



The Henley College Corporation

**MINUTES of the Meeting of the Quality and Standards Committee
held on Thursday 24 January 2019 at 18.00**

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| <p>Members: Mohammed Khaliel Catharine Darnton Gavin Brooks Satwant Deol Keith Heron</p> <p>By Invitation: Tristan Arnison Julian Brinsford</p> <p>In attendance: Jacky Gearey</p> | <p>Independent/Chair Partner School Head/Vice Chair Independent Principal Co-opted Non Governor</p> <p>Head of Faculty (HoF) – Business, Humanities and Languages Head of Faculty (HoF) - Science, Technology and Media & QM</p> <p>Clerk</p> |
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| Agenda Item | Minutes | Action by |
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| 1.1 | <p>Opening of meeting and Welcome The meeting opened at 18.07 Mohammed Khaliel thanked everyone for attending.</p> | |
| 1.2 | <p>Apologies for Absence Apologies had been received from:</p> <ol style="list-style-type: none"> 1. Karhryn Caulfield – sick leave 2. Simon Cuthbert – sick leave 3. Trevor Watkins – away 4. Freya Ruparel - studies | |
| 1.3 | <p>Election of Chair and Vice Chair</p> <p>The role of Chair was considered and Catharine Darnton said that she was happy to undertake the role.</p> <p>Resolved: Catharine Darnton was unanimously elected as the Chair of the Quality & Standards committee with Mohammed Khaliel as the vice Chair</p> | |
| 1.4 | <p>Declaration of Interests There were no interests declared.</p> | |
| 1.5 | <p>Minutes of Previous Meetings Minutes of the meeting held 5 March 2018.</p> <p>Resolved: that the minutes of the meeting held on 5 March 2018 were approved as a correct record and signed by the Chair.</p> | |
| 1.6 | <p>Matters Arising from the Minutes (including review of actions) There were no other matters arising.</p> | |
| 1.7 | <p>Safeguarding and Prevent Update In light of the Head of Student Services continued sick absence the Principal presented the report covering: Safeguarding</p> | |



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| | <ul style="list-style-type: none"> • 129 students with a badge (VU/SG/AR) (VU=vulnerable; SG=significant and AR=at risk) • 17 students have an SG badge • 13 students have AR badge • 7 LAC (LAC= looked after children) • The majority of safeguarding referrals / walk-ins have been around anxiety • 6 Risk Assessments & Safety Plans have been completed since the beginning of the academic year • There were at least 3 overdoses last term which required hospitalisation <p>PDBW A small number of incidents have occurred and were all dealt with by Head of Student Services (HoSS) and HoF.</p> <p>Prevent Duty Actions</p> <ul style="list-style-type: none"> (i) Action Plan has been devised and agreed with the Prevent Regional HE/FE Co-ordinator. RAG rating in place. (ii) Lock down procedure has been written and practice tests to be carried out this term – date not yet determined. (iii) There had been no prevent issues at this time. <p>There have been no staff safeguarding or prevent incidents during this reporting period.</p> <p>Approval of Safeguarding and Child Protection Policy</p> <p>The Safeguarding Policy is to be reviewed annually and posted on the website. The policy was amended in December 2018 and had been amended to be fully compliant with the OSCB model policy and the Department for Education expectations.</p> <p>The Chair asked for the following to be minuted that HoSS is to be consulted as the Designated Safeguarding Lead going forward regarding the use of the OSCB model policies for all safeguarding issues instead of College policies which would ensure total compliance and that any changes affecting the College in particular would be put in an appendix. The Chair asked for assurance that the Single Central Record is being kept up to date and the Principal confirmed that it was. The Chair said that she would arrange to check this.</p> <p>Gavin Brooks arrived at 18.18 due to an overrun of a previous meeting.</p> <p>Resolved:</p> <ul style="list-style-type: none"> (i) that the Safeguarding and Prevent Update had been received by the committee (ii) that the HoSS to be consulted as the Designated Safeguarding Lead going forward regarding the use of the OSCB model policies for all safeguarding issues (iii) that the Safeguarding and Child Protection Policy was approved by the committee and to go forward for approval by the Corporation | |
| 1.8 | <p>Results</p> <p>The HoF /QM went through the exam results covering the new BTEC qualifications, the reformed A levels and the old national averages that were used for comparison. He also explained that some BTEC come under the regulated qualifications framework (RQF) and others under the national qualifications framework (NQF) and that the data showed mixed results. This was also true for A Levels where there were still some legacy results. The national averages given were either provisional or historic and therefore the College was still not always comparing like with like.</p> | |



