



The Henley College Corporation

**MINUTES of the Meeting of the Quality and Standards Committee
held on Monday 6 November 2017 at 18.00**

Members:

Peter le Conte
Catharine Darnton
Satwant Deol
Keith Heron
Eva Rickett
Sarah Rush
Trevor Watkins

By Invitation:

Tristan Arnison
Julian Brinsford
Kathryn Caulfield
Simon Cuthbert
Matt McMillan

In attendance:

Jacky Gearey

Chair

Partner School Head
Principal
Associate Governor
Governor
Staff Governor
Independent

Head of Faculty – Arts
Head of Faculty - Science & Quality Manager
Head of Student Services
Deputy Principal
Head of Faculty - Humanities

Corporation Secretary

Agenda Item	Minutes	Action by
1.1	<p>Opening of meeting and Welcome The meeting opened at 18.05. Peter le Conte thanked everyone for attending.</p>	
1.2	<p>Apologies for Absence Apologies had been received from: 1. Mohammed Khaliel - out of the country 2. Nikki Bulteel – work commitments 3. Simon White - personal</p>	
1.3	<p>Election of Chair and Vice Chair At the previous meeting in March 2017, the Chair said that he would act as the interim until formal election took place at this meeting. Mohammed Khaliel had expressed interest in being the Chair and this was unanimously agreed with Catharine Darnton as the Vice-Chair Resolved: Mohammed Khaliel to be the Chair and Catharine Darnton as the Vice Chair of the Quality & Standards committee</p>	
1.4	<p>Declaration of Interests There were no interests declared.</p>	
1.5	<p>Minutes of Previous Meetings Resolved: that the minutes of the meeting held on 13 March 2017 to be approved as a correct record and signed by the Chair.</p>	



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1.6	<p>Matters Arising from the Minutes (including review of actions) There were no other matters arising.</p>	
1.7	<p>Safeguarding and Prevent Update The Head of Student Services and the Senior Safeguarding Lead provided an update on safeguarding followed by Prevent with the following additional comments:</p> <ol style="list-style-type: none"> 1. A Deputy Safeguarding lead is now in place 2. 200 students were considered vulnerable and of this 14 were at risk however, this number may change as the college was waiting for information from schools. 3. Student counselling provision to cease at the end of 2017-2018 <p>The Board asked about funding of the student counselling provision, which, has been so successful and had reduced waiting times to one week instead of the previous 5 – 6 weeks. They were informed that this would be last year of provision as the cost is £7000 as the Student Union Accounts could not sustain this expenditure. Alternative funding is being sought.</p> <ol style="list-style-type: none"> 4. Good working relationship with CAMHS. The Board challenged what happens if students were not identified from school information and they were reassured that such information is normally picked up at the interview stage and on the student's own application form and that the college was not totally reliant on information from schools. The Chair said that this needs momentum and was very important. The Deputy Principal concurred and that it would be taking place. <p>Resolved: that the Safeguarding and Prevent Update had been received by the Board.</p>	
1.8	<p>Link Governors The Deputy Principal acknowledged that the original system, devised just after the post of Programme Leaders (PL) had been created, needed to be reviewed as the needs of the self-assessment review (SAR) process had moved on. The form of link governor SAR meetings would change to:</p> <ol style="list-style-type: none"> 1. Ensure that link governors are not involved directly in strictly operational issues 2. Focus quality Assurance on validating the process rather than repeating what is already done by the senior leadership team 3. Help streamline the self-assessment progress so that the overall reports are completed much quicker and to ensure more focussed discussion at the Quality and Standards Governors' meeting 4. Ensure that Heads of Faculty (HoF) who have key quality improvement responsibilities are an integral part of the process 5. Give all governors a wider view of the college, staff and students rather than in 1:1 meetings with just the PL <p>Proposal:</p> <ol style="list-style-type: none"> 6. For selected SAR interviews between HoF, Deputy Principal (DP) and PL to be attended by one governor from the Q&S committee 7. For the chair (or his deputy) to attend an overview meeting with all the HoF, DP and Principal. For HoF to provide an executive overview of the SARs for their area. 8. For the Head of Student Services and Heads of Faculty to ensure that governors (who would still have areas they are linked with) are invited to team meetings, focus groups with students and where appropriate to visit lessons and witness support activities such as careers advice, etc. the precise schedule to be approved at the first meeting of Q&S 9. Link governors and SARs. <p>Resolved: a small group of Governors to be involved in the SAR process and that they would come from the Quality and Standards committee.</p>	



