



The Henley College Corporation

**MINUTES of the Meeting of the Quality, Standards and Planning Committee  
held on Wednesday 9 November at 18.00**

<p><b>Members:</b>  <b>Jasminder Love</b> (JL)                  Simon Cuthbert (SC)                  Rick Holroyd                  Sam Juthani                  Mohammed Khaliel (MK)                  Peter Le Conte                  Eva Rickett (ER)                  Simon White                  Nikki Bulteel (NB)                  Keith Heron (KH)</p> <p><b>By Invitation:</b>                  Julian Brinsford (JB)                  Beryl Richardson (BR)</p> <p><b>In attendance:</b>                  Jacky Gearey</p>	<p><b>Chair</b>                  Acting Principal                  Partner School Head                  Independent                  Independent                  Independent                  Parent Governor                  Independent                  Associate Governor                  Associate Governor</p> <p>Assistant Acting Principal Curriculum &amp; Quality Manager                  Assistant Acting Principal HR &amp; Student Support</p> <p>Corporation Secretary</p>
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Agenda Item	Minutes	Action by
2.1	<p><b>Opening of meeting and Welcome</b>                      The meeting opened at 18.00. the Chair thanked everyone for arriving on time but asked that in future the meeting should start at 18.30. The Chair asked for those governors missing to please feedback on the QIP and that this would be tabled at the next meeting for next meeting.</p> <p><b>Action:</b>                      Corporation Secretary to put on the next agenda</p>	
2.2	<p><b>Apologies for Absence</b>                      Apologies had been received from:</p> <ol style="list-style-type: none"> <li>1. Simon White – out of the country</li> <li>2. Mohammed Khaliel – business</li> <li>3. Rick Holroyd</li> <li>4. Nikki Bulteel</li> </ol>	
2.3	<p><b>Declaration of Interests</b>                      There were no interests were declared.</p>	
2.4	<p><b>Minutes of Previous Meetings</b></p> <ul style="list-style-type: none"> <li>• Minutes of Meeting of 19 May 2016 had not been reviewed and would be presented at the next meeting for approval.</li> <li>• Minutes of the Meeting of 21 September 2016 were approved</li> </ul> <p style="text-align: center;">Proposed: Peter Le Conte                      Seconded: Eva Rickett</p>	



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	<b>Action</b> <b>Chair to review and approve minutes on 19 May 2016 for next meeting.</b>	<b>Chair</b>
2.5	<p><b>Matters Arising from the Minutes (including review of actions)</b></p> <p>Item 1.7 Page 4 - under GCSE results - KH asked SC to quantify what the national levels for Maths and English were. SC confirmed that the national average for Maths is 29.5% and the college was higher at 46.9% and for English the national average is 26.9% and the college was 59.5%.</p> <p>There were no other matters arising.</p>	
2.6	<p><b>Safeguarding &amp; Prevent Report</b></p> <p><b>Safeguarding</b>  BR provided the safeguarding update first.</p> <ol style="list-style-type: none"> <li>1. This group meets every half term to review each case and to update the College 'At Risk' Register.</li> <li>2. There are a number of support mechanisms that are available to the College that can be put in place to support students with their individual needs. For example, (i) meeting with parents and the student to agree a support plan, (ii) regular monitoring meetings with the relevant person (Lead Tutor/Head of Student Services/DSP), (iii) Upgrade 1:1 subject specific support, (iv) Counselling, (v) the College Nurse, (vi) Referral to CAMHS (Child and Adolescent Mental Health Services), and other specialist advice as needed.</li> <li>3. The introduction of the College Nurse and the Listening Service has had a significant positive impact on student support and welfare at the College.</li> <li>4. During 2015-2016 the 'At Risk' Register spreadsheet has been transferred to an excel document, with the student's photograph, date of birth, year group, date put on the register and a hyperlink to all correspondence about the individual students. This has provided a much improved communication tool.</li> </ol> <p><b>Prevent</b>  BR updated the committee on Prevent.</p> <ol style="list-style-type: none"> <li>1. A minimum of one meeting to be held every term and as required.