

The Henley College Board

MINUTES of the Meeting of the Quality and Standards Committee held on Monday 20 November 2023 at 17.00 via remote participation		
MEMBERS PRESENT: Elizabeth Firth Mike Ashton Claire Bovill Jo-anne Elliott James Lingard Rena Rani Asma Jahan Jackie Wilcocks	Independent Member/Chair Chair of the Governing Board Independent Parent Governor and SEND Independent Member/Vice Chair & Safeguarding Lead Governor Independent Staff Governor Parent Governor	DIRECTOR OF GOVERNANCE: Jacky Gearey BY INVITATION: Tristan Arnison Assistant Principal & DSL Julian Brinsford Assistant Principal Eamonn Egan Vice Principal (VP) Suzanne Plaister Assistant Principal Quality
Agenda Item	Minutes	Action by
	Opening of meeting and welcome The Chair opened the meeting at 17.04 Apologies for Absence 1. Satwant Deol – technical issues There were no other apologies for absence. Declaration of Interests 1. Lizzie Firth declared her interests as a Senior Director of Accreditation and Standards at Pearsons 2. Rena Rani declared her interests as a consultant at London Southeast Colleges Group. There were no other declarations of interest.	
2.1	Minutes of Previous Meeting (i) Meeting of 2 October 2023 The minutes of 2 October 2023 were agreed as an accurate record of the meeting held. Resolved that the committee agreed that the minutes were an accurate record of the meeting of 2 October 2023.	
2.2	Matters Arising from the Minutes Item 1.8 - provide an explanation on qualifications focusing on areas of risk i.e. T levels and applied general for next meeting and thence onto the Board in December. VP explained that there was no paper on qualifications with a focus on risk, but that reference will be made to the qualifications to be offered from next year during the governors' awayday, which would cover the point. All other matters had now been closed off or were covered under the agenda.	
2.3	Safeguarding Update An update was provided to the committee and covered the following: Risk Assessment of Vulnerable Students – there were two students classified as At Risk: Extremely High and five students as At Risk: High. This is an increase of 2 and a decrease of 3 respectively (compared to the last point of reporting). There have been 264 logged unique CPOMS incidents	

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	<p>since the beginning of the academic year. representing an increase of 10% overall on same period last year, however analysis shows that there are fewer issues requiring external agency contacts and fewer with significant mental health and well-being issues. The committee asked if any of this was benchmarked against other colleges with DSL explaining that using CPOMs data benchmarking can only be done if colleges uses that same reporting system, but in essence there was no formalised cross national benchmarking on this. Work with External Agencies & Partners had consisted of one LADO referral this term. And the College had received a Safeguarding Award with Thirty-One Eight as part of their education pilot and was the first college to achieve this. There was currently no Prevent referrals but an ongoing involvement. For the Single Central Record an internal audit is to be carried out in November and a new onboarding process for new staff has been introduced. Finally the College had run an in-person Generalist Safeguarding and KCSIE 2023 training session in September for all staff, alongside the online generalist training on Smart Log.</p> <p>The Chair asked the Safeguarding link governor for any comments who confirmed that he had been kept up to date of all issues by the DSL.</p> <p>Resolved that the Safeguarding and prevent update was received and noted by the committee</p>	
<p>2.4</p>	<p>Draft College Self-Assessment Report for 2022- 2023</p>	
	<p>The 2022/23 self-assessment grades were presented to the committee for review and approval. with the VP providing details on the 1% increase in the number of students enrolled which consisted of Level 3 (53% taking A-levels and 47% vocational diplomas), 66 at Level 2, 31 at Level 1 and 42 high needs students. The overall effectiveness self-assessment grade of “Good” was awarded provisionally for 2022/23 with Outstanding for the Provision for Learners who have high needs. This was a re-iteration of the Ofsted Inspection Report of June 2023. (Inspection was March 2023).</p> <p>The committee asked how the self-assessment process worked and VP explained that the process worked from the bottom up i.e. from Curriculum Leader upwards working with the Inspection framework, writing a commentary on each part to enable a judgement to be made. Asked if there was any external validation process, the VP confirmed that this happened each year, and in this case the recently appointed AP Quality provided this validation.</p> <p>The VP gave a presentation on the following: Quality of Education (Intent, Implementation and Impact) – rated as Good</p> <ul style="list-style-type: none"> • curriculum planned and in consultation with local stakeholders • teachers understand the needs of learners well and use this information to select content and order of the curriculum • majority of teachers delivered well-structured and well-paced learning sessions • overall achievement rate higher than previous year with a positive trajectory • teachers having high expectations of their students • learners with high needs made excellent progress and flourished • well qualified teachers with strong subject knowledge and well-paced learning sessions able to convey key concepts effectively, and with students understanding and skills being continually assessed. <p>Areas for improvement:</p> <ul style="list-style-type: none"> • Planning and overall structure of a minority of lessons. • Development of adaptive teaching strategies in some lessons 	

