



The Henley College Corporation

**MINUTES of the Meeting of the Quality and Standards Committee  
held on Monday 5 March 2018 at 18.00**

<p><b>Members Present:</b> Catharine Darnton Gavin Brooks Peter le Conte Eva Rickett Sarah Rush Trevor Watkins</p> <p><b>By Invitation:</b> Tristan Arnison Julian Brinsford Kathryn Caulfield Simon Cuthbert Matt McMillan</p> <p><b>In attendance:</b> Jacky Gearey</p>	<p><b>Vice Chair</b> Independent Independent Independent Staff Governor Independent</p> <p>Head of Faculty – Arts Head of Faculty - Science &amp; Quality Manager Head of Student Services Deputy Principal Head of Faculty - Humanities</p> <p>Clerk</p>
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Agenda Item	Minutes	Action by
2.1	<p><b>Opening of meeting and Welcome</b> The meeting opened at 18.03. The Vice Chair thanked everyone for attending and explained that as the chair was out of the country she would be the Chair for this meeting.</p>	
2.2	<p><b>Apologies for Absence</b> Apologies had been received from:</p> <ol style="list-style-type: none"> <li>1. Mohammed Khaliel - out of the country</li> <li>2. Satwant Deol - conference</li> <li>3. Mala Rajput – bereavement</li> <li>4. Simon White – out of the country</li> <li>5. Keith Heron - ill</li> </ol>	
2.3	<p><b>Declaration of Interests</b> There were no interests declared.</p>	
2.4	<p><b>Minutes of Previous Meetings</b> <b>Resolved: the Committee agreed that the minutes were an accurate record of the meeting 6 November 2017 and the minutes were signed by the Vice Chair.</b></p>	
2.5	<p><b>Matters Arising from the Minutes (including review of actions)</b> There were no other matters arising.</p>	
2.6	<p><b>Curriculum Intervention Plan Update</b> The Heads of Faculty each briefed the committee for their subject areas:</p> <p><b>Media Studies</b> Over the autumn term, the Lead Practitioner (LP) worked with the Media Studies team intensively. This has involved discussions with staff, teacher self-evaluation, observed sessions and focus groups resulting in a report in December with comments and recommendations. As an aside the HoF did say that the LP had produced a useful intervention model, which might be of use generally going</p>	



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forward. Alongside this an ongoing major focus has been on improving the second year students' coursework outcomes, especially where there were problems in year one. The area is supporting the cost of year one unit retakes where students significantly underperformed and there are two support workshop sessions being run on Tuesdays and Wednesdays. Letters sent to the parents of identified students asked for their backing in this process. Traditionally Media has performed relatively well in timed exams compared to centre averages, but coursework has performed relatively poorly. Outcomes improved for second year coursework last year but the previous AS outcomes acted as a break on performance. The most recent set of predicted grades for the second year suggest an outcome of a low to mid ALPs grade 5 is likely.

Gavin Brooks arrived at 18.10

### **Drama**

The key approach has focussed on feedback models and adjusting the balance of teaching towards the written analysis of texts. We have also tried to shift the focus of workshops more away from practical performance towards essay support. The new exam structure should play to our existing strengths (as discussed at previous QSP). However there have been significant staffing difficulties this last half term due to the long term absence of a staff member and difficulties finding proper cover which might well have an impact on outcomes. At present the 'What If' models have the likely ALPs at grade 6 but the improvement of one or two students' performance by a grade would shift that to a 5.

### **Music and Music Technology**

This term, the LP started working with Music Technology and Music on a similar basis to Media Studies. The numbers are quite small across both courses with one 2nd year class of 4 in Music and a combined year class for Music Technology.

### **Biology**

Initial internal ALPS for AL year 2 Biology, based on mock examination results is a grade 4.

To enable students to focus of a smaller area of specification to revise, students were given an indication of the areas of the specification to be covered in the mock examination with the result that the volume of revision was not so overwhelming. The outcomes indicate further practice is required for the longer structured written answers and the practical skills questions. Further planning is now in place to support these areas. The maths skills of the students was more solid. All components of the specification have embedded skills based activities, so students were able to practice this content on a regular basis.

Interventions with students and parents, where attendance and progress are below expectation have been implemented. One or two have withdrawn, others have been entered for the AS examination so that there is a positive result out of the course of study. Workshops have a schedule of topics – mainly maths. Currently, they are running review sessions for individual students on the mock outcomes. Revision booklets will be issued to students imminently.

### **Physics**

Initial internal ALPS for AL year 2 Physics, based on mock examination results is a grade 5. The PL is undertaking further analysis of the grade boundaries awarded to determine what impact there might be with boundary changes.

Students particularly those whose results are lower than the minimum grade have been targeted for intervention. Students receive 1:1 time both in class and in student support sessions (SSS). Female students are able to attend a female-only SSS, these have been set up in response to lower



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attainment for females, last year. The committee asked about the rationale for having the female-only SSS session and was informed that achievement against minimum grades was not as high for females and these sessions gave them the opportunity to help each other, instil more confidence, focus on exam content and sent the right message to girls.

