



The Henley College Corporation

	<p>grades – 50% are taking psychology. BR said they have seen a change in cohesion and collaboration in teams and students. BR is using weekly meeting time to teach in a lesson instead. BR said there is 95.7% attendance at lessons. Programme leader has attended every meeting. She will make all contact with parents on attendance etc. Predicted AS would normally go to 7-5 by now but looking a bit higher now. Teachers are welcoming the support and intervention. Focus group comments are available if required. RH said that it is good to hear that this programme is working well and that the intervention is an encouraging model and approach and they are seeing changing behaviour and attitude of the staff. Most have embraced the change. RH said there has been too much blame on students in the past, when there might well be issues with the teacher or teaching environment.</p> <ul style="list-style-type: none"> • RH asked SC if the grades are based on real assessments. SC confirmed, but it also takes into account the teacher's opinion. The main point of the calculation is that it is transparent. • Next year BR will concentrate on inconsistencies across the subjects. She wants to observe from the classroom to see the learning/teaching is right. A2 Booklets will be more about applying knowledge. JL asked about the professionals speaking/tutoring in classes which is considered advantageous and inspiring to students. BR stated around 50% of students are considered vulnerable. RH asked about the booklets - are AS detailed enough and is there a need to take account of that in A2 – to make them leaner, less teacher led? • BR said the ratio of weekly teaching is good. LA stated the importance of support/awareness of a student's vulnerable predicament ie they may need extra support. Most teachers are psychology teachers with an upgrade so well trained for this. JL said it is important that the particular issue of a student is acknowledge by the teacher. But the same can be said of the opposite due to the sensitivity in dealing with their problem. RH asked how many groups there are in each year for As (SC: 10 groups) and A2 (SC: 6 groups). And, is there fair consistency across the groups and their predictions. SC said last year were similar but one teacher had best results and worst results. So it didn't expose a cause. Where there are sharing groups, there are some effective some less effectively. BR's intervention model has helped this. • Maths and Chemistry: SC thanked two programme leaders John Lagden and John Lupton. They have been very good leaders and given great support. Lynn Jenkins was thanked for the strong focus on the teams. • Physics: SC said results may have been affected by a different teacher who was appointed at beginning of year. He is a young teacher but very good, feedback from the students is positive. SC saw him in action and said he was good, but after a second time, was much better. The results were good but some things to learn and advised him not to be too optimistic. • Maths: One teacher gives concern but his students are doing quite well. The Maths mock exams were as expected. Needs a push – so considering running revision courses to provide backup. Mocks were followed by focus groups and workshops. Some are full (nearly compulsory) and it is working. As a model, it's effective so we should expand for Easter (for all subjects) revision next year. And get it planned early on. Got great take up – hundreds of students. The best teacher is the programme leader and can therefore supportive for more activities. RH asked about intervention group. SC replied: Mechanics are done nearer the end, so most intervention has been done during the maths element. LA asked about potential to charge for Easter revision classes. Group agreed it would be 	
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	<p>too contentious, unless offered to non-Henley students (SW). JL said Henley students should be kept together. SC said paying for the extra teaching will give success and therefore will bring lead to income for the college. SC summarised – Maths is about exam practice, getting precision in to practice. RH asked what are they doing different to get success and why poor attendance at workshop. SC said they are often held at inconvenient times for students so this needs to be arranged better.</p> <p>Chemistry: SC: said this splits in two. There was expert help at beginning. An outstanding teacher came and watched the teachers for a day, provided insights and advice. Her feedback was that they need to move to Flip learning but right now that would be a step too far – so move to active learning. John Lupton Head of Science, talked to weaker students (often the biology students) and SC went into formal observations. There were lots of strengths – advice had been taken on board. SC noticed quality of notes was not as good as expected, although this is part of the training. It was a well-planned lesson but the teacher needs to ensure they have captured/absorbed the information. The subject of revision guides was raised by a few. The students need to be told not to rely on revision guides. For these subjects, full comprehension is required. They are not a short cut.</p> <p>SJ asked if the teacher had improved, then changing the pattern could cause a drop in confidence in the students. Can the outstanding teacher come in more regularly? Say once a term? SC said they are fully employed elsewhere. BR said the buddy-up approach works well - and can cross over different subjects. The ideal teacher has the relationship with the students – especially for 17-18 year olds, more of an emotional intelligence. Not as needed with the science subjects!! RH talked about feedback on chemistry students. They found teachers teach in a formulaic way. So cross subject exposure is good for teachers to try. If teachers are becoming aware that the learning is not happening, that is great progress. JL asked how the college generally teaches the different methods of note taking eg Mind Mapping. What works for one does not always work for another. LA spoke of her student feedback that they appreciate the member of staff that is making extra effort.</p> <p>BR: Even if improvement is happening, we should not take intervention away. LA said GCSE to A Level Chemistry transition is a huge gap. JL said there are some schools that offer training for bridge this gap, and they are packed sessions. A school's policy will affect the way they address these gaps. The numerical aspect is an example of the big gap. RH raised: Is Simon's main concern the chemistry course? Can we invest in consultancy/practitioner? JL said definitely if we don't get the results this year. As this is the direct approach to spending funds well then it will bring ROI. SC: It is the day-in/day-out effort that will determine the results. Continue working with teachers for better lesson and use that expertise. SJ: If there is any area of college where to spend more money it's in Chemistry.</p> <p>There were no other matters arising from the minutes.</p>	
4.6	<p>College In-Year Dashboard Feb 2016</p> <p>SC: It's a pretty picture which shows a lot but not the right information at a glance. It causes confusion. We should be asking "what are we getting from the dashboard". We've been told we have to do it. BR said as a result of say Safety of College we get a conflict of information. It's a weighted score (so say 75% meant "almost all"). SW said the governors need key information. SC said it took too long to update (1.5 hours). SW said it got governors thinking of data. MK said Steve came up with a good method. JL said everyone found it difficult. SC</p>	ALL



