



The Henley College Corporation

**MINUTES of the Meeting of the Quality, Standards and Planning Committee
held on Wednesday 21 September at 18.00**

<p>Members present: Jasminder Love (JL) Simon Cuthbert (SC) Mohammed Khaliel (MK) Eva Rickett (ER) Simon White (SW) Nikki Bulteel (NB) Keith Heron (KH)</p> <p>By Invitation: Julian Brinsford (JB) Beryl Richardson (BR) Lynn Jenkins (LJ) Tristan Arnison (TA) Jacqui Powell (JP)</p> <p>In attendance: Jacky Gearey</p>	<p>Chair Acting Principal/Ex Officio Member Independent Parent Governor Independent Associate Governor Associate Governor</p> <p>Assistant Acting Principal Curriculum & Quality Manager Assistant Acting Principal HR & Student Support Head of Faculty - Science Head of Faculty - Arts Temporary Head of Faculty - Humanities</p> <p>Corporation Secretary</p>
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Agenda Item	Minutes	Action by
1.1	Opening of meeting and Welcome The meeting opened at 18.05 and the Chair invited all members present to briefly introduce themselves.	
1.2	Apologies for Absence Apologies had been received from Peter Le Conte, Rick Holroyd and Sam Juthani.	
1.3	Declaration of Interests There were no interests were declared.	
1.4	Minutes of Previous Meetings <ul style="list-style-type: none"> • Minutes of Meeting of 19 May 2016 had not been approved and would be held over until the meeting on 9 November 2016. Action Chair to review and approve minutes for next meeting.	Chair
1.5	Matters Arising from the Minutes (including review of actions) There were none.	
1.6	Safeguarding/Prevent Update BR provided the safeguarding date. Last year's first year students have now moved up into their second year and are still receiving support. With the new intake of students there have been some disclosures and one to one meetings have been put in place. At risk numbers are similar at	



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	<p>the moment to the previous academic year. There are some aspects which are quite serious and therefore the college is seeking specialist advice. The Chair asked for an example and BR said that in addition to the RAG rating there was also a black level (there was a small number of six students in this area and these covered dealing with very complex needs for example psychosis). Kathryn Caulfield, Head of Student Support Services will provide at a later meeting information about achievements of this group. SC said that 20% of the student cohort have some sort to anxiety issues. The Chair asked if the college had enough support and SC said that yes, there was now a student listening service and the college nurse's hours had been increased. SC also said that admin support has been very important and crucial in this area.</p> <p>SW advised committee that he was going on post Bullfinch training (grooming in Oxford). MK said that they be getting some new sector guidelines (in the next 6-12 months) on Prevent. He advised the committee that there had been a counter terrorism, London Met police operation (covered in media) which extended into High Wycombe involving young men, however he was not aware of any links to Henley College on the limited information released in media.</p>																	
1.7	<p>A Level results discussion – to be read in conjunction with 1.8</p> <ul style="list-style-type: none"> • Celebrate achievements • Strategy to improve average results • Clear actions for disappointing results <p>JB's report on the headline results were as follows although he mentioned that there may be some changes as re-marks continue to come in. The results given here are the pass rates of students that sat examinations. The college is still awaiting the ALPS VA results for 15-16.</p> <p>A Level results</p> <table border="1" data-bbox="438 1220 1157 1478"> <thead> <tr> <th></th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>A*-B</td> <td>42.0</td> <td>42.9</td> <td>46.9</td> </tr> <tr> <td>A*-C</td> <td>70.8</td> <td>70.5</td> <td>73.6</td> </tr> <tr> <td>A*-E</td> <td>97.9</td> <td>98.4</td> <td>98.0</td> </tr> </tbody> </table> <p>Overall, the high grades and A*-C results show an increase, with a slight fall in the percentage of passes (-0.4%). The majority of subjects have a 100% pass rate. Only Spanish (6 students) and Music Technology (11 students) have pass rates below 90%.</p> <p>A number of subjects at A level had over 85% A-C including; Textiles, Dance, Film Studies, French, Politics, History, Photography.</p> <p>JB then went on to explain the new A level framework and as a result the new AS linear results are lower nationally. There is a clear difference in the grades (particularly at A-B and A-C) between the two (linear and legacy). This reflects the change in the standard expected for the new, linear AS.</p> <p>All areas show an increase in the rates of achievement. However, the comparison between the legacy AS levels and the new, linear AS levels is as follows:</p>		13-14	14-15	15-16	A*-B	42.0	42.9	46.9	A*-C	70.8	70.5	73.6	A*-E	97.9	98.4	98.0	
	13-14	14-15	15-16															
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	A-B	A-C	A-E
Legacy	36.6	60.4	90.7
Linear	26.6	51.5	87.2

This reflects the increased demands of the new A levels over two years, and the need for students to study for two years before sitting their examinations.