There continues to be a focus on exam content and approaches to questions during class time. Students have practice booklets that are topic based and these are available to students earlier than they were last year.

The EQR planned for this area was postponed twice, by the reviewer and is now due to take place later this month.

### **Level 2 Sport**

The Programme Tutor has been proactive in contacting parents resulting in a positive impact on the attendance and progress of students. Many of the students have been invited to the consultation session. The progress of students has also been helped by the change to a smaller qualification framework enabling students to have more time to complete the work required.

There is an earlier second sitting of the external examination for students – so that those that need to or want to can re-sit if needed. Strategically, students are in a better place to perform well in the mandatory units because the groups are performing better at fitness and should be able to perform well.

Further support is available for students, although not as many students as was hoped have attended due to their full programmes of study. Further SSS will be available once rugby finishes (there has been an extended season this year).

The committee asked if the students were more interested in the practical side than the academics and the Deputy Principal said that the elite members do have this aspiration.

Students wishing to progress to the L3 course next year, are being informed of the grade they will need to attain. Work experience is planned of all students, however, one or two students will be preparing for the rowing regatta at this time.

### **Sociology:**

HofF highlighted the fact that there had been some difficulties in the team working together as they were already in intervention. The shift of 6 to a 5 for value added meant that this subject still required intervention. The Vice Chair asked about these difficulties and the HofF confirmed that this was being addressed.

The following had been done:

- A report by the PL on the classroom observations highlighting areas for development.
- Meeting held with LP and Programme Leader to discuss report and plan for further interventions.
- Yr 2 Mock exam moderation set up.
- New marking strategy implemented.
- New resourced purchased to provide exam questions.
- Workshop provision altered to provide the best support for struggling students.

### **Philosophy and Religious Studies**

The tutors are monitoring student progress for these subjects and the mock results will be reviewed. The students' schemes of work have also been checked against the new specification.

Both these subjects will be moved to the new specifications in September 2018 whereas Sociology is now in the 2nd year of the new specification.

The Vice Chair said that there was definitely some improvement in the subjects discussed but asked about the overview of all the subjects. The Deputy Principal said that unfortunately not all of the



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	<p>results were in and therefore he could not give any early indications of improvement in the ALPs score.</p> <p><b>HTC - Apprenticeships</b></p> <p>Challenges on quality are a main theme due to the requirement for subcontracting. HTC is looking at completely delivery models and how does the College can control the quality of a remote training provider – smaller cohorts and taking on part-time staff are the biggest challenges and risks respectively. The Vice Chair asked how many trainers and assessors there were and was told there are approximately 20 she also said that standardisation of the processes and documents was essential.</p>	
<p>2.7</p>	<p><b>Safeguarding and Prevent Report</b></p> <p>The Head of Student Services and the Senior Safeguarding Lead provided an update on safeguarding followed by Prevent for the period November 2017 to March 2018 with the following additional comments:</p> <ol style="list-style-type: none"> <li>1. Weekly safeguarding meetings with minutes</li> <li>2. There had been no staff incidents over this period.</li> <li>3. All the required training continues to be implemented</li> <li>3. Generalist (Levels 1 &amp; 2) e-learning has been completed by identified staff with others on the programme.</li> <li>4. E-learning safer recruitment has been carried out for those in the College who head Interview panels.</li> <li>5. All staff to date have completed basic on-line training on identifying radicalisation</li> <li>6. CAMHS – child and mental health services have provided training to the safeguarding team. Three more sessions have been organised. This is a positive and exciting step forward. Student Union funding of the Listening Service. Outstanding listening service to be kept open if additional funding can be found.</li> <li>7. No prevent issues for staff or students.</li> <li>8. Look at targeting small groups for counselling</li> </ol> <p>The committee expressed concern at the rise in numbers of students at risk, which seemed to be an upward trend and asked if the staff were being trained on this namely who was checking to see if the staff were ok and able to talk about any issues regarding safeguarding. The Head of Student Services confirmed that the College was looking at peer supervision from amongst the main safeguarding team.</p> <ol style="list-style-type: none"> <li>9. SEN – new procedures going into place, observing the teachers with half-termly reports.</li> </ol> <p>The Head of Student Services advised the committee about the provision of personal development, behaviour and welfare (PDBEW) which was now part of the Ofsted framework and would include not only safeguarding and prevent but also SEN and careers. As a result there would going forward be a requirement to have a careers specialist governor. In future PDBW report would be provided to governors at the Corporation meetings.</p> <p><b>Resolved: that the Safeguarding and Prevent report was received by the Board.</b></p>	
<p>2.8</p>	<p><b>Review and Approval of:</b></p> <p><b>1. Self-Assessment Report (SAR) 2016-2017</b></p> <p>The draft SAR had been reviewed at the Corporation meeting 29 January 2018 and there had been no amendments. Further to the review at this meeting it was decided that the SAR for 2016-2017 be put forward to the Corporation for approval.</p> <p><b>Resolved: that the committee recommended that the College Self-Assessment report 2016-2017 be put forward to the Corporation for approval.</b></p> <p><b>2. Quality Improvement Plan 2017 – 2018</b></p> <p>The Deputy Principal went through the QIP in detail and explained that the QIP responds to the SAR. The new QIP for 2017-2018 is based on the new Strategic Plan on a Page (SPOP) discussed and agreed</p>	