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	<p>said lots of information would makes sense but deeper within the document. LA said there were too many random highlights and not enough that are meaningful. Financial section is good but that's not a quality measure. SW said not to scrap but as a work in progress we should be looking at the just the top 5 key bits of info. We know what they are. The sector did guide us – all listed – we just need to follow. Governors to send in what would you see as important to see on the dashboard. Jacky to send note out. SC said we could create a series of reports. Example: I want to look at attendance in Chemistry. Governors need summaries – and do not like the login on in our site for a small amount of information. RH reminded the group that the original dashboard was well received, but the ideal product is a resume of the full set, updated every term. MK agreed that Ofsted has told us what we need and while we were at Version 1 - now we move to Version 2.</p>	
4.7	<p>Curriculum Plan</p> <ol style="list-style-type: none"> 1. AS levels 2. 4 to 3 A levels 3. Revised timetable <p>SC said: We are looking at <i>assuming</i> all students start with three subjects not four. If we move to 3 we get more teaching hours each week. This should improve teaching quality per class. For some, studying four subjects is still appropriate. But even the very capable are still better to do three main As and an Extended Project (this is getting good press due to research skills – and you can get a A* which you can't in AS). So more able students could get better options and push them further. It has been seen that students "mentally" drop a subject post-Christmas. LA said that the drop from four might be a loss of exposure. SJ talked of being supportive of the Extended Project to get the student to study what they wouldn't normally cover. Some do – SC says they can. JB says staff are saying it's difficult to teach AS in one year. SC: some subjects require AS eg maths and politics. Which can have a negative effect on other subjects. RH raised concern about not offering four subjects. Students are better to have that extra choice. JL said the sector is moving towards 3 subjects. Financially, it is not as efficient and there is less funding now. JL said that her daughter had benefited from the Extended Project, and Oxford and other universities now see this as an indication of student passion and commitment.LA: AS next year? Routinely we wouldn't enter AS exam</p> <ol style="list-style-type: none"> 4. Page 4 Geology/Philosophy: JD said next QSP (Jane had said it needed to be discussed). We should hold to see if marginal subjects have better enrolment figures. Any college has class sizes 16 becomes financially unviable. But there are specialist subjects such as Dance which is very successful even with low student numbers. So there will be exceptions. LA clarified - No subjects dropped unless low numbers. 	
4.8	<p>Teaching and Learning Report</p> <p>BR handed out the Annual Observation of Teaching and Learning Procedure dated May 2016 (an overview as requested) and how this is now linked to 6th form college appraisal and CPD.</p> <p>Changed approach due to Ofsted. Staff now get 5 days' notice for a three day window. Discussion was that this is generous, but next phase will be unannounced. SJ asked why phased. JL explained this is normal practice for change planning in order to get less resistance. SC said there is a great deal of stress leading up to an inspection. BR said also, that they were now planning a more rigorous appraisal scheme. BR said the learning walks (20 mins) were good but they didn't know who when etc. RH said that the no-notice approach will make governors aware and that as BR's approach is working, this is not about catching people out. JB said inspectors are also thinking about what's happening outside</p>	



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	<p>the class room – events etc. JL said – sometimes it's the talks and events than can inspire and are important to further education.</p> <p>BR said about CPD – more ownership coming from the teachers – what informs is the different approach in class room. JL added a point about governors and on last page “the group will advise the corporation on” - JL added “All board to be trained”</p>	
4.9	<p>QIP Update JB handed out the QIP summary Summer 2016. JB said the inspectors raised a few questions on feedback on the progress column as quite general. Inspectors didn't get a sense of what was happening. SC said there is still work to be done with the Student Union. They lacked confidence. RH: How has the lead on intervention has changed since Jane. SC said it is now Lynn Jenkins and Tristan Arnison. SJ asked what is the progress on leader for Economics, Business Studies, Travel & Tourism Politics. Feedback needed?</p>	
4.10	<p>Safeguarding and Prevent Reports (i) Safeguarding (ii) Prevent</p> <p>BS: There are new things in place, mental health and first aid training qualification. Seven key members of staff trained to be counsellors. We will look at student union to earn this qualification too. JL asked about psychology students also - BR said not yet. This is a high anxiety time of year for students but since 4 weeks, there are an extra seven hours in place. There is no waiting list. Students can get to see someone straight away. BR said the Safe Place has received great feedback from students just knowing it's there. MK raised a point about the difference between mental health and psychology. Understanding the level of severity and those that need say medication versus talking therapies. If picking up someone early then we have an opportunity/obligation for early intervention. BR said we have been focusing on early intervention this year. If it's made well known students benefit from ease of access. JL said there are e-learning products as an option for some to help identify. Expansion of work in hospitals – is another option for group work. Can we add this to our website? The group discussed the percentage of students on drugs/alcohol. SC said be careful how we read into drug statistics e.g. the recreational versus addiction. And generally grouped between ages 16-25. It's a societal problem. SJ said there should be a place where students can go with any areas of concern. Do students feel this is a safe place? Governor anecdotal word is that they do not have peer pressure at Henley.</p>	
4.11	<p>Provision of SAR Template RH: 2nd core question, should we use the language of targets? Say “given their targets, did they.....”? Plus – did they have “impact?” Question 8: JL added: British Values, diversity, inclusivity Change 2015-16 JL: Under Governors: “All these questions to be explored to enable a consistent approach” JB: No. 13 need a question on “careers and employability” SC: self-assessment – eg. “How did you get into intervention?” We need a separate discussion on this. Those governors should meet with SC and discuss what questions to explore in particular.</p>	SC