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	<p>The Deputy Principal went on to emphasise that the review of the SAR process was only part of the link governor role and that ALL governors would be encouraged to come into the college by agreement with the appropriate Programme Leader.. A timetable to be arranged to accommodate this on an ongoing basis.</p> <p>Resolve: all governors to have at least one link subject and a timetable to be generated for visits to tutors and class visits</p>	<p>Corp Sec / Deputy Principal</p>
<p>1.9</p>	<p>Results discussion The Deputy Principal went through the following points: Overall, the college achieved a good set of examination results with much better value added scores than before. The ALPS score shows that overall students did better than expected and a higher percentage of students achieved their target grades. Highlights include: 1. The strength of STEM based subjects with significantly improved results for A Level Mathematics, 2. Continued strength in Computing (for A level and the Extended Diploma) 3. Very good Engineering results. 4. Public Service and a range of humanities subjects (including History, Geography and Psychology) all significantly improved their value added scores this year 5. All the Art subjects (Fine Art, Textiles and Photography) performed well. 6. With a new teacher, AS Geology and Environmental Science achieved a grade 1 for ALPS (the highest in the country).</p> <p>The normally strong 90 credit overall success rate was impacted by poorer retention in Business, Health and Social Care and Sport although the value added for the 90 Credit students remained good. Level 1 and level 2 success rates (excluding GCSE, which were good) were down compared with the previous year (although the total numbers here are small). Performance remained stable within groups (ethnicity, gender, etc.) and this will be analysed in detail at the next QS meeting in the second term alongside other key data such as attendance patterns.</p> <p>The Board challenged the poor statistics of some subjects:</p> <ol style="list-style-type: none"> 1. Biology - which is now a linear subject. It was explained that the maths content, which had been part of the coursework element where help could have been sort, was now part of the examination and this was the main area of weakness. 2. English literature – there was a new specification with a new contextual assessment objective — however EQR were going to be looking at this 7 November to see how to deliver this in a more systematic way. 	
<p>1.10</p>	<p>Intervention: Review of Intervention subjects 16-17 These were the following subjects: Business Studies, Environmental Studies, Geology, Media Studies, Music, Physics, Psychology and Sociology. Of these, five subjects had improved, two remained the same - Media and Sociology (both remained at grade 6) and one subject dropped – Music which went from a grade 5 to a grade 8 (only 5 students).</p> <p>Notably, Psychology went from a grade 8 to a grade 5</p> <p>The retention, pass and achievement rates for all subjects are similar. Where there is a reduction, these are overwhelmingly the equivalent to or less than, 1 student.</p> <p>It should also be noted that the AS VA for subjects, where they still have AS is as follows:</p>	



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Environmental Studies and Geology both were grade 1 and Media Studies grade 7.

The Board noted this improvement, especially in Psychology whose cohort was in excess of 90 students.

Proposed intervention 2017 -18 – following the results

Physics

Issues:

- An intervention subject last year
- There has been an improvement in the VA score from last year (from 8 to 7)
- The pass rate for students increased

Action:

To continue to implement the actions from last year with further concentration on:

- Inclusion of synoptic element in lessons and tests, to test knowledge on older topics
- Increased use of homework as preparation for learning, so that more time can be spent in class on examination practice/experience
- There will also be an EQR review of the area in the new year

Biology

Issues:

- The VA of this area dropped because students did not perform as well as they should have done in one of the papers. This paper concerned the application of mathematical formulae to case studies.

