

Meeting of the Quality and Curriculum Working Group



Tuesday 4th March 2025 at 4 pm
On Teams

Minutes

Present: Andrew Lord (Chair), Neil Boggin (Governor), John Mansergh (Governor)
Mary Osmaston (Co-opted Governor), Kelvin Nash (Principal)

In attendance: Richard Evans (Deputy Principal for Education and Standards) DPES,
Tamara Breeze (Director of Governance and Compliance) DGC, Kelli Horner (Head
of Quality), Dan Stamper (Head of Faculty), Mike Howard (Teaching and Learning
Lead), Clare Barnes (Teaching and Learning Lead)

108 **Apologies for Absence:**

Kevin Boles and Mike Seaton

109 **Declaration of Interests**

None

110 **Minutes from the Meeting 23rd January 2025**

Accepted as a true and accurate record.

111 **Feedback from Governor attendance at the CPD event (taken as a later item)**

MO shared her observations from attending the CPD day in January, she highlighted the engagement of staff and the usefulness of the sessions. It was observed that teachers were well-engaged in the sessions, participating actively in activities and discussions. She noted that the sessions were useful and provided practical techniques for teaching.

MO had attended sessions on developing reflective practice and providing feedback to students. She found the techniques demonstrated to be helpful. The point was made that teachers felt that the one thing initiative had impact on students as it made feedback memorable, but one thing was often not enough to give the detail needed. The DPES accepted that there was a tension between highlighting the main area to improve and not missing detail or nuance in feedback. It was acknowledged that prior to the initiative, feedback to students had often been overly descriptive and not helpful to learners who needed to know how to improve.

MO was thanked for her involvement and her feedback.

112 CPD- through to impact

Teaching and Learning Leads

The TLLs (Teaching and Learning Leads) presented their work on developing a stronger culture around teaching and learning, focusing on CPD days, master classes, and various platforms for staff to engage with CPD. They explained that they have been focusing on improving the quality of education post-Ofsted inspection. They detailed the structure of CPD days, which occur at the start and end of each academic year, with additional sessions mid-year. These days were designed with specific themes linked to the Kendal College teaching and learning Charter. Midday master classes had been implemented as informal, discussion-focused sessions held at lunchtime, covering various themes to engage teachers in continuous professional development. The TLLs, highlighted the different platforms used for CPD, including newsletters, CPD schedules, takeaway cards, and guest speakers, all aimed at providing resources and support for staff development.

The Chair asked about CPD Attendance and Impact, and the group discussed the importance of monitoring CPD attendance across different areas and ensuring that staff share their learning with their teams. The group was assured that that CPD attendance was monitored and that the TLLs communicate with Heads of Faculty to prompt participation. Attendance had been improving, and they aimed to achieve full coverage across faculties. Resources, such as, Jamie Clarke's one-page summaries were used to facilitate the sharing of practice.

The TLLs shared the positive impact of CPD on staff engagement and the themes for CPD activities, which are tailored to the needs of specific departments, they reported an improved culture around teaching and learning, with increased attendance at CPD sessions and positive feedback from staff. Informal conversations indicated that teachers are trying new techniques learned from CPD, such as the use of mini whiteboards for assessment.

CPD themes were tailored to the needs of specific departments, based on feedback and areas identified for development during observations. Recent themes included active learning, questioning, and reflective learning.

Each department had a bespoke timetable for CPD days, ensuring that sessions were relevant to their specific needs and areas for improvement.

The TLLs recognised that variation across different departments was evident and stressed the importance of sharing good practices and techniques across the college, whilst also tailoring CPD to different qualifications and departments, as each area had some unique needs and challenges.

The group discussed the importance of supporting high needs learners and embedding inclusive learning environments into CPD. This was a priority and the TLLs were also providing sessions for learning assistants to develop their skills in supporting these learners.

The group noted that the new observation system was holistic and encouraged teacher reflection and ownership of their professional development, This model was seen as appropriate for most teachers, but governors asked how poor performance was tackled.

Assurance was provided that any teacher whose performance did not meet standards, was issued with an action plan and that plan would highlight mandatory attendance of CPD and engagement with the TLLs.

113 **Student satisfaction surveys and resulting actions**

HoF, explained how student feedback from surveys was used to inform CPD and improve teaching practices, with a focus on addressing specific needs in areas like animal care.

Feedback from surveys was consolidated into the platform, Power BI that then identified the areas for improvement and was used to inform the planning of CPD activities.

DS highlighted that feedback from animal care students indicated a need for more practical experiences. Therefore he had addressed this by providing additional practical sessions and ensuring that learning was highlighted in everyday tasks.

Student survey feedback was used to track trends and make informed decisions about CPD, ensuring that it addressed the specific needs and concerns of students.

In addition student attendance was monitored and used to identify areas where student engagement could be improved.

The working group were assured that data generated through student satisfaction surveys contributed directly to the development plans of the department and individual staff.

114 **QIP Update**

The DPES provided an overview of the progress of QIP actions.

The new QIP format was broadly welcomed as it more clearly illustrated the progress of actions. It was suggested that where a hard progress measure was not yet available an expected date should be added. The group discussed how the QIP actions were decided upon and decided to further question the content of the QIP during meetings, they also agreed that those actions deemed 'not on track to achieve', would be addressed in meetings and would form the basis of the QCWG schedule of business going forward.

The group questioned why Apprenticeship Achievement Rates were lower than the KPI of 67%. DPES explained the factors affecting apprenticeship achievement rates, including employment churn and the impact of recent changes to maths and English requirements.

Apprentices in subject areas, such as health and social care and hospitality, which the College has large numbers of often change jobs or leave the sector before completing their programmes. Changes to maths and English requirements for apprenticeships could impact achievement rates, as apprentices no longer needed these qualifications to go through the gateway if they are over 19.

The group gained assurance that the team have mechanisms in place to support apprentices who change jobs, including setting up arrangements with new employers to ensure that apprentices can continue their training and complete their programmes if they stay in the sectors.

115 **AOB**

The group noted that the risk of the improvement of quality of education slowing down due to the Principal's retirement had been reported to the Audit and Risk committee, but was deemed as low risk.

The group discussed the future meeting schedule, considering a reduction in the number of meetings from seven to five and aligning the timings with board meetings to ensure timely updates and discussions on key topics.

The group asked that the DPES to contact HR to Check on CPD for Agency Staff: Verify with HR that providing CPD to contracted agency staff is legally permissible and does not cause employment law issues.

116 **Date of next meeting**

Thursday 1st May 2025- in person

117 **Confidential item**