</li> <li>2. The Prevent duty actions are to: <ol style="list-style-type: none"> <li>(a) To review and update the College Prevent Duty Risk Assessment and Action Plan document</li> <li>(b) To carry out risk assessment for the new Year 1 intake and complete an update Risk Assessment for Year 2 students</li> </ol> </li> </ol> <p>BR then provided a summary of Safeguarding and Prevent Duty Training for the reporting period 7 September 2015 –</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> September 2015: Prevent Duty guidance for new staff</li> <li>• 8<sup>th</sup> September 2015: All staff guidance and Personal Tutor guidance. Start of year staff meeting</li> <li>• Guidance for students given by Personal Tutors during 1<sup>st</sup> Tutorial of the academic year</li> <li>• 30 September 2015: Director of HR &amp; Professional Development and the Property &amp; Estates Manager to attend, AoC 'Implementing the Prevent Duty' Conference.</li> <li>• All-year the Director of HR &amp; Professional Development continues to provide guidance sessions for all staff, Governors and Contractors as stipulated and required to ensure that</li> </ul>	



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	<p>new staff receive an induction session and current staff receive regular updating of Safeguarding and Prevent Duty information.</p> <ul style="list-style-type: none"> <li>• Within the College the significant personnel requiring Safeguarding Children Level 3 have been trained or have received refresher sessions</li> <li>• Generalist (Levels 1 &amp; 2) E-Learning has been completed by identified staff with others on programme.</li> <li>• E-Learning Safer Recruitment has been carried out for those in the College who lead Interview Panels.</li> <li>• All staff to date have completed basic on-line training on identifying Radicalisation</li> <li>• The Director of HR &amp; PD, Head of Student Services, Property &amp; Estates Manager and the Health, Safety and Security Manager have had Prevent Training</li> <li>• The requirement to train all of the College staff takes place on Inset Days</li> </ul> <p>BR confirmed that there were 77 new students who are deemed vulnerable and 11 are within the significant 'At Risk' category.</p> <p>BR confirmed that there had been no Staff Safeguarding and Prevent Duty Incidents during this reporting period</p> <p>KH asked about the perimeter security and where was the College on this. SC said that the Director of Finance had initiated some quick wins for example the new door side door security for D1 (accessed via coded cards) also the employment of a full time security guard and a further additional guard after Christmas.</p> <p>ER asked about the counselling system and BR explained that there was a triage system in place so the students know that they are being heard immediately and that if this needs to be progressed this is RAG rated. ER asked how quickly this could happen and BR confirmed that this can be actioned on the day requested.</p> <p>The Chair asked for the safeguarding leaflet that is distributed to the staff to be given to all the board members for information.</p> <p><b>Action:</b> <b>Corporation Secretary to send out the Safeguarding leaflet to all governors.</b></p> <p>MK had notified the Chair to feedback to the committee in his absence that there had been some radicalisation in the 3 counties with some high activity in Buckingham and Berkshire and that the college was to be extra vigilant.</p> <p><b>Action:</b> <b>MK to alert the Operational Prevent Team.</b></p>	<p>Corporation Secretary</p> <p>MK</p>
2.7	<p><b>Teaching and Learning (Observations) Report</b></p> <p>BR confirmed that this report covered September 2015 to July 2016 and that all eligible teaching staff have been observed.</p> <p>Since 1 September 2015 the College there have been 12 new teaching staff. The teachers on probation were provided with a full induction programme, an assigned 1:1 Learning Practitioner alongside the opportunity to attend relevant Staff Development in-house and external events. To date all probationers have been judged as 'Acceptable' or better.</p>	



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	<p>There is much evidence of best practice as judged against the Ofsted Performance Indicators.</p> <p><b>Key areas that have been highlighted as requiring improvements are:</b></p> <ol style="list-style-type: none"> <li>1. To apply differentiated learning outcomes</li> <li>2. To increase opportunities to develop literacy and numeracy skills</li> <li>3. To revisit Bloom's Taxonomy to ensure challenge during questioning phases</li> <li>4. To increase opportunities to engage in EDI related discussions</li> </ol> <p>The improvement areas inform Staff Development sessions and focuses for Inset Days. Alongside the formal cycle of observations, the Heads of School and Programme Leaders carry out Pop-ins to monitor the quality of teaching and learning in their Programme Areas. BR then went through the 2015-2016 Staff development in support of teaching, learning and assessment highlighting the following and what had been covered:</p> <ol style="list-style-type: none"> <li>1. Teaching