Action:

- Inclusion of maths for biology workshops, to support students that need to improve their maths skills to tackle the examination
- To re-organise the independent learning activities for year 1 students, so that there are more independent tasks for students to undertake for each component, as well as the skills based component
- To improve the biological/scientific skills elements, so that there are skills based lessons in all components in year 2.

Higher risk in whether students choose the right course so that you can swap and drop.

L2 Sport

Issues:

- The performance of this course was impacted by 4 students failing to pass the mandatory units at the end of the year.

Action:

- Switch to a qualification of a smaller size, to give students more time to complete the work
- Finish unit content earlier in the year to give students further time to complete work
- Use workshop time to provide additional guidance for students
- Consider reducing elite sports time for struggling students.

Media

Issues:

- An intervention subject last year
- Focused on improving A level coursework outcomes, the students perform strongly in the examined units compared to the board's national average but less strongly in coursework.

Actions

- A new deadline structure and monitoring approach brought A level coursework average ahead of the national average.



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	<ul style="list-style-type: none"> The new linear structure for the first years alters the balance in favour of exams, in addition second year students are being identified who underperformed in in the first year coursework so that there is support for their retakes. <p>Drama Issues:</p> <ul style="list-style-type: none"> set-text exam as opposed to stronger performance in the live production paper and practical elements Different type of exam structure <p>Actions:</p> <ul style="list-style-type: none"> a new approach to essay writing and feedback is being introduced to improve skills with the set-texts Looking at feedback being conducted across the groups Reapply after this drafting process, the students having looked at their "mistake log" allocation of time in workshops will also be adjusted away from the practicals to exam skills and practice. <p>Music Issues:</p> <ul style="list-style-type: none"> skewed data due to small cohort of 2 <p>Action;</p> <ul style="list-style-type: none"> running the first and second year of Music technology together to provide a viable cohort the RSL Diploma very positive outcomes and focused resources and efforts into the music offer <p>Sociology Issues:</p> <ul style="list-style-type: none"> Was an intervention subject least year There has been no improvement in the VA score from last year Retention from year 1 to year 2 has gone down <p>Action:</p> <ul style="list-style-type: none"> To continue to implement the actions from last year A focus on the new specification and the implementation of scheme of work (SOW) A focus on assessment and exam preparation <p>Philosophy Issues:</p> <ul style="list-style-type: none"> Small cohort with a value added score of 7 at A2 for two years in a row. Change to a new linear specification <p>Action:</p> <ul style="list-style-type: none"> Provide support and CPD to allow delivery of the new spec. Support development of new SOW and resources for the new spec. To improve the maths ability of students due to a demanding element of the new exam – workshop support etc. <p>Religious Studies Issues:</p> <ul style="list-style-type: none"> Value added has been inconsistent for several years (currently 8 but was 4) Move to a new linear specification <p>Action:</p> <ul style="list-style-type: none"> Provide support and continual professional development (CPD) to allow delivery of new spec. <ul style="list-style-type: none"> Support development of SOW and resources for new spec. <p>The Chair asked what proportion of students do A levels compared to vocational subjects and the Deputy Principal confirmed that it was almost 50:50 and that extended diplomas were a genuine alternative to A Levels. A level applications were initially twice the number of BTEC however through a process of interviews and the application process this number then equated to 50:50.</p>	
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	<p>The Board asked if the website could be used to better inform the parents and students about the difference between A level and BTEC and it was confirmed that the college already did this. The Deputy Principal said that the College tries to work out exactly when they should be talking to marginal students (normally within the first 6 weeks) and that there is a need for parental buy in as often they will have fixed points of view regarding these choices.</p> <p>As some of the subjects were still in intervention from last year the Board asked what were the cycles of internal self-intervention. The HoF said that tracking was continuous via: ProMonitor, records, attendance and student satisfaction surveys to produce a basis of knowledge sharing which is more proactive. In addition, the role of Learning Practitioner was also a valuable resource together with the review of past actions and looking at the way forward as lessons learnt.</p> <p>The Board asked about staff morale regarding this and it was confirmed that this varies according to the differing subject areas.</p>	
1.11	<p>Teaching and Learning Report</p> <p>The Head of Faculty went through the strategy for action regarding the results where subjects have not delivered as expected. Based on the Ofsted findings in May 2016 and collated evidence from student surveys, focus groups, the pop-ins and learning walks, there are five strands listed below which can be identified to help the college in shaping its approach for 17/18.</p> <ol style="list-style-type: none"> 1. Development of student understanding outside of lessons (includes the planning and organisation of homework and assignments). 2. Quality of feedback, especially the focus on how to improve / exceed expectations (linked to this is the timely return of work to maximise effectiveness). 3. Active provision of stretch and challenge opportunities for our most able learners (also linked to 1 and 2 above). 4. Preparation of students for summative assessments over the longer term through development of good study habits (linked to 1 above). 5. Students' perception of fairness and respect with regard to treatment by some staff (linked to this is a marked increase in applicants with anxiety-related disorders, both diagnosed and self-declared, and issues relating to resilience). <p>Key areas of focus for 2017/2018</p> <p>The identification of these strands suggests three key areas of focus in developing teaching and learning practice for the coming year namely:</p> <ol style="list-style-type: none"> 1. "Mind the Gap" - What happens between lessons and how we apply innovative and creative approaches in developing student understanding and establishing good study habits? 2. "Border Crossing" - How the college enables students to cross higher grade boundaries through fresh approaches to assessment and feedback, as well as building on existing good practice? 3. "Respect and Resilience" - How to build the most effective relations in class, offering challenge and high expectations but in a safe and supportive environment? <p>Suggested Actions</p> <ol style="list-style-type: none"> 1. The creation of a Teaching and Learning Steering Group. 2. The drafting of a whole college learning. 3. Close and regular liaison with partner / feeder schools' leads on Teaching and Learning. 4. Inset days organised around the identified themes for the year with inset planning to include longer post-inset implementation process and review of impact. 5. Between inset days there also needs to be the regular distribution of materials and resources related to the theme. 	