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While the ALPS summary grades for students are good, or better; they do represent a decline from the previous year. Seven A level subjects had an ALPs score of 3.

The change from legacy to linear A levels has meant that the retention rate for students is now measured over two years, rather than in the AS year and then A2 year. The overwhelming majority of A levels are now within the linear structure resulting in a decline in the achievement rate (the number of passes divided by the number of starts) for A level students. The achievement rate for A levels is 81.7% whilst last year it was 95%. The number of students taking AS examinations has now declined to 16.

The Chair and committee members said that having reviewed the National Secondary Schools League Tables for A Level performance just published that morning, it was vital that the committee must be better informed and that progress is the first number seen and that the College's is statistically below the national average at -0.16. This was because it is -0.56 or higher but less than 0 and its upper confidence limit is lower than 0.

The Chair appreciated that the College had adopted the ALPS system in 2011/12 as an additional measure to identify areas where students make strong progress and those that require intervention but that, however it was imperative that Governors have the information that DfE and Ofsted publish. In the case of the latter, inspectors will start the conversation based on the information that is published. The Clerk confirmed that Governor training on this had been arranged for the following week. The QAR and NART tables will be published later in March 2019. The HoF did point out that care needs to be taken in reading the data presented as whilst achievement rate has declined, the majority of A levels are now two-year, linear A Levels plus a number of the QCF BTEC L3 qualifications have transitioned to the new (NQF) framework with external examinations.

Asked about retention, the HoF said that drop in retention is usually in May of first year and November in year two plus students who just want to leave College early. It was felt that there was a requirement for more help and advice to be provided plus a change of methodology in what the end of year 1 exams consist of. This will also require a mindset change for the teaching staff from AS to A2 year 1/2. The committee asked how the retention figure had changed over the past few years and if this was linked to entry requirements; the HoF confirmed that science subjects seem to be one area that is prone to this and but that there was no issue with entry requirements generally.

The Principal said that she, the HoFs and Curriculum leaders meet every half term to review data to ensure that the College is supporting students. Further meetings will look at retention, advice and guidance that students are on the right courses especially in the first 6 weeks. The committee believed that we need to support students to choose a programme of A levels that support entry to HE – two subjects should re-inforce each other and the third should be in sympathy with the other two - to enable the students to get into the best universities. Interviews on interview days, are now being done by HoFs and teachers so that students know exactly what they are signing up for and enabling them to rank their chosen subjects.

The committee asked what is the College doing to support the current students? HoF explained that there are results meetings using current/historic data which show what needs to be improved, what the current picture is and looking at the A-C rates. The committee said that the students require a strategy and revision schedule for the year plus independent work to enhance this and the HoFs said that they were looking at this.

Keith Heron arrived at 18.45 due to an overrun of a previous meeting.

The HoFs advised the committee that achievement rates will go down again this summer as a historic consequence but the Principal reassured the committee that processes were being put in place to work on this. Retention rates are currently 86% overall.