The legacy subjects with pass rates below 85% are; Environmental Studies, Spanish, Government and Politics and PE.

The linear subjects with pass rates below 85% are; Physics, Sociology, Biology, Chemistry, Economics and Psychology.

Subjects at AS with a higher proportion of A-C grades include (legacy); Dance, French, Maths (mech), Maths (stats), Maths (double), Use of Maths; and (linear); Art, Textiles, Business Studies, Photography

SC also referred to the fact that there had been a significant reduction in certain subjects from some colleges who have withdrawn students from certain exams. The actual linear exams were much harder than the exam specimen papers that had been completed. MK asked about the change in system and SC explained the rationale of the new system. ER asked if the norm was back to 3 A levels which both SC and JB affirmed.

Vocational Level 3 results (grades with a D)

	13-14	14-15	15-16
90 C D	47.4	72.0	73.8
180 Ex D	71.0	71.6	82.1

Of particular note, for the 90 Credit Diploma (CD), both Health and Social Care and IT Practitioners had 97% of students gaining a grade with a Distinction. In the 180 credit, Extended Diplomas, the following courses had more than 85% of students gaining a grade with a Distinction; Business, Forensics, Health and Social Care, IT, Travel & Tourism.

Vocational L2 results (passes)

	13-14	14-15	15-16
Passes	86.2	59.5	75.9
D*-M	62.1	43.2	31.0

Initial thoughts on the decline in high grades for students concerns the introduction of external examinations for students, with the introduction of the new NQF framework for Pearson qualifications. The L2 Diploma in Sport did not gain any distinction grades.



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ER then asked if the BTec was remaining as is and was the college going to promoting this? SC and JB said that 3 A levels is going to be the norm but a student could do BTec and A levels if they were able but that this is a two-year commitment.
MK asked about fast track A levels. JB and SC said that it was very difficult and usually for more mature students who are repeating a year.
The Chair asked about those students that do just the exams – and aim to look after those students that have been ill. TA said that as long as a student has achieved more than 50% of the paper then the examining board can give them an assessed grade.

GCSE results (A* - C)

	13-14	14-15	15-16
Maths	47.3	51.6	41.8
English	70.5	75.5	70.4

Analysis of the results of GCSE maths students shows that more male than female students need to re-sit at College. This year, also, there were more year 2 students than year 1 students re-sitting for a second time. SC said that Maths and English results have fallen in GCSE nationally but that the college was above the national average.

JB explained that first year students having to redo their GCSE if their grades are below D grade trying to achieve what they should have achieved before they arrived and this had affect the following number of students:

1. 98 for English
2. 93 Maths

LJ then said that most students that do not get a C in GCSE in Maths and English generally follow vocational courses.

Keith Heron arrived at 18.35 and he introduced himself.

1.8

Intervention:

1. Review Intervention 2015 -16 – see impact of results
2. Proposed intervention 2016 -17 – following the results

JB handed out a sheet covering subjects which had improved and those that had gone down, these were subjects that the college was concerned about and JB went through each of these subjects but said that account had to be taken of the number of students taking the subject last year and so this might skew the results.

The following will continue as intervention subjects from last year: Geology, Psychology, Media Studies, Business, Physics, Environmental Studies, Music and Sociology. It should also be noted that there were examination issues with A Level Geology, which resulted in the examination board intervening in the grading of one of the units.

The SLT is meeting with the programme leaders to discuss the results and the way forward and then with the faculty to see how to improve these results. SC said that strategies have been



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applied across the college and said that at every SLT meetings the teachers are being asked how things are going, improvements etc.

SC said that certain subjects have improved and where there is confidence that the team has made an improvement they have been taken off the intervention list.

	%	%	%	%	%	%	%	%	%	%		
	D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	Fail	ALPS
10	10.0	0.0	0.0	0.0	20.0	10.0	10.0	10.0	10.0	30.0		8
	D					M			P			
17	47.1					41.2			11.8			n/a

For vocational arts, the UAL qualification does not have ALPS VA to make a comparison with the Pearson qualification. Here, the P, M & D grades for UAL have been placed to show their comparative positions with the Pearson qualification in terms of UCAS points. This shows a significant improvement in terms of the attainment of students on vocational art.

Ideally each subject should have 17 students in order that the college can break even but one of the key points in marketing in the college is the breadth of subjects e.g music, dance and German which although are small in class size, if the college did not provide them the college would lose many students. In other words other subjects are cross subsidising these lower supported subjects. Once below 12 students enrolling on a course, SLT will look at each on its merits.

JL said the psychology results were very disappointing and what was happening in this area, BR said that there is a two-year plan in place as part of the intervention for this subject, that the teaching team had changed and there had been a lack of cohesion within the group due to the uncertainty of whether a member of staff would be staying or not. Two of the three team members had markedly improved and a change of emphasis of moving into the classroom will make a considerable difference.

