internship programme was really strong; the College had taken part in a pilot of a new Department for Education framework, during which its leadership and management in the area was commended as outstanding; ➤ Adult Provision had moved from 'Requires Improvement' to 'Good' mainly due to the post-Covid recovery of the English for Speakers of Other Languages provision, which was moving towards 'Outstanding'; ➤ There was significant work to do in maths, including in the Adult provision where there was a lack of consistency. There was a close correlation with attendance and this was a key focus again; ➤ Sport and Public Services were improving under new management; ➤ Motor Vehicle had moved from 'Inadequate' to 'Requires Improvement' after some staffing issues had been resolved; ➤ Engineering (classroom) was not yet consistent but had moved from 'Requires Improvement' to "Good". Teaching, Learning and Assessment had shown a significant improvement in the area, again after some staffing shortages; ➤ Attendance was an issue for the whole sector, with no colleges reporting attendance above 85%. Low attendance was highly correlated with poor outcomes, particularly for 16-18 English and maths. 	
<p>v Suggested Action: Revisit the first paragraph under 'High Needs' and reflect on whether it fully explains the movement from 'Outstanding' to 'Good' and the current position. Additional commentary may be needed to explain the rationale for downgrading the judgement, including to what extent it reflects the change of focus in the Education Inspection Framework - and whether it should now be regarded as 'Good with Outstanding' features. Proportionality may be relevant. Potentially the narrative could explain that the discrete provision was 'Outstanding' and the extended provision 'Good', as this would send a positive message to colleagues in the discrete provision.</p>	SA 1
<p>vi Suggested Action: Add additional tables to the SAR to show the improvements within curriculum areas and also to share the individual curriculum SARs outcomes.</p>	SA2
<p>vii Suggested Action: Expand on the following statement in the SAR: <i>"The curriculum offer is broad and comprehensive, it is well aligned, and it effectively meets the needs and interests of students, employers, the local community and the West Yorkshire Combined Authority economic priority areas."</i></p>	SA3
<p>viii In this regard, Assistant Principal Ms L Buckley ("LB") said:</p> <ul style="list-style-type: none"> ➤ The College's employer boards had taken off and were having a material impact; ➤ Work with Jobcentre Plus and other community outreach work had yielded a considerable return in terms of market intel and opportunities; ➤ The College was making good use of data on local and regional needs, for example it was working with the health and social care sector to respond to the skills shortage and it was working with the digital and creative industries to meet rising demand for digital skills; ➤ In terms of the Green Agenda, the College was developing courses and training in response to emerging opportunities linked to the environment and the sustainability agenda, for example the installation and maintenance of heat pumps, electrical 	

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<p>vehicle maintenance, and improving biodiversity through sustainable landscaping;</p> <p>➤ The College had established its own end point assessment centre, which was servicing other local providers.</p>	
<p>viii Suggested Action: The Panel would love to see more information included in the SAR about the College's contributions to the local skills Improvement Plans and the Green Agenda. The College could be more proactive in this regard, acknowledging the direction of travel from the Ofsted perspective, and including a Skills Agenda section in the SAR, drawing on the separate skills position statement LB had said management had prepared. The SAR could pick up some feedback from student and employer surveys in this regard.</p>	SA4
<p>ix Suggested Action: Increase board reporting on the skills agenda to ensure Governors can talk confidently about what the College is doing in this key area.</p>	SA5
<p>x Panel Members agreed that the SAR had really captured the essence of the College, using strong evocative language and this was a real positive. They noted however that the authors had missed opportunities to evidence what they were saying, for example under 'Behaviours and Attitudes', the College could introduce evidence from learning walks, lesson observations, student surveys, serious incident reports, etc.</p> <p>Suggested Action: Look to include more evidence in the SAR to support the assertions made.</p>	SA6
<p>xi There was agreement that the self-assessment process would benefit from a stronger focus on the previous year's improvement plans and the extent to which they had been achieved. This, Panel Members said, was happening but it was not articulated strongly enough in the SAR – and no time had been spent on it in the Curriculum SAR sessions Members had attended. Reflecting on the key actions from the previous year and the impact of their implementation would help show that any improvements were the result of management interventions and not coincidental.</p> <p>Suggested Action: Include more focus on looking back at the previous year's improvement plans, the extent to which they had been implemented, and the impact.</p>	SA7
<p><u>General Comments</u></p>	
<p>xii The Panel agreed that, while the evidence base could be strengthened, particularly in terms of impact, the SAR reflected what Governors knew about the College and the judgements were sound. The College was robustly 'Good'.</p>	
<p>xiii Management had really captured the essence of the College and had painted a vivid picture of the culture and student journey.</p>	
<p>xiv The areas for improvement and planned actions felt absolutely correct.</p>	
<p>xv The journey from last year to this could be better articulated and evidenced; the Panel had made some suggestions in this regard.</p>	
<p>xvi The Skills piece should be strengthened given the rising prominence of skills and Governors will need training and additional briefings on skills.</p>	
<p>xvii Both the Panel and the management team agreed to put on record their thanks to College staff for all the work they had done to drive improvement over the last year and in the context of a challenging external environment.</p>	
<p>xvi <u>RESOLVED:</u></p> <p>(i) To validate the judgements in the College 2021-22 Self-Assessment Report.</p> <p>(ii) To report to the Corporation as follows:</p>	

Item		Action/ Report Item
xvii	Corporation report: The 2021-22 College Self-Assessment Report ("SAR") is benchmarked against the Education Inspection Framework ("EIF") using grade descriptors set out in the EIF Further Education & Skills Inspection Handbook. As such, Governors may be satisfied that it is benchmarked against national norms as required by the Code of Good Governance for English Colleges.	Report Item 1
xviii	Corporation report: The validation of the SAR was supported by external expert Ms B Lee, Head of Quality Improvement and Student Experience at Hopwood Hall College in Manchester. With her advice, the Validation Panel agreed that the SAR was sufficiently detailed and, with the addition of some further evidence, which the College already has available, the management judgements will be adequately supported. Subject thereto, the Corporation may be satisfied that the SAR provides the assurance Governors need in terms of the monitoring of the learning experience and the availability of appropriate learning resources.	Report Item 2
xix	Corporation report: Subject to the comments made at the Validation Panel meeting and recorded in these minutes, the Panel validates the 2021-22 College SAR and affirms the management grade judgements.	Report Item 3
xx	The validation being complete, the Chair thanked the management team for their hard work in producing the SAR.	
MATTERS TO NOTE AND ADMINISTRATION		

	(i) The draft SAR report is confidential pending final amendments.	
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Items of Report for Corporation		
#	Details	Minute
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2.	The validation of the SAR was supported by external expert Ms B Lee, Head of Quality Improvement and Student Experience at Hopwood Hall College in Manchester. With her advice, the Validation Panel agreed that the SAR was sufficiently detailed and, with the addition of some further evidence, which the College already has available, the management judgements will be adequately supported. Subject thereto, the Corporation may be satisfied that the SAR provides the assurance Governors need in terms of the monitoring of the learning experience and the availability of appropriate learning resources.	3xv
3.	Subject to the comments made at the Validation Panel meeting and recorded in these minutes, the Panel validates the 2021-22 College SAR and affirms the management grade judgements.	3xvi