Team sessions with BRIC. Focuses: Differentiation; LO's; Effective Questioning including a specific Differentiation Workshop for Psychology</li> <li>2. Monday 14 March 2016 - Inset Day Focus: 'Flipped' Learning</li> <li>3. Wednesday 29 June 2016 - Inset Day Focus: EDI &amp; underperforming categories</li> </ol> <p><b>Ofsted Short Inspection 11/12 May 2016</b></p> <p>BR went through the inspection findings related to teaching, learning and assessment taken from the Inspection report:</p> <p>"Managers have correctly identified a small proportion of subjects requiring urgent improvement due to low success rates or where students are not making sufficient progress in relation to their starting point. Improvement strategies are mostly effective and managers correctly identify the strengths and areas for improvement of teachers' classroom practice.</p> <p>Teachers have a much clearer understanding of what is required by managers and support for teachers to improve further is managed well and generally effective. In a few cases, observations of teacher performance in lessons have too much focus on the activities of the teacher as opposed to the impact of teaching on students' learning. The expectations of teachers to ensure that all students continue to develop further their subject understanding outside of lessons varies too much and requires improvement.</p> <p>In 2014/15, senior managers recognised that a minority of curriculum managers were not sufficiently effective at improving students' outcomes. Since then, where students' performance is not good enough, comprehensive actions plans have been introduced and are rigorously monitored by senior and curriculum managers and course teams.</p> <p>Improvements to the standards of teaching and students' performance are clearly evident.</p> <p>A recently introduced quality calendar ensures that all managers have a much clearer understanding of their roles and has led to a more standardised approach across the college.</p> <p>However, as recognised by the leadership, this approach has yet to fully establish an effective way of monitoring and centrally recording the key aspects of an individual teacher's performance, such as the quality of feedback to students or the quality and quantity of learning set outside the classroom.</p>	
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	<p>The tracking of students' progress is good. Students have a clear understanding of what they have achieved and in many cases what they need to do to improve. Feedback on students' work is generally good. However, at the time of the inspection a minority of teachers continue not to give students sufficient information on how to improve their work, either to help them to get better grades in the future or where they are capable of achieving standards beyond that required by the qualification.</p> <p><b>Next steps for the provider</b> Managers, when observing teaching, place even more emphasis on recognising the level of learning taking place by all students; they should also ensure that all aspects of teachers' performance are comprehensively monitored and recorded and that detailed and challenging actions for further improvement are identified</p> <p>Managers and teachers improve the progress that most-able students make and significantly increase the number of students gaining high grades.</p> <p><b>Teaching, Learning &amp; Assessment Objectives for 2016-2017</b></p> <ol style="list-style-type: none"> <li>1. November 2016: To hold a review and standardisation meeting for the College Observation Team</li> <li>2. September 2016-June 2017: To ensure that the annual observation schedule is completed</li> <li>3. The Observation Team: to ensure that the evidence statements made on the observation form reflect a focus on student learning</li> <li>4. Post-Observation Individual Action Plans: To provide challenging actions for improvement</li> <li>5. Inset Days: To provide good quality, effective training for Teachers that supports and stimulates teachers to make positive changes in the classroom.</li> </ol> <p>KH said that this was an excellent report.</p> <p>BR further mentioned that in comparison with our competitors, 99% of College staff are fully teacher qualified which is not found in any other FE college. BR said that this statistic could be used appropriately and KH reiterated this. PLC and ER wanted this to be advertised more generally to the parents as there is an assumption that all teachers in all schools/colleges are fully teacher qualified.</p> <p>Sam Juthani arrived at 18.27</p>	
2.8	<p><b>Draft Self-Assessment Report and QIP Update</b></p> <p>J B first mentioned a change in jargon:</p> <ol style="list-style-type: none"> <li>(a) The new achievement rate is now the success rate</li> <li>(b) The old achievement rate is now the pass rate</li> <li>(c) E &amp; A meant effort and achievement</li> </ol> <p>JB then went through the SAR report re-iterating that this was a draft report. (Reference to SFC means Sixth Form Colleges).</p>	