The Chair then went through each of the red lined subjects asking for clarification as indicated and discussed under intervention, commenting that having seen some of these subjects before it felt that



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| | <p>last year's intervention was not as effective as hoped and wanted reassurance that action was indeed being taken. The HoF said that the ALPs grades were very finely balanced going from 53.3 to 48.7 and that this drop in a class of 20 students is just one student; moreover the size of the class can impact across the College as a whole and is higher in some subjects than others. The Principal also said that financial issues had not helped with the staff restructuring. External support and scrutiny had been brought into the College to help look at the quality, retention and improve teaching and learning where there had been an issue with assessment and checks on progress. The Principal said that there was a need for middle managers to remain as a constant to maintain the stability of the College but also required to drive the transformation in the curriculum. This item led into items 1.9 and 1.10.</p> <p>Resolved: that the Report on the Results Summary for 2017 – 2018 had been received by the committee</p> | |
| 1.9 | <p>Review of Intervention subjects 2017-18 The key points for this reporting are:</p> <ul style="list-style-type: none"> • Teachers' analysis of results in conjunction with EMCO. • Review of Examiner's reports in depth, followed by meeting and discussion with EMCO. • Suggested targets set up as consequence of both the above. • Observation and ongoing review across first term. • November self-reflective review of progress by teachers and new targets set. <p>Art – A Level Issues:</p> <ul style="list-style-type: none"> • to do with course work • sketch books not up to the required standard, no hand in check list and a framework for writing the analytical work • need for bespoke training to the department to help avoid the issues that arose last year from moderation. <p>Actions:</p> <ul style="list-style-type: none"> • The art staff have introduced a number of strategies to get students to analyse the work of artists further in their supporting sketchbooks including guidance in project work undertaken for a sketchbook; a hand in checklist and emphasising things to write about in the sketchbook; and a framework for writing about art. • All these have contributed towards increasing the analytical work included in the sketchbooks. • Lesson observations to be held <p>Media – A Level Issues:</p> <ul style="list-style-type: none"> • largely due to coursework • ongoing attendance issues • the moderation issues from last year will not reoccur <p>Actions:</p> <ul style="list-style-type: none"> • Programme Leaders and Parent contacted regarding coursework • Student with ongoing attendance issues referred to lead tutor/SLT for stage3/4. • Use of forums and resources from the exam board to help reduce uncertainty over the marking criteria. • Provision of links to "what if" calculators based off coursework grading. • Lesson observations to be held <p>Biology – A Level Issues:</p> <ul style="list-style-type: none"> • a number of students identified as "ALPS killers" based on current tracking. | |



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- Initial difficulties with attendance were chased up and addressed.
- Maths skills in Biology - analysis suggests that the students with low maths skills (and low target grades) are the students who are furthest away from meeting their target grade.
- a lack of mathematical confidence within the department may currently have a negative effect on the teaching.

Actions:

- A mandatory A2 workshop set up for these students with emails/phone calls to parents, teachers and students to check awareness/compliance are on-going.
- The workshops largely use a "maths skills in Biology" as resource
- Consideration has been given to rolling out the mathematical component work to all Biology students to support this aspect of the subject.
- Reviewing the Biology assessments used for tracking, to determine whether they have the necessary mathematical components.
- At the next INSET day, time to be spent to offer support with the teaching of mathematical aspects of the course
- Focus groups have been set up for next week to find out more regarding student experience in lessons.

Drama – A Level

Issues:

- Scripted exam - Henley – 60, National Average – 70.
- The College was the first class in the country to sit the scripted part of the exam and assessed by the Chief Examiner. Most other centres waited until later in the year to give their students more experience and time
- Written Exam - Henley – 36, National Average – 51. The difference from previous years was the teacher's prolonged period of absence in the Spring Term.
- Too much time discussing the social and historical context of the play at the expense of discussing performance skills.

Actions:

- Move the practical scripted exam to later in the year
- More assessment and essay writing practice, especially developing discussion of performance skills
- Maintain the policy of seeing fewer productions
- Continuing one to one revision sessions
- Increased focus on students who are in danger of missing their TMGs, especially those who are TMG C/D.
- Consider how best to approach those students who have personal issues that are clearly impacting on the overall standard of their work

Performing Arts - _New NQF Framework.

