**Quality Team Meeting Notes**

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| **Date of meeting** | | 16th April 2024 | **Time** | 1:00 – 3:30pm | |
| **Venue** | | Chute Room, EII South | | | |
| **Attendees** | | Wendy Scott  Sue Muldowney  Amy Beadell  Kait Roberts  Julie Fleming  Liv Fallon  Mandy France  Susie Higgs  Rachel McCarthy  Helen Overton-Hore  Gill Keightley  Sue Jupp  Tiffany Matthews  Rachael James | **Apologies** | Claire Allen  Stacey Allan  Alison Long  Helen Myatt  Jo Brooke  Sandra Russell  Vanessa Cass  Nigel May  Mikaela Collins | |
| **Agenda** | | Welcome   1. Reminders 2. British Values 3. Safeguarding Review 4. Curriculum Plan Sample 5. Action Categories 6. Moving to Outstanding 7. Progress to Date 8. Standardisation Reports 9. AOB | | | |
| **Item** | **Notes & comments** | | | | **Action for** |
| **1** | **Reminders** | | | | |
| 1.0  1.1  1.2  1.3 | The branding has changed for Hampshire Achieves as logos are being brought in line with the whole of Hampshire County Council. Documentation will not change until the summer term when we complete our annual updates as normal.  Length of observation – observers should ensure they include a start and finish time. We would expect observers to stay around an hour for a formal observation. If you have stayed for longer than an hour, just note why this was e.g. waiting to see evidence of an action.  Please send reports to the correct email address which is at the end of all reports – participation.lifelong.learning@hants.gov.uk  Reports should be developmental and supportive and should start in a positive manner. Constructive feedback should be later in the report. We may need to make recommendations. We want tutors to be receptive to feedback rather than feel they are being critiqued. | | | |  |
| **2** | **British Values** | | | | |
| 2.0  2.1 | We have been doing some work on British Values through some sampling activities. We are trying to put together a report for tutors to set out some guidance of what we expect which will help them to improve and implement BV better.  Within some reports it has not been very clear whether the tutor has implemented BV or whether the observer has noted that they think the tutor/learners model BV. Please only comment on what you have overtly observed in relation to BV not what you have surmised. | | | |  |
| **3** | **Safeguarding Review** | | | | |
| 3.0  3.1 | Some tutors are not being specific in their curriculum planning how they are implementing BV, Prevent and Safeguarding. Please check these documents and ensure they are being promoted to learners. In session one it should be very clear how the tutor plans to deliver these aspects.  We have had a few reports which have been ‘requires improvement’ because safeguarding is not being fully implemented and delivered effectively. If learners cannot remember this information being shared, regardless of the quality of course delivery, the tutor will need to be re-observed. | | | |  |
| **4** | **Curriculum Plan Sample** | | | | |
| 4.0 | This was done at the start of the year and providers have had feedback. Make sure as observers you have a good delve into curriculum plans. Providers should be checking curriculum plans before courses are launched. Some providers have tutors working collaboratively and using the same base curriculum plan which is okay, but we would expect tweaking and amendments for each individual tutor as we all have different ways of working. | | | |  |
| **5** | **Action Categories** | | | | |
| 5.0 | We added new categories at the last meeting. No new categories were suggested. | | | |  |
| **6** | **Moving to Outstanding** | | | | |
| 6.0 | We received a ‘good’ grade 2 at our last Ofsted visit. We would like to be moving towards outstanding ready for our next visit. Most tutors use skilful questioning and use a variety of methods of assessment effectively. If this is not a strength, please make sure you are giving advice and guidance to help the tutor improve. | | | |  |
| **7** | **Progress to Date** | | | | |
| 7.0  7.1 | More planned than completed compared to last year but we are heading towards our target of 90%.  The majority of tutor are meeting our expectations with 7 tutors requiring improvement and plans are in place to support these tutors. | | | |  |
| **8** | **Standardisation Reports** | | | | |
| 8.0  8.1  8.2  8.4  8.5 | **Standardisation 1**   1. Does the report contain judgemental language with supporting evidence?   No, very weak. Not clear what was done in the lesson.   1. Is the report written in a supportive manner?   It’s not harsh but there are a few ‘even better ifs’. Pleasantly written. Areas for development are good.   1. Does the narrative support the identified strengths and action areas?   Not all, especially actions for the manager. There is not enough in the narrative to visualise what happened within the lesson.   1. Do you agree with the outcome awarded?   Some did not agree with the outcome because of health and safety not being signed off. This could be a development area whilst the report still meets expectations. The register was not completed at the start and there did not seem to be much learning taking place.  **Standardisation 2**   1. Does the report contain judgemental language with supporting evidence?   Yes, lots of supportive evidence and judgemental language was very varied.   1. Is the report written in a supportive manner?   Yes, as above.   1. Does the narrative support the identified strengths and action areas?   Yes, good supportive strengths.   1. Do you agree with the outcome awarded?   Yes.  **Standardisation 3**   1. Does the report contain judgemental language with supporting evidence?   Yes.   1. Is the report written in a supportive manner?   Yes, with positive language at the start.   1. Does the narrative support the identified strengths and action areas?   Yes, they link up and are connected with the narrative. SMART objectives are missing so could be added as an action.   1. Do you agree with the outcome awarded?   All agree.  **Standardisation 4**   1. Does the report contain judgemental language with supporting evidence?   Starts off well but through the rest of the report it is very narrative. Felt like notes towards the end.   1. Is the report written in a supportive manner?   Not fully clear what was being learnt.   1. Does the narrative support the identified strengths and action areas?   Not fully.   1. Do you agree with the outcome awarded?   Yes.  **Standardisation 5**   1. Does the report contain judgemental language with supporting evidence?   Challenging start for the tutor but this probably contains the most judgemental language. Context of session should be the session objectives not all of the course objectives. Would like to see a lot more judgement.   1. Is the report written in a supportive manner?   Yes, very supportive.   1. Does the narrative support the identified strengths and action areas?   It could be more explicit within the context of the report.   1. Do you agree with the outcome awarded?   Yes. | | | |  |
| **9** | **AOB** | | | | |
| 9.0 | Nothing discussed. | | | |  |
| **Distribution:** Wendy Scott, Sue Muldowney, Amy Beadell, Kait Roberts, Julie Fleming, Liv Fallon, Mandy France, Susie Higgs, Rachel McCarthy, Helen Overton-Hore, Gill Keightley, Sue Jupp, Tiffany Matthews, Rachael James, Claire Allen, Stacey Allan, Alison Long, Helen Myatt, Jo Brooke, Sandra Russell, Vanessa Cass, Nigel May. | | | | | |