



<b>2.5.2</b>	The question was raised as to what impact has the interventions had thus far, JL responded that she too had asked that this be on the agenda and that a report had been requested for the meeting and JD stated that she had an update on this. Areas under high levels of intervention are Geology, Environmental Studies, Philosophy, Vocational Art, Media Studies, Chemistry, Maths and Psychology, LA asked if there would be a detailed discussion on this and BR & SC confirmed that this would be discussed in the meeting.	
<b>2.6</b>	<b>College Dashboard 2014-15</b>	
	JL requested that this be moved to 2.12	
<b>2.7</b>	<b>Teaching and Learning Report</b>	
	<p>PLC raised an issue on the way the papers were stapled making them difficult to work with, going forward the staple to be in the left corner on landscaped reports.</p> <p>BR provided a background on matters involved in the teaching and learning observations. The college has moved away from grading observations that were also allocated at a known time. The new system is different a more realistic approach where members of staff are given 5 days notification of a 3 day window when the observations may take place. After the observation there is a report provided with a note of key strengths which can be shared in different forms with areas that require improvement detailed with an action plan. BR has produced a helpful document summary of every single member of staff to enable more detailed analysis and assist with the overview.</p> <p>BR brought Section 2 on the report table, 2014-15 observation data by Programme Area, to the meetings attention which shows no unsatisfactory teachers, all sit at outstanding or good.</p> <p>LA raised the question on observations of each new individual teacher do the Principal and Deputy Principal see all the information about each member of staff? SC confirmed this and stated that there is a standardisation of clarity of approach and all are doing a good job as detailed on page 5 of the report.</p> <p>RH questioned what happened next, how is this directly impacting on the intervention implication. SC reported that the weakness of the old system was that it was scheduled in advance. The observations were done correctly but this advance warning was not necessarily the best check on whether this was the students' day to day experience. By instigating a 3 day window we were likely to get a better view of quality especially when allied to regular learning walks and pop-in observations. RH requested that the results of what the new process is having on the intervention process be a high priority.</p>	<p><b>Corp Sec</b></p> <p><b>SC</b></p>

	<p>BR reported on the observation process and stated psychology as an example. Part of this was for BR to see all the members of staff and has now observed all with a comparison to last year. On 18<sup>th</sup> November BR will have a team meeting with all the members of staff to discuss their key areas of improvement as a team, to include what is it that will help them to improve on their specific area, with differentiated tasks, role play etc. to improve the teaching and learning experience of the teachers. RH asked if this was being mapped out across all subjects and PLC asked is this a documented process. BR replied that it was and is minuted at meetings. JL stated that the process was excellent and perhaps it needed to be seen visually. BR agreed that she will do a flowchart of the process with a snapshot for all for the next corporation meeting. SW questioned to what extent was the process the same for everyone, are there a set number of observations after the original one, it was confirmed that there is a different action plan for each individual although the approach will be the same. The interventions will be re-observed and if require improvement further observation. If non-intervention staff are ok at original observation this will be complete.</p> <p><b>Action BR to produce flowchart</b></p> <p>LA requested to highlight on the old and new system, the timing and action plan and whole report goes to JD and SC, looking at clarity of approach how it differs from previous. Heads of school receive a copy of the report with more realistic information. SC stated that by taking the grading off it enables SLT to clearly outline the areas that need improvement and organise appropriate intervention</p> <p>RH commented on page 6 section 4 - teaching on inset days, could BR report what themes have emanated from this. BR replied that once a good understanding of areas to be addressed was achieved, aspects that were ongoing from last year's inset days with workshops being run by advanced practitioners, ILT members of staff ran those sessions and those with difficulty in ICT and diversity attended.</p> <p>SW stated that this appears to take up a lot of time and are there any processes that could be improved to enable BR to implement more lead practitioners, people who can get involved in coaching. SC stated that the whole system will only improve coherently and properly if part of a supported cultural change which becomes part of the normal way of working for all teachers. JL supported this point. RH thanked BR for the information which was very helpful.</p>	<b>BR</b>
<b>2.8</b>	<b>Teaching and Learning Year Plan</b>	
	BR stated that the report was for information for the committee to provide a snapshot of the procedure and how the quality assurance is monitored.	