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	<p>at the Governors Strategy Day in October 2017. It includes the key performance indicators (KPIs) mentioned at that meeting. Tracking and feedback have improved throughout the college. It was suggested that encouraging children from 14 onwards to look at apprenticeships might be the way forward in particular with regard to the Partner Schools and should be considered.</p> <p><b>Resolved: that the Quality Improvement Plan 2017 – 2018 was received by the committee and to be put forward to the Corporation for information.</b></p>	
<p>2.9</p>	<p><b>Teaching and Learning Report</b></p> <p>The Deputy Principal reported on the period September 2016 to January 2018 and made the following comments:</p> <p>With the exception of one teacher all formal observations were judged as 'acceptable' in line with the SFC framework and our own performance management policy and as a result there is a developmental action plan in place for this individual.</p> <p>The observations showed that there is much evidence of good or better practice as judged against the Osted handbook criteria including:</p> <ul style="list-style-type: none"> <li>(i) excellent subject knowledge and awareness of industrial and/or academic applications</li> <li>(ii) teachers have good knowledge of their students and their progress</li> <li>(iii) effective note taking is in place during the whole session.</li> <li>(iv) good student behaviour is routinely observed and students display values and behaviours which would be appropriate to the world of work</li> <li>(v) Workshops are used to direct students to additional learning opportunities</li> <li>(vi) opportunities are taken to link work to exam requirements or assignment criteria</li> <li>(vii) teachers provide stretch and challenge 'scaffolded' questions and tasks</li> <li>(viii) teachers are providing highly effective 1:1 guidance and use of Q&amp;A with individuals to check understanding and learning.</li> <li>(ix) Pair/small group/large group work is carefully planned resulting in students working effectively and collaboratively.</li> <li>(x) a variety of interactive and interesting activities are used to deliver lesson topics which engage and stimulate the learners and also raise energy levels</li> <li>(xi) homework and/or assignment work is appropriate to the learning and commonly referred to in order to consolidate and develop learning</li> <li>(xii) there are improving examples of teachers using the ILT available to enhance their lessons</li> </ul> <p><b>Areas requiring improvements are:</b></p> <ul style="list-style-type: none"> <li>(i) be conscious of the performance of individuals and provide additional help to students who may be part of an underperforming group</li> <li>(ii) increase opportunities to develop literacy and numeracy skills</li> <li>(iii) ensure that students have access to up to date relevant and effective online materials for learning and feedback</li> <li>(iv) a lack of effective flipped learning except in some notable examples</li> <li>(v) effective pace to lessons and ensuring smooth transitions between different activities</li> <li>(vi) In some lessons (e.g., Art based subjects) student punctuality can be an issue</li> </ul> <p>The Deputy Principal then covered "pop-in" and the teaching, learning and assessment themes for 2018 with the key themes for the next observation cycle January 2018 to February 2019 being:</p> <ul style="list-style-type: none"> <li>• High quality feedback which impacts outcomes as evidenced through ProMonitor and student assessed work</li> <li>• Use of detailed student tracking and 'what if' calculators</li> <li>• The development of flipped learning</li> <li>• Strategies to ensure 'border crossing' by students who may be underperforming</li> </ul>	



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	<ul style="list-style-type: none"> <li>Continued focus on ensuring a variety of learning activities and interactive materials used by teachers to enhance learning</li> <li>Deliberate actions to narrow the gap in underperforming groups (especially where they may be the only student of that type in a given teaching group).</li> </ul> <p><b>Resolved: that the Teaching and Learning Report was received by the committee</b></p>	
2.10	<p><b>Any Other Business</b> There was no other business</p>	
2.11	<p><b>Items to Take Forward to Next Corporation Meeting</b></p> <ol style="list-style-type: none"> <li>College Self-Assessment report for 2016-2017 for approval</li> <li>Quality Improvement Plan 2017-2018 for information only</li> </ol>	<b>Clerk</b>
2.12	<p><b>Date and Time of Next Meeting</b> The next meeting will be in the November of the next academic year 2017-18</p>	
	<p><b>Meeting Closure</b> The meeting closed at 19.34</p>	
	<p>MINUTES of the meeting held on <b>Monday 5 March 2018</b> were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... On .....</p>	