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	<p><b>Outcomes for learners</b></p> <p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. The overall Achievement rates for the College have risen for the last 3 years and are now at 86.4%, 1% over the SFC benchmark</li> <li>2. The overall Achievement rate for A levels is 95%, the SFC average is 93.5%</li> <li>3. The overall Achievement rate for Extended Diplomas is 95%. The SFC average is 87.7%. The overall 90 Credit Diploma Achievement rate is 90.1% and the SFC average is 89.2%.</li> <li>4. The overall Achievement rate for Apprenticeships is 76.6% and the SFC average is 73.4%</li> <li>5. The overall Achievement rate for Foundation courses (BRIDGE &amp; FEDEX) is 89.9%. The SFC average is 69.8%.</li> <li>6. GCSE English and Maths A*-C rates are better than post 16 averages. Maths is 46.9% (average = 29.5%). English is 59.5% (average = 26.9%).</li> <li>7. The number of A level subjects graded 7 to 9 has reduced from 18 to 9</li> <li>8. UCAS acceptances are 8.1% above the national average.</li> <li>9. Achievement rates for male and female students are similar. The Chair asked what "similar" meant and SC said that it meant very close at least less than 1% difference.</li> <li>10. Of the intervention subjects for 15-16, 4 show an improvement in the ALPS, 5 remain the same and 2 went down (Psychology and Physics. The Chair asked if there was a target date when the College says that a subject needs major action or to be removed. BR said normally it takes 2 academic years to show a significant improvement/outcome for an intervention subject due to changing attitude, teachers and other issues. SC confirmed that there was a weekly meeting to discuss intervention on problem subjects.</li> </ol> <p>The Chair said that this was good news and it would be good if we celebrated the areas of success to parents.</p> <p>SJ advised caution in mentioning the statistics and asked if the numbers were better or worse than last year. SC confirmed that the numbers were better and that the results were consistent.</p> <p>KH asked if any A level students go onto degree level apprenticeships and SC confirmed that some do.</p> <p>The Chair asked what is the policy on long term sickness – BR confirmed that there are policies in place and it is judged on a case by case issue depending on the illness/sickness absence e.g. cancer, disability access. Stress is a very difficult area to sort out with partial cover and there are strategies in place to deal with this. BR said that this was the biggest issue especially with specialist subjects.</p> <p><b>Areas for Development</b></p> <ol style="list-style-type: none"> <li>1. A2 ALPS score is a 6, overall. This is still too low (score = 0.92. 5 = 0.93)</li> <li>2. Some subjects are below averages and require intervention. SJ asked which subjects and JB confirmed that they included: Business Studies, Environmental Studies, Media Studies, Music Technology, Geology, Physics, Psychology, Philosophy. JB confirmed that there is an action plan for each of these subjects.</li> <li>3. Performance of students studying linear AS subjects confirms the move to two year A Levels, with an emphasis on examination technique</li> <li>4. One group of students did not perform as well as other groups. KH asked which group and JB said that this was a group of Pakistani students, the reasoning for which is thought to be that they did not perform as well as parental expectations were the driver rather than the students' choice. KH asked if this statement should be more explicit.</li> </ol>	
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	<p><b>Action:</b> <b>JB to look at clarifying this statement in the SAR.</b></p> <p>5. The Principals and Quality manager have met with Programme Leaders (PLs) and Heads of Faculty (HoFs) for subjects requiring intervention for 16-17 to discuss actions for improvement.</p> <p><b>Teaching and Learning</b> JB said that BR had covered this area in detail in her report at item 2.7 but the strengths and areas for development were the following: SJ said that in the Ofsted marking there had been some negative comments and BR said that the observations allowed them to drill down.</p> <p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Observed teaching and learning is good, with 100% of lessons judged acceptable, with significant majority of observed lessons showed effective challenge and pace backed by checks on learning</li> <li>2. The college sets MGs based on ALPS data and now is able to internally generate ALPS grades for E&amp;A, mocks and predicted grades</li> <li>3. More than 150 students received support for learning, with close liaison with teaching staff.