	<p>SJ asked the question on giving teachers 5 day notice and why there is a need to give teachers any notice? Some aspects are unannounced but due to moving from one particular approach is a stepping stone to moving to unannounced, it is a transitional approach.</p> <p>RH - no direct mention of student outcome. BR - overall holistic experience, appraisal process is the criteria about student outcomes BR to make the top statement 'to improve student outcomes'.</p>	<b>BR</b>
<b>2.9</b>	<p><b>Proposed Targets Report</b></p> <p>JD to cover as part of the dashboard. JD report has a lot of information to show where we are to compliment the SAR parts of the dashboard which do not yet appear in reports.</p> <ul style="list-style-type: none"> <li>• Targets come from previous years, are higher than benchmark and reflect where the college has been in the past. Final target setting to take place when JD and SC have carried out all SAR meetings.</li> <li>• A2 example performance 98.5 achievement. SAC benchmark A2 target 96 for success, SW asked what the 6<sup>th</sup> form college benchmark is against. SC - can be below and can show that do not have to be above benchmark, will be firmed up when set targets are finalised.</li> <li>• The average AS student has a GCSE score of 6.1 average, colleges as a whole are 6.1. RH asked what basis is being used to set the benchmarks, JD responded that they use all sixth form colleges to set these. SJ asked when mapping across what happens if we find the whole college target below the benchmark, JD replied normally would scrutinise all the subjects we have and would need to go back and look in more detail what the benchmark is.</li> <li>• Learner outcomes gender and ethnicity - first number is score and the number in brackets is the number of students. Need to look further at students who class themselves as White &amp; Black Caribbean as have poor value added which is mirrored in success rates that are below the college average on 12 courses. White and Asian students have low value added at A2 level this year which is mirrored in the success rates that are below the College average on 14 courses which is enough to identify the issues this will be looked at on a subject level basis via the SAR meetings.</li> <li>• Good attendance.</li> <li>• GCSE resit slightly lower though still at a good rate.</li> <li>• Student satisfaction, full action plan has been put together with SLT "How are things going" questionnaire put to students.</li> <li>• Applications – data from partner schools:-</li> </ul>	<b>JD/SC</b>

	<ul style="list-style-type: none"> <li>• <b>Langtree</b> – increase in students, a big improvement for 2DIS/16</li> <li>• <b>Gillotts</b> – a dip in enrolments JD to investigate with Catherine Darnton.</li> <li>• <b>Chiltern Edge</b> – numbers have fallen though the year group was smaller in 2015/16.</li> <li>• <b>Icknield</b> – numbers are steady.</li> <li>• Applications show difference in over 171 applications less, done well to keep the amount with fewer applications.</li> <li>• Key actions have been updated.</li> </ul>	
<p><b>2.10</b></p>	<p><b>Draft Self-Assessment Report and Quality Improvement Plan</b></p> <p>SC – the SAR report crucially informs on the quality aspects in every single programme area and gets underneath their own individual self-assessment. JD questions are to obtain information, to be done in a designated time frame and to synthesise the information to lead to quality improvement.</p> <p>Quality improvement overview of format of self-assessment report - PLC asked if questions as go along - SC confirmed. Report easier to follow in colour and all is electronically available.</p> <p>SC presented a map of learners which indicated where the apprenticeships came from. Newcastle provided advanced rugby players. Governors were unaware of the range of where the apprentices came from or the extent which highlighted that recruiting is from whole of UK not just in Henley. Henley is a college that is already bigger than 2,000 and wants to be able to grow. The majority of 16-18 student apprenticeships are at intermediate level. Only 1 student is under the age of 16 with a need for official permission for funding due to age.</p> <p>JL suggested that the college promote this information to all governors and stakeholders. It's an excellent 'plus' for the college.</p> <p>Outcomes are shown on pages 10 – 14 of the report and show very good destinations for students.</p> <p>A key question for teachers is “how do you develop employability skills of students, especially with no direct national stats to compare. JL asked are the college giving people the ability to access employability skills i.e. phone manner training? SC replied that Katherine Caulfield runs the employability passport which she initiates and monitors. A specialist team and tutors run this and everybody is on this course which includes CV writing and career progression, with opportunities for students to do presentations and develop employability skills. JD informed the meeting that a group of local employers had come in to the college and notified / discussed what they look for in new people. JL and SC commented on the need to emphasise how the college are listening to employers.</p>	