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- Involvement of stakeholders in the planning, design and implementation of the curriculum is not yet consistent across all areas

Impact

The overall achievement rate for 2022/23 was slightly higher than last year, which in turn, was similar but higher than 2018/19. GCSE English rates returned to the 2018/19 rate GCSE Maths 9-4 rates have improved from 12.2% to 18.5%.

Behaviour and Attitudes – rated as Good.

- Relationships between learners and staff were positive and respectful
- Student survey responses gave a higher rating regarding feeling safe at the College
- overall attendance rate of students was 84% and although, comparable with other sixth form colleges, it was 4% below the target for the year. 2% of non-attendance was attributed to strike action by teachers and rail workers, and 1% to the persistent impact of the coronavirus on staff and students' health.

Personal Development – rated as Good.

- the evolution of Personal and Professional Development (PPD) programme for learners with dedicated PPD Tutors, developed further utilising the Skills Builder benchmarking tool and resources in a cross-college capacity (achieving the Skills Builder Gold Award).
- Weekly workshops linked into PPD focused on development of positive psychological skills,
- Learners learnt valuable skills to fulfil their career ambitions
- High needs learners developed skills for adult life
- Re-organised enrichment programme but looking for more student engagement

Provision for Learners who have high needs – rated as outstanding

Ofsted graded the provision as outstanding commenting on the College's ambition for learners who have high needs, their excellent progress and their personal development. Achievement and attendance of students who have High Needs was above the College average for the year. Overall attendance from September 2022 to the end of June 2023 in Foundation Learning was 88.9% and in Pathways 91.9%, compared to the College average of 84%. Leaders consult with parents and carers of learners with high needs effectively and learners develop valuable skills for adult life quickly and effectively.

Leadership and Management – rated as good.

College received the Gold Award for the implementation of Skills Builder across the College. Leaders and managers successfully developed the College's approach to implementing the Skills Builder programme and embedding employability skills, including English and Maths across the curriculum.

The committee asked for clarification on retention, pass rate and the achievement rate and in particular the achievement data on extended certificates which was dragging down the overall college achievement rate. VP explained for the extended certificate that there were some structural issues around the timings of some of the examinable components i.e. they were completed at different times of the year, and there are more exam components and coursework than A levels and therefore they are not an easier option.

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	<p>The Chair asked if there were any further questions or comments before asking the committee to approve the 2022/23 SAR grade of Good for Overall Effectiveness. The committee approved the SAR grade of Good and recommended this to the Board for approval.</p> <p>Committee congratulated the College staff for being awarded the Gold Award on the Skills Builder.</p> <p>Resolved that the Draft Self-Assessment Report for 2022- 2023 was received and recommended to the Board for approval with the judgement of Good for overall effectiveness.</p>	
2.5	<p>Quality Improvement Plan (QIP) 2023/24</p>	
	<p>The November update focused on the 8 key areas for improvement outlined in the Quality Improvement Plan for 2023/24, identified as a result of deep dive activity, level 2 working group activity, Curriculum SARs and the Ofsted report. The 8 areas which were RAG rated were:</p> <ul style="list-style-type: none"> • L2 Provision • LSAs included within lesson observation process • Teaching and learning within specific areas • Value added • Attendance • Engagement within GCSE learning • Enrichment • Co-design and co-delivery <p>Additionally the AP Quality advised that there was now more clarity on what processes were making a difference ensuring consistent actions were being taken by all Curriculum Leaders (CLs)/teams . The RAG rating would be reviewed in December with a view to moving to green.</p> <p>L2 Provision - Finalised planning for Skills Booster Masterclass Day. Unloc will facilitate the day with a mix of carousel activities to address 4 key employability skills resilience and motivation, teamwork and communication, enterprise and pitching skills and future planning and interview skills. Formal observations for L2 provision.</p> <p>LSAs (Learning Support Assistant) - working across the College and teaching and learning – The College LSA team will be part of the cross-college quality processes enabling them to demonstrate effective, integrated.</p> <p>Teaching and Learning Assessment (TLA) - Channels within TLA teams aligned to core eight TLA areas to aid development or sharing of practice of these areas. Key support areas added with 'How to' information added. Some key resources have also been added with resources. Greater emphasis on tracking shared with CL to be driven through their teams.</p> <p>Value Added (VA) - SLT will have clarity on all students' progress across curriculum areas enabling timely intervention and support, staff understating what value added means, changed the Curriculum Area Reviews (CARs) with clear KPI sheets, support CLs with developing clear actions linked to root cause to ensure rapid improvements are made in VA.</p> <p>Attendance - Impact of deep dives and attendance action plans seen in some departmental data in CARs with significant movement within courses moving from red to amber or amber to green in some CL areas. All CLs advised to monitor course and student data in this way to measure impact of actions. All student attendance RAG rated on E tracker with reports available to run by teacher and department or area.</p> <p>Engagement within GCSE learning - Not all CLs are clear on how to monitor and track E & M attendance within their areas. Coach and correct used within meetings to show how this can be done. All CLs asked to track Rag attendance for E & M to target students and support progress and impact.</p>	