</li> <li>4. Use of ProMonitor to record student progress was introduced and is implemented across the curriculum</li> <li>5. MIS developments have improved the reports that are produced on the tracking of students</li> <li>6. Parents/carers have access, online, to progress information.</li> <li>7. Staff promote EDI in their lessons</li> <li>8. Staff have been effectively trained in Safeguarding and Prevent duties</li> <li>9. Pop-ins are continuing in the new academic year. PLs have been given further suggestions on the kinds of information to look for/record and discuss with HoFs</li> <li>10. Reporting documentation for the Quality Calendar has been further developed to give more qualitative information and further checks on assessed work will take place this term.</li> </ol> <p><b>Areas for Development</b></p> <ol style="list-style-type: none"> <li>1. Too many A Level students under-perform compared to their minimum grade (MG).</li> <li>2. The examination skills of students need to improve due to the new 3 hour exams.</li> <li>3. While parents are happy with the guidance given in reports, communication of on-going progress to parents (including ProMonitor) needs to be more consistent across courses and subjects. ER asked if there was more feedback on A levels than on B Tec. JB confirmed that this was the case but because of the nature of the BTec coursework feedback is more difficult but there will be information if the student is falling behind.</li> <li>4. The college is to continue to use literacy and numeracy boards in support of developing literacy and numeracy skills for students. Opportunities for EDI are increasingly being identified by teaching staff as seen through observation. It is an area the college wants to further develop.</li> <li>5. HoFs continue to meet regularly with PLs. These meetings include progress of items on the Quality Calendar. The documents for the recording of progress here, has been updated. This has given further direction/suggestions as well as enabling better consistency.</li> </ol> <p><b>Personal Development &amp; Welfare Strengths</b></p>	<p><b>JB</b></p>
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	<p>1. Vocational courses involve work related learning that helps students be successful in learning programmes and enable good destinations.</p> <p>2. The College goes beyond its statutory duties to ensure that students are safeguarded and feel safe. KH asked JB to add that there were two new security guards for the College.</p> <p><b>Action:</b></p> <p><b>JB to add in the QIP that two new security guards are employed for the College</b></p> <p>3. Students are given best practice advice on Prevent</p> <p>4. High take up of sporting enrichment and sports development courses</p> <p>5. Excellent provision for students in need of counselling</p> <p>6. Careers advice and UCAS guidance is effective</p> <p>7. Improved consistency of approach to tutorial has enabled students to be better supported and explore social and ethical issues</p> <p>8. Attendance is good across almost all subjects and courses</p> <p>9. There was an EDI event at the June INSET to identify groups that might need support. The formatting of the information used for this day, is used in the reporting of progress and attendance for students during the current academic year</p> <p>10. The Aim High has been further developed for 16-17 with activities being offered in study support sessions, as well at careers and HE guidance. The opportunities are open to all</p> <p>11. Further development of the employer database, to aid staff in the placement of students. PLs are compiling a schedule of times when WEx opportunities may be taken. Students services will also assist in the process of finding placements for students</p> <p><b>Area for Development</b></p> <p>1. Limited work placements undertaken by academic students. KH asked why there were limited work placements and SC that it was due to the number of student applying. SJ asked what was the duration of the work placements which SC said was varied. KH asked if the number of students could be attributed to this and SC said that this could be the reason but that this was dependent on what the employer could provide and that many work placements meant that the incumbent staff had to look after the students thereby keeping them from doing their jobs.</p> <p>2. The risks surrounding Prevent are constantly changing and will constantly need updating. The Chair said that this was an operational issue and should be removed from the QIP.