1.9

Teaching and Learning Report

BR handed out a sheet on the examples of intervention strategies. This was step 8 and part of a much more in depth document detailing the intervention process. Step 8 dealt with examples of these intervention strategies: e.g. from doing analysis on flip learning approach to an increased volume of lesson observations, looking at exam techniques, exam questions, analysis of previous year, team teaching, assessment and mark book checks, attachment to a mentor, external quality review and so forth. BR went through what some of these strategies meant. Ultimately the senior lead has to look at these strategies and report back to SLT and then QSP committee. BR said that QSP receive quantitative data and that more qualitative information is required and was now being produced. Feedback is at the end of every half term at staff, student and senior levels and that the college was now planning a more rigorous appraisal scheme involving more mocks based on the complexity of exams.

BR said that Ofsted had been very complimentary about the strategies that were in place.

ER asked what was an additional learner voice and BR said that it was a focus group to find out the underlying issues.



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	<p>BR confirmed that the focus for the October inset day would be intervention.</p> <p>BR also spoke about continuous professional development (CPD) and said that there was more ownership coming from the teachers on this and this could be seen in the different approaches in the classroom.</p>	
1.10	<p>QIP Update JB informed the committee about the following:</p> <ol style="list-style-type: none"> 1. The college is finalising the results to enter into the ILR (individual learning record) as the results from resits come in to get a full picture of the college results 2. More students had been recruited than last year but there is a need to recruit more for next year to improve the bottom line. 3. Gifted and Talented area was now renamed "Aim High" with activities taking place at different times of the week to include employability, higher education and enrichment activities. 4. The ALPS data has recently come in and a more informed picture will be provided at the next meeting. 5. Programme Leaders are in the process of completing their self-assessments for their areas (SARs). The Chair then said that governors should now start to make appointments with the SAR links in preparation for the report for the end of term. 6. The implementation of a new timetable to increase teaching and workshop time for A level students and workshop time also for vocational students <p>Action A more informed picture of the results will be provided at the next meeting once the ALPs data has been included.</p> <p>SC showed the committee the quality calendar and explained how it worked. There were 4 columns one for each of the following: Head of Faculty, Teachers, Programme Leaders and Lead tutors. This calendar showed a list of activities with one main activity each week of the term, it did not cover off everything that the 4 groups had to do.</p> <p>SC explained why the timetable had been changed namely to allow for more teaching time and also directing students to support if required, in addition there were now small study support sessions on top of main lessons.</p>	JB
1.11	<p>Review Standing agenda items The standing agenda items had been reviewed and amended to be in line with what was important/relevant during the academic calendar and to more aptly fit the rhythm of the college. The committee was asked to approve the QSP standing agenda items.</p> <p>Action: The Committee reviewed and approved the standing agenda items and this will now be taken forward to the next Corporation meeting for approval.</p>	Corporation Secretary
1.12	<p>STEM related courses SC explained which were the stem related courses such as in biology, chemistry, computing, environmental maths, ICT, music and creative media and said that there were well over 400 students in this area in the second year. SC then went on to describe the vocational courses such as health & social care, forensics etc. He did say that engineering was very difficult to get companies to invest in this not only locally but nationally as companies do prefer to train their own</p>	



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	<p>people. SW said that IT companies are going to be hit by new immigration laws and the restrictions of bringing in an external workforce and therefore the college needed to invest in more apprenticeships.</p> <p>MK said that there needs to be a marketing emphasis on this area and the Chair suggested that the college's marketing and apprenticeship departments ought to work together on this.</p> <p>SC said that looking at enrolments this would become an even split between A levels and apprenticeships and LJ emphasised the fact that the college needs to break the myth of students doing BTec for apprenticeships and A levels for university entry.</p>	
1.14	<p>Has the committee contributed to the Vision and Mission of the College?</p> <ol style="list-style-type: none"> 1. Aim towards outstanding 2. STEM 3. Apprenticeships <p>It was agreed unanimously that the committee was working hard in each of the above areas.</p>	
1.15	<p>Any Other Business</p> <ol style="list-style-type: none"> 1. ER raised the issue of the changed timetable and there appearing to be a clash of rooms. JB said that he would investigate and get back to her on this. 2. Ofsted feedback – there was a general question as to when the Ofsted inspection would be fed back to parents and also how the college would be implementing the process of improvement. 	
1.16	<p>Items to Take Forward to Next Corporation Meeting</p> <ul style="list-style-type: none"> • Approval of QSP Standing Agenda items 	
1.17	<p>Confidential Items (if any)</p> <p>There were no confidential items</p>	
1.18	<p>Date and Time of Next Meeting</p> <p>The next meeting is scheduled for Wednesday 9 November 2016 at 18.00</p>	
1.19	<p>Meeting Closure</p> <p>The meeting closed at 19.32</p>	
	<p>MINUTES of the meeting held on Monday 19 May 2016 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>.....</p> <p>On</p> <p>Proposed Seconded</p>	