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	<p>Enrichment - 607 students engaging in enrichment activities, reviewed structure of CAR meetings after first round and will now add PPD to process and Learner voice being collected through tutorials and student newsletter.</p> <p>Co-design and co-delivery - Talent development programme being developed. Actions for this year development of advisory boards to influence employer co design and delivery for Business A level and T level delivery. EQR visit in January 2024 on employability. Further development in L2 delivery to link content to wider work and employability. Developing questionnaire for CLs to inform curriculum areas of focus for review.</p> <p>Chair asked for the feedback from the recent CARs that link governors had attended where it was noted that adjustments are required from CLs with some more prepared than others. The coach and correct approach was identified as a positive approach to take and that departmental QIPs are to be embedded into the College QIP at a later date. The Board Chair said that it would be good to provide an update to the Board at a later date.</p> <p>Resolved that the QIP 2023/24 was received and approved by the committee</p>	
2.6	<p>Strategic KPIs and Strategic Aims update</p>	
	<p>AP Julian Brinsford went through the Strategic KPI dashboard:</p> <ul style="list-style-type: none"> • Enrolments - target 1970 • 19+ - 38 learners (new AAT courses starting in January 2024) • Retention - 94.8% (2% above target) • Attendance - 88% for courses leading to a qualification • Student satisfaction - survey is still live. Asked if questions were reviewed each year, the committee were advised that whilst the bulk were the same year year to enable comparisons there were some new ones added. • SAR Grading - Good (representative of the Ofsted report) • Some KPIs (achievement, value-added, progression and A Level pass rate) could not be given as CWGs are currently being collated. <p>The Chair and committee all felt that this dashboard was very clear, concise and informative.</p> <p>The report on the strategic aims covered:</p> <p>Strategic Aim 1: Students - Delivering an exceptional student experience</p> <ul style="list-style-type: none"> • The first cross-college Skills Builder assessments are taking place. • The first of three careers' fairs are soon to take place focusing on Science, Technology, Computing, Engineering and Maths. • Additional materials have been added to the PPD online materials base. • Enrichment has been organised into three categories: Sports and Wellbeing, Community and Social Enterprise, and Skills for the Future. • A Level 2 Student Rep Conference was held in October. A Level 2 Student Skills Masterclass Day will be held in December. • Staff Development Day planned for January focusing on improving students' value-added outcomes. • eTrackr has been implemented • The first series of CAR meetings have taken place <p>Strategic Aim 3: Stakeholders - Building partnerships with community</p> <ul style="list-style-type: none"> • 385 employers and other stakeholders are now recorded on the new CRM system. • The LSIF bid was successful. The design and development of the two Cobot and digitisation programmes will now go ahead. 	

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	<ul style="list-style-type: none">The eTrackr system now allows students and parents to see a student's rate of attendance, causes for concern, disciplinary matters or reasons to celebrate, and how students are performing in relation to targets set at the start of the year.First ESOL courses for Ukrainian refugees has started. <p>Resolved that the Report on Strategic KPIs and Strategic Aims was received and noted by the committee</p>	
2.7	<p>Any Other Business</p> <p>The committee thanked the VP for the excellent papers produced for the meeting not underestimating the amount of work that had been done to accomplish this.</p>	
2.8	<p>Items to be taken forward to next Board meeting for approval:</p> <ol style="list-style-type: none">College Self-Assessment 2022-2023	
	<p>Date and Time of Next Meeting to be held remotely:</p> <ul style="list-style-type: none">18 March 2024 at 17.00	
	<p>Close of Meeting</p> <p>The meeting closed at 18.25</p>	