</p> <p>3. Students and parents have reported that they would value further careers guidance</p> <p>4. Not all students do additional qualifications relevant to their future careers. SJ asked what was meant by additional qualifications and SC gave an example of first aid.</p> <p>5. In a minority of cases, inconsiderate behaviour has upset members of the local community.</p> <p>The Chair raised the question of sexism in subjects for example sports and STEM. SC said that there is more diversification looking at funding in sports to get 16-17 year olds girls back into sports. SJ then asked about the experience he and some of the governors had had a couple of years ago when observing a class and that the boys seemed to dominate the lesson. BR said that the College had brought in a lot of strategies in managing boys' behaviour in the classroom thus allowing the girls to take part more fully. ensuring that gender achievement is now on a parity with perhaps a 1% difference.</p> <p>KH asked about recruitment figures which SC said he would cover in item 2.10. KH just wanted to know why students left and SC said no there are many reasons including leaving the area etc.</p>	<p><b>JB</b></p>
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<p>2.9</p>	<p><b>Curriculum Developments</b> JB went through the changes to the curriculum for the start of this academic year:</p> <ol style="list-style-type: none"> <li>1. The Pearson L3 Diplomas in Creative Media Production (not Games Development, though), have switched to University of the Arts London (UAL). This is following both the success for the Art vocational course and the recommendation from the participating institutions that attend the Benchmarking Group.</li> <li>2. Further A Level subjects are now moving from the Legacy (unitised) AS/A2 model to the new, 2-year Linear version. As a consequence, some subjects are no longer able to offer the AS qualification after 1 year. This is because of the demands of the final examinations and the quantity of course content that is required. The combination of subjects offered to students at the start of the year does, however cover a range of combinations, depending on which qualification is available and in what combination. Nearly all students are, now, undertaking 3 A Levels over 2 years, as opposed to 4 AS subjects in year 1 and 3 in year 2. This reflects the demands of the new qualifications. The remaining A Levels will migrate to the new linear structure for the next academic year. SJ asked which were these subjects and JB said that he would provide a list. <b>Action;</b> <b>JB to provide the subjects that would be migrating to the new linear structure.</b></li> <li>3. A new vocational qualification in Music (RSL Rock School) qualification started, for the first time, this September. The previous Pearson qualification did not recruit and retain sufficient students and was discontinued 2 years ago. The current, new, course has 14 enrolments.</li> <li>4. The A level in 3D studies, Sculpture was discontinued because of very low numbers of students joining, historically.</li> <li>5. This is the last academic year the Pearson QCF 90 Credit Diplomas and 180 credit Extended Diplomas will be able to recruit. From September 2017, students will need to be enrolled on to the NQF suite of qualifications. These will, then, have external examination requirements. Currently the courses are coursework based. At present, not all of the qualifications that The Henley College offers are available in the new scheme. The Subsidiary Diploma in Creative Media (Games Development) is not available in the new framework. Also the following qualification has not yet been approved to run from September 2017: L3 Public Service The first is of particular concern. The College has been in contact with Pearson. They state that they are in the process of having the qualification approved for delivery from September 2017. Their website states as much for the other two qualifications above (which students undertake as part of their Travel and Tourism course. The College is still waiting for further information from the examination board.</li> <li>6. These changes to Pearson qualifications also means that the College is to consider introduction of some/all of the following courses which are now available:             <ol style="list-style-type: none"> <li>(a) Applied Law</li> <li>(b) Retail</li> <li>(c) Marketing</li> </ol>             However, these qualifications are not yet available in a size for students to study exclusively as a vocational course, but would need to be undertaken in combination with other A levels or vocational qualifications. The exam board may, however add to the size of courses offered.</li> </ol>	<p>JB</p>
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## The Henley College Corporation