	<p>Page 11 on the report provides the overall success rates for the college 16-18 year old and these show that Henley College are above the all college average but slightly below the sixth form college average.</p> <p>PH asked a strategic question on what should be our base offer to students. Should the college do AS as a formal examination. Financially negative for the college to enter all students for AS but are for 2016 as it benefits the learners to have a staged approach. JD replied that this is being evaluated at present. SJ asked does it help or hinder students accessing university places, SC reported that all have put messages on their websites saying that they will not disadvantage students without an AS qualification. Most schools will go down the 3 subject route. JL confirmed that 3 are much better, the downside is to get students to focus on what they want with more scrutiny on their choice.</p> <p>In order to get students to choose the right subjects when choosing 3 JD is looking for more information to be provided with online bitesize of courses to give a feel of the course to provide a sense of what it involves to enable student choices. Look to offer holder days on most subjects to give students work to do over the holidays before enrolment, need to improve the online paper when students are looking for more information to be provided to assist them. Show exam papers online – focus on courses that nobody else does. Students from any school could do a course over the summer period. PLC asked if FAQs could be put on the website, look at getting 1 student from each subject to speak to get answers to questions across. Issue and investigate what should be offered, what the college are actually good at and what is not being done. JL stated marketing to be more precise.</p> <p>PLC - to go back to benchmark on 6<sup>th</sup> form colleges could this be looked at another way? JD stated it was a fair reflection of where the college are, have an improvement to make. SC indicated how Governors can see how well the college compares against other schools comparison against this year. SC demonstrated the key DFE website which shows the performance of leavers and how this can be grouped for Sixth form colleges, school, and by region, etc.</p> <p>Page 14 on the report shows valued added. Too many subjects get a blue score (7-9) and we need to get more subjects red which is partly what the intervention is focusing on.</p> <p>SJ stated that it appears there has been a dramatic shift from blue to red in ancient history making a dramatic improvement. SC fed back that the variation almost has a 2 year cycle and this may be more to do with the OCR examiners especially given the relatively low number of entries nationally.</p>	
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	<p>Across the college 173 students who had requested that their exams were remarked all had seen their marks go up. Of these 173, 65 of them had at least a whole A level grade go up. This is not fair on students if they lose their university place as university's only guarantee a place on the date the exam results are published not on the later remarked results.</p> <p>JL commented that on the A level results day she was in college she witnessed the impact of this first-hand with students losing their first-choice university. This needs to be fed-back to the relevant people.</p> <p>Definite strengths were summarised as GCSE maths and english results are good, vocational success rates are strong and this combines with good vocational progress. Not immediately apparent is that foundation courses at entry level or level 1 students overall do well. These are students who require high needs funding and our provision is good. Overall attendance and behaviour is good, and nobody got to stage 5 of the disciplinary procedure last year. Promotion of EDI is profoundly better than the last inspection. Students are safe and know how to protect themselves, extra funding is being sourced from sport England for enrichment which allows more students to develop healthy lifestyles.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>• Assessment for learning is a key matter that has to improve.</li> <li>• Link between marked work and outcomes, quality of feedback and student engagement.</li> <li>• Value added consistency - the only college in our tertiary group this year to get a grade 1 was Stroud. JL asked what was found out from Stroud for their grade 1 – SC replied relentless focus on the progress of students.</li> <li>• Lecturers were now using the ProMonitor more effectively and e.g. comments of marks drilled into spreadsheet. LA not seeing on parent portal, and would relook, JL stated that students first port of call would be tablets or computers to obtain information.</li> <li>• Progress reviews completed on Pro Monitor would be seen by parents, but confidential meetings will not be seen. Teachers to choose at that stage what parents can see.</li> </ul> <p>RH asked for an analysis for assessment for learning. SC said that from the lesson checks on learning differentiation of questions the key theme that came out is not enough stretch and challenge. Some of the teachers do get better results, and there is a need to make sure that the teachers who are generating the best progress of the students are rewarded. Biggest problem is not what's happening in the lesson but what teachers do outside the lesson e.g. student tracking, marking, feedback, advice on how to improve.</p>	
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	<p>SC showed an example of the college markbook and explained how the students get from amber to green and whether students engage with feedback on areas that need improving. JD to show marked work example with student giving assessment of where they think they are against the teacher assessment of where they think they are. RH asked for a copy.</p> <p>LA asked would the parent be requested to come in if their child was not achieving their grade. JD responded that this would be the case.</p> <p>Looking into pattern of logins etc. and at other colleges when they have introduced their portals. JL asked if the parents are consulted if they use the portal and if they access it regularly. It was raised that there are problems with logging in, governors are having trouble therefore are the parents having ease of access. JS LA SW do not log in due to problems.</p> <p>RH stated the pro monitor is quite new and how have the parents been told about this, SC replied that all parents have been sent a letter with logon details and we will monitor usage over time (especially at key points like when effort and achievement grades are released).</p> <p>PLC had found some typos and formatting issues which he passed to SC for amendments.</p> <p>RH in appendix 1 what is defined as high grades - SC replied A* - B, but high grade information needed to be taken out manually from another report as this is no longer published nationally in central data.</p> <p>PLC – having difficulty getting SAR meetings sorted out – talk to SC or JD.</p> <p>Jackie to return as Corporation Secretary on 23<sup>rd</sup> November.</p>	<p>JD</p> <p>SC</p> <p>PLC/SC/JD</p>
<p><b>2.11</b></p>	<p><b>Quality Improvement Plan 2014/15 Final Update</b></p>	
	<p>Overall progress against last year, value added improvement upfront analysis. No further questions.</p>	
<p><b>2.12</b></p>	<p><b>Safeguarding and Prevent Report</b></p>	
	<p>At last full corporation meeting all brought up to date, college are front runners for Prevent and safeguarding highly satisfactory. Prevent groups action moving to training with students and stakeholders, working closely with Mohammed Khaliel. Question asked to BR if the college train our outsourced staff, BR confirmed all are trained. Email link in the handout. JL stated well done with being the prevent market leaders and to pass thanks to Mohammed also.</p>	