Issues:

- Despite a very poor ALPS score, out of 13 students who wanted to move on to a degree level performance related course, 12 achieved this with the majority getting into their first choice

Actions:

- BTEC have now produced an Examiner's Report and delivery has become more focussed on certain parts of the unit because of this.
- About to release some exemplar material
- Teacher has adopted a far more practical approach this year

Dance:

Issues:

- Focus on external exams and written work.



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Actions:

- Students in both years being given structure handouts to help them with their written work.
- Logbooks being reviewed more regularly to ensure they are on the right track.
- Previous student work used as exemplar material when helping students with written work.

Singing:

Issues:

- Students started work on the written material too late
- Those students that did not achieve their full potential last year were in the main those that left the singing theory (task 1) section too late.

Actions:

- New 1st year class to start work on the written material for the singing unit earlier.
- Teacher has started breaking down the elements that the new cohort should be covering for task 1
- First term will involve a skills audit and target setting in the various areas of singing technique.

Actions:

- Continue to review the organisation of the courses where necessary
- Continue to flag up problem students using appropriate systems
- Continue to focus on external assessments for BTEC, seeking help and guidance wherever possible
- Continue to reflect on effective approaches to BTEC teaching e.g. breaking assignments into 'mini' tasks, providing model answers for examined units etc.

Psychology – A Level:

Issues:

- Careful analysis required by questions in terms of Assessment Objectives by team & EMCO.
- This to be looked at in conjunction with examiners' report.
- Required a breakdown of aspects done well
- Topic areas and skills in need of focus and development.
- Need to focus on evaluation and not description in longer answers
- Use of specialist terminology in short answer questions.

Actions:

- Class tests/group quizzes
- AO2 application questions done every lesson
- Short answer questions practice majority of lessons
- Frequent Timed 16 mark essay in class
- Example questions at the end of each sub-topic in booklets
- End of Chapter class mock practice
- Low effort / high impact assessments;
- move away from more infrequent, longer marking
- Finish content before Easter with proper revision planning

The Chair thanked the HoFs and then asked about intervention for the other subjects with large entries with low ALPS scores going forward namely:

English Lang, English Lit and English Lang/Lit – an Advanced Practitioner and Chief Examiner came in to College to work with teaching staff and also to discuss whether it is workable to run the additional third A Level of Eng Lang/Lit.

Business is also a concern and an Advanced Practitioner is working in this area.

History there was a confidence issue in the teacher who had changed from a Programme Leader coupled with some sever staffing disruption.

The SAR was discussed and the Principal said that the outcome was a three but the College did recognise that there is an issue with the achievement rates.