	<p>The Chair emphasised that retail is very important to the LEP because of the expansion of business in Oxfordshire.</p> <p>7. The timetable for the delivery of courses and subjects changed for the start of this year. This allowed for:</p> <ul style="list-style-type: none"> <li>(a) The number of lessons an A level is taught for to increase, per week</li> <li>(b) The availability, in 3/5 teaching days of Study Support Sessions to be available</li> <li>(c) The ability to increase the number of days college talks/events can run on</li> </ul> <p>8. Apprenticeships: The college is looking to expand its provision in Engineering and has recruited a member of staff for marketing on this front. Henley College Training has also completed a marketing campaign to attract Marketing apprentices and currently have 7 (new area). In addition, the College is planning to become an approval centre for apprenticeships and to form an End Point Assessment Bureau with the Benchmarking Group. SJ – asked if this would provide additional income. SC and JB said that this was a new initiative and no one knows at the moment, but the College should know hopefully sometime after Christmas but this is not definite. KH suggested putting a group of students in a SME (Small, Medium Enterprise) – for a social media audit as they are more in tune with the subject and that this could additionally be used for external course training. SC said that this was a good idea and one that could be looked at going forward.</p>																																																																																																																			
2.10	<p><b>Enrolment Target Report</b></p> <p>SC explained that these are the updates from the Corporation meeting in October and that the enrolments were set against targets 2012-2016</p> <table border="1" data-bbox="225 1249 1316 1955"> <thead> <tr> <th></th> <th>Time/Date</th> <th>2015/16</th> <th>2014/15</th> <th>2013/14</th> <th>2012/13</th> </tr> </thead> <tbody> <tr> <td></td> <td>8.30am</td> <td>01.11.15</td> <td>01.11.14</td> <td>01.11.13</td> <td>01.11.12</td> </tr> <tr> <td></td> <td>01.11.16</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Basic Skills/Foundation</td> <td>30</td> <td>32</td> <td>25</td> <td>33</td> <td>31</td> </tr> <tr> <td>Yr 1 A Level</td> <td>541</td> <td>462</td> <td>557</td> <td>564</td> <td>543</td> </tr> <tr> <td>Yr 2 A Level</td> <td>368</td> <td>450</td> <td>444</td> <td>479</td> <td>473</td> </tr> <tr> <td>Year 1 of 2 Vocational Levels 2 &amp; 3</td> <td>478</td> <td>404</td> <td>361</td> <td>378</td> <td>384</td> </tr> <tr> <td>1 Year Vocational Levels 2 &amp; 3</td> <td>72</td> <td>63</td> <td>64</td> <td>59</td> <td>85</td> </tr> <tr> <td>Year 2 Vocational Levels 2 &amp; 3</td> <td>360</td> <td>310</td> <td>303</td> <td>296</td> <td>286</td> </tr> <tr> <td>IB Yr 1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>24</td> </tr> <tr> <td>IB yr 2</td> <td>0</td> <td>0</td> <td>0</td> <td>23</td> <td>24</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>1849</b></td> <td><b>1721</b></td> <td><b>1754</b></td> <td><b>1832</b></td> <td><b>1850</b></td> </tr> <tr> <td><b>Year 1</b></td> <td><b>1121</b></td> <td><b>961</b></td> <td><b>1007</b></td> <td><b>1034</b></td> <td><b>1067</b></td> </tr> <tr> <td>Target 01.11.16</td> <td>1100</td> <td>1050</td> <td>1059</td> <td>1059</td> <td>1059</td> </tr> <tr> <td><b>Year 2</b></td> <td><b>728</b></td> <td><b>760</b></td> <td><b>747</b></td> <td><b>798</b></td> <td><b>783</b></td> </tr> <tr> <td>Target 01.11.16</td> <td>760</td> <td>810</td> <td>820</td> <td>820</td> <td>820</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>1849</b></td> <td><b>1721</b></td> <td><b>1754</b></td> <td><b>1832</b></td> <td><b>1850</b></td> </tr> <tr> <td><b>TARGET 1.11.16</b></td> <td><b>1860</b></td> <td><b>1860</b></td> <td><b>1879</b></td> <td><b>1879</b></td> <td><b>1879</b></td> </tr> <tr> <td>(16-18 1869, 19+ 10)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Time/Date	2015/16	2014/15	2013/14	2012/13		8.30am	01.11.15	01.11.14	01.11.13	01.11.12		01.11.16					Basic Skills/Foundation	30	32	25	33	31	Yr 1 A Level	541	462	557	564	543	Yr 2 A Level	368	450	444	479	473	Year 1 of 2 Vocational Levels 2 & 3	478	404	361	378	384	1 Year Vocational Levels 2 & 3	72	63	64	59	85	Year 2 Vocational Levels 2 & 3	360	310	303	296	286	IB Yr 1	0	0	0	0	24	IB yr 2	0	0	0	23	24	<b>TOTAL</b>	<b>1849</b>	<b>1721</b>	<b>1754</b>	<b>1832</b>	<b>1850</b>	<b>Year 1</b>	<b>1121</b>	<b>961</b>	<b>1007</b>	<b>1034</b>	<b>1067</b>	Target 01.11.16	1100	1050	1059	1059	1059	<b>Year 2</b>	<b>728</b>	<b>760</b>	<b>747</b>	<b>798</b>	<b>783</b>	Target 01.11.16	760	810	820	820	820	<b>TOTAL</b>	<b>1849</b>	<b>1721</b>	<b>1754</b>	<b>1832</b>	<b>1850</b>	<b>TARGET 1.11.16</b>	<b>1860</b>	<b>1860</b>	<b>1879</b>	<b>1879</b>	<b>1879</b>	(16-18 1869, 19+ 10)						
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