	<b>Intervention Update from the Principal</b>	
<b>Item not on Agenda</b>	<p>SC is the lead manager on chemistry and maths, and similar actions are being taken with all 3 areas.</p> <p>SC said quality of lessons seen by pop ins which were then reported back to the team. The previous Programme Leader didn't do this before and now have greater knowledge of the areas and have been able to do earlier intervention. Much more effort was being put in by the teams and this was starting to have a very good impact.</p> <p>RH question this can be quite late if wait for mock exam results can the rate of progress now be seen. There is hard data behind this student progress is being tracked monitored and measured. Asking the questions to check the progress.</p> <p>SC – external validation (EQR) by a grade 1 practitioner has reviewed chemistry and it was helpful to get some really good feedback.</p> <p>JD Media studies – intervention actions now happening, coursework deadlines being reset to give time for students to complete. Early indication grades are better. Students already doing workshops started earlier than last year. Sanctions been set for non-attendance - can be a disciplinary. Feedback sheets now being used consistently. Subject meetings weren't meeting as a team previously but are now meeting weekly.</p> <p>Team meetings are regular. Redo work that is not to standard, if not good enough do it again! Focusing on teaching and learning. Resources and feedback sheets. Programme leader liaises with parents. BR working with individual members of the team to focus their energy and consistency. Looking at feedback. Going to take a bit of time with psychology large subject area.</p> <p>Impact on where we were this time last year, deep intervention, more confidence.</p> <p>RH stated that it was reassuring feedback more focused. Is the general feeling that there is a cultural change in the mind of the practitioners - do they get it? JD said there are some areas where the Programme Leaders need to become more engaged in quality improvement, they know why we are doing it and comply with it but need to engage with it. Different levels of engagement work need to be done to convince that this is real; there was a culture of suspicion.</p> <p>LA asked how long is to be allowed for teachers to become engaged. If BR has sufficient evidence that they are underperforming they will be under disciplinary. Levels of acceptability teaching standards have a rigor that is in place.</p>	

	Margins of people previously on that required improvement, some programme leaders too close to the team massaging the information, heads of school have high expectations all have same strong vision.	
<b>2.13</b>	<b>Items to be taken forward to next Corporation Meeting</b>	
	<ul style="list-style-type: none"> <li>• Intervention update and update on principal's report</li> <li>• College dashboard</li> <li>• Teaching and learning report</li> <li>• Teaching and learning year plan</li> <li>• Proposed targets report</li> <li>• Quality improvement plan 2014/15 final update</li> <li>• Safeguarding and Prevent report</li> </ul>	
<b>2.14</b>	<b>DATE AND TIME OF NEXT MEETING</b>	
	<p><b>Tuesday 22<sup>nd</sup> February at 6.15 p.m.</b></p> <p>The Chair suggested that updates on interventions to be the first agenda item.</p>	
<b>2.15</b>	<b>MEETING CLOSURE</b>	
	The meeting closed at 9.00 pm	

MINUTES of the meeting held on 8<sup>th</sup> October 2015 were agreed and accepted as a true and accurate record and signed by the Chair

On 9<sup>th</sup> November 2015