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| | <p>Resolved: that the verbal report on the Review of the Intervention subjects for 2017-18 was received by the committee.</p> | |
| 1.10 | <p>Teaching and Learning Report The Chair said that the teaching report was currently adequate but asked what was going to happen going forward. The HoFs said that the teaching and learning ethos needed to be reviewed including how observations were carried out. This is going to be put forward at the Teachers Conference covering 4; the idea is to integrate this ethos with the observation process and appraisal both of which are key in ensuring progress. The areas are:</p> <ol style="list-style-type: none"> 1. Attendance – top 5 performing subjects and bottom 5 with key actions/context 2. Retention - top 5 performing subjects and bottom 5 with key actions/context 3. Predicted achievement A Levels (A* - C) and vocational (High Grades) – providing a list of learners that are currently performing at a U Grade or fail. 4. Key Improvement Actions – transferred onto the Curriculum Leader's action plan/QIP <p>The underlying principles are:</p> <ul style="list-style-type: none"> • The predicted grade that staff give each learner on A-Levels should be what they are likely to achieve at the end of their course • For BTECs/Vocational courses they should use a % assessment completed • A working at grade <p>MIS produces process data and reports for the year based on this.</p> <p>The committee asked about the teaching and learning strategy and the Principal advised that it is currently being redesigned as she wanted it to be linked more to the KPIs. The Chair said this would be very difficult process because of the need for consistency around this ethos and therefore the integrated plan needs more consideration; moreover such changes will take a long time to embed.</p> <p>The teaching and observation process was presented as part of the report for information only.</p> <p>Teaching, Learning & Assessment themes for 2018-19 Some key themes emerging for the next observation cycle which will be from April 2018 to March 2019.</p> <ul style="list-style-type: none"> • High quality feedback which impacts outcomes as evidenced through ProMonitor and student assessed work • Use of detailed student tracking and 'what if' calculators, to ensure 'border crossing' by students who may be underperforming • The development of structured independent learning and revision • Monitoring of the progress of students via subject and Curriculum Area Review Meetings • Planning of the curriculum to enhance literacy, numeracy and employability opportunities • 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) <p>Resolved: that the Teaching and Learning Report was received by the committee</p> | |
| 1.11 | <p>Quality Intervention Report The Principal told the committee that achievement rates declined significantly in 2017/18 for A-Levels, vocational and basic skills qualifications. Main reasons for this included: too much focus on pass rates and value added and not on the retention rates, poor function of MIS system with incorrect data provided, restructuring process of 2017-2018. Consequently based on 2016/17 National Achievement Rate Tables (NART) the College has dropped from approximately half way when compared to other sixth form Colleges (approximately 100), to the bottom 10 Colleges nationally.</p> | |



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| | <p>In addition the three year grace period for Good Colleges is due to finish at some point in 2019 meaning that, Ofsted can inspect a College sooner if they have reason to. As the College has declining achievement rates alongside the fact that there has been a change of Principal and two Chairs, it would seem that the College is likely to be rated as high risk by Ofsted. High-risk Colleges can be inspected out of the usual cycle of inspections.</p> <p>However the Principal reaffirmed that these issues are all fixable over the next 18 months and that action was already being taken to address them namely:</p> <ol style="list-style-type: none"> 1. The teaching and learning strategy is being redesigned. 2. Monthly Performance Reviews are taking place with curriculum leaders, Heads of Faculty, the Principal and Kam Nandra (external consultant). 3. One to one meetings are and have been scheduled between Kam Nandra and curriculum leaders to look at their action plans. 4. Training has been delivered to curriculum leaders on how to write action plans. 5. A workshop took place on 14th January with all managers to plan strategies around how College performance (achievement rates) can be improved. 6. A review of the College's quality cycle is due to take place. 7. MIS is in the process of developing a Key Performance Indicators (KPI) report that will be used in performance review meetings. <p>The Chair wanted to know how the College is keeping on top of this and feels that the monthly performance reports is going in the right direction, similar to the SAR review meeting but taking it through the year. The Chair then asked how this was done previously and was told that it had been done through a series of ad hoc meetings, which did not involve the Principal.</p> <p>The Chair summed up by saying that the committee recognised the challenges ahead but felt more confident that the right things are being done and that the above should be in the development plan which should be produced for the governors to see generally. The Principal said that this would be shown to the Governors in two weeks' time.</p> <p>Resolved that</p> <ol style="list-style-type: none"> (i) the Quality Interventions Report was received by the committee (ii) the Clerk to send the Chair the CV of the external consultant doing the Ofsted training and quality assurance | |
| 1.12 | <p>Any Other Business There was no other business</p> | |
| 1.13 | <p>Items to Take Forward to Next Corporation Meeting 1. Safeguarding and Child Protection Policy for approval</p> | Clerk |
| 1.14 | <p>Date and Time of Next Meeting The next meeting is scheduled for 7 March 2019 at 18.00</p> | |
| 1.15 | <p>Meeting Closure The meeting closed at 20.20</p> | |
| | <p>MINUTES of the meeting held on Thursday 24 January 2019 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... On</p> | |