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	<p>6. A themed learning walk session each term linked to inset day topic) with SLT, Programme Leaders and Learning Practitioners working together.</p> <p>7. Individual teaching staff encouraged through non-monetary incentives to carry out research projects, producing relevant materials and sharing outcomes with others.</p> <p>8. Each Faculty meeting to include 10 minute teaching and learning segment; and SLT to utilise some Monday staff briefing session to better promote teaching and learning related ideas / materials.</p> <p>9. The creation of teaching and learning corners in each site's main staff room.</p> <p>10. Celebrating best practice through public recognition of high performing individuals and departments.</p> <p>The Board said that this was an excellent review but were very mindful that the issue is the main is resources and that two of the most powerful themes that Ofsted look at is "Mind the Gap" and the quality of feedback.</p>	
1.12	<p>QIP update The Deputy Principal went through the QIP as presented for the previous academic year and said that the new QIP for 2017-2018 may look very different based on the new Strategic Plan on a Page (SPOP) discussed and agreed at the Governors Strategy Day in October. It would include the key performance indicators (KPIs) mentioned at that meeting. The Chair emphasised that at the Corporation meeting 29 January 2018, the Board expected to see as part of the new QIP, not only the KPIs referred to, but also the quantifiable objectives.</p>	
1.13	<p>Review Standing agenda items and Terms of Reference Both the standing agenda items and the terms of reference were reviewed due to the change in number of meetings and personnel who now attend. The revised documents were for approval.</p> <p>Resolved; to recommend to the Corporation for approval of the revised Standing Agenda Items to recommend to the Corporation for approval of the revised Terms of Reference</p>	
1.14	<p>Any Other Business There was no other business</p>	
1.15	<p>Items to Take Forward to Next Corporation Meeting 1. Q & S Standing Agenda Items and Terms of Reference for approval</p>	Corporation Secretary
1.16	<p>Date and Time of Next Meeting The next meeting is scheduled for 13 March 2018 at 20.10</p>	
1.17	<p>Meeting Closure The meeting closed at</p>	
	<p>MINUTES of the meeting held on Monday 6 November 2017 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... On</p>	