



The Henley College Corporation

**MINUTES of the Meeting of the Quality and Standards Committee
held on Monday 23 September 2019 at 18.00**

<p>Members: Tim Lincoln Satwant Deol Robyn Vitty Keith Heron</p> <p>By Invitation: Tristan Arnison Julian Brinsford</p> <p>Kathryn Caulfield Eamonn Egan</p> <p>In attendance: Jacky Gearey</p>	<p>Independent Principal Staff Governor Co-opted Non Governor</p> <p>Head of Faculty (HoF) – Business, Humanities and Languages Head of Faculty (HoF) - Science, Technology and Media & QM Head of Student Service (HSS) Interim Vice Principal</p> <p>Clerk</p>
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Agenda Item	Minutes	Action by
1.1	<p>Opening of meeting and Welcome The meeting opened at 18.02, wherein the Chair thanked the SLT for the papers which were very helpful and informative.</p>	
1.2	<p>Apologies for Absence Apologies had been received from:</p> <ol style="list-style-type: none"> 1. Trevor Watkins – out of area 2. Mohammed Khaliel – prior work commitments 3. Gavin Brooks – holiday 4. James Lingard – Holiday 5. Andrew Unsworth – outside commitments 	
1.3	<p>Declaration of Interests There were no interests declared.</p>	
1.4	<p>Election of Chair As many of the members were not present, Dr Tim Lincoln was nominated as the acting chair for this meeting and the election of a permanent chair would take place at the November meeting.</p> <p>Resolved that: Dr Tim Lincoln be elected as acting chair of the committee for the meeting</p>	
1.5	<p>Minutes of Previous Meetings Minutes of the meeting held 1 May 2019.</p> <p>Resolved: that the minutes of the meeting held on 16 May 2019 were approved as a correct record and signed by the Chair.</p>	
1.6	<p>Matters Arising from the Minutes (including review of actions)</p> <p>The following items were covered: Item 3.6 Data Dashboard - The Chair asked about the dashboard referring to the minutes which said that it still has to be reviewed and refined but in its current form it will work and it would provide the</p>	



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	<p>strategic overview critical to the College. The Principal said that unfortunately the dashboard was still not ready as there had been problems identified with some of the data required to make it work. The VP confirmed this saying that a working pilot should be available by the end of December. The committee did refer to a dashboard that been in existence some years previous and from that had surmised that coherence was essential and that importantly it needed to be an easy read. The Chair asked the Principal for further reassurance of this as it would also give staff more immediate access to information. Principal gave the committee this reassurance. The Chair also asked that the Head of MIS to be invited to all future meetings. Clerk to action.</p> <p>The Chair then asked the Clerk to ensure that for all future meetings any issues relating to non-compliance to be added to the top of the agenda.</p> <p>Item 3.11 - Committee self-assessment – the Clerk said that she was still waiting for some replies but that this would be actioned asap. The Chair said this was of vital importance and asked that the Chair of the Board write to all governors regarding this should this not be done.</p> <p>There were no other matters arising</p> <p>Resolved that:</p> <ul style="list-style-type: none"> (i) The provision of a working dashboard in pilot form by end of year (ii) Clerk to invite Head of MIS to next meetings (iii) Clerk to put non compliance issues to be put to top of agenda. (iv) Chair of the Board to send out letter to all members of board regarding completion of self-assessment should it be required. 	
1.7	<p>Safeguarding and Prevent Update</p> <p>The HSS briefed the committee advising them that as this was now week 3 of the academic year, the College is still awaiting information from the schools regarding safeguarding issues and therefore it was not possible to provide further information currently for the new first years. There were some “AR” (at risk students) identified e.g. 8 LAC. The Chair asked why information was not available earlier and HSS advised that schools are slow to send in information. Asked what happens if a student has issues before receipt of this, HSS said that she and her staff are able to deal with this. The Chair asked for reassurance that safeguarding and prevent agendas were adequate and whether there were any concerns. HSS confirmed there was no issues.</p> <p>Under PBDW the following was noted</p> <ul style="list-style-type: none"> • Welcome Day was successful in its new format with positive feedback from students and staff • New tutorial strategy in place for this academic year • Introduction of “unifrog” for all students • Funding from the Henley Charity Trust to use on workshops for students • Focus on “experience of work” within the College this academic year to support the development of employability skills. System also on portal. • The HSS confirmed that there were no prevent issues at this time. <p>The Chair asked for an explanation of Unifrog which HSS explained was a new app which was an easy-to-use CV building and competency-recording tool used to help students craft applications. Every student has a 'Locker' on Unifrog with unlimited storage where they can keep things like references from employers that have hosted them on work experience. Teachers can also put things in students' Lockers. The Chair asked HSS for a presentation on this app at next meeting.</p> <p>Resolved:</p> <ul style="list-style-type: none"> (i) that the Safeguarding and Prevent Update was received by the committee (ii) HSS to provide presentation on Unifrog app for next meeting 	



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1.8	<p>Student Outcomes 2018 - 2019</p> <p>The VP provided the following update on the student outcomes for 2018-2019 prior to the presentation of the 2018/19 College SAR and he further asked the committee to refer to the tables contained within the report as required some of which have been captured in this minutes.</p> <p>2018/19 Overall Retention, Pass Rates, Achievement</p> <p>Data entry was 98% complete. The final projection for overall achievement for 2018/19 was between 81% and 82%, recording a slight increase on the previous year. The retention into 2018/19 for students who started a two-year linear A-level in 2017/18 was 87%, equal to the Sixth Form Colleges Association national average for A-level students continuing into Year 2 in 2018/19. This demonstrated the positive impact of 2018/19 quality improvement strategies, which were put in place to address the dip in overall student retention in 2017/18. New 2018/19 quality assurance procedures have also had a positive impact on student attendance. Overall student attendance for 2018/19 stood at 85%, a 1% improvement on 2017/18. One negative is retention on level 3, however the overall outcome achievement rate has been maintained.</p> <p>The Chair asked about the difference between the achievement and pass rates rate and the VP explained that achievement is based on the number of students who started a course but the pass rate is based on those who took the exam.</p> <p>Level 3 (A-levels and Vocational Diplomas)</p> <p>The final outcome for Level 3 Vocational Diplomas will be 93% pass rate and 83% achievement. Taking into consideration the likely reduction in 2018/19 national averages, this will leave both A-levels and Level 3 Vocational Diplomas between 1% and 2% below national average for achievement, a slight improvement on the previous year.</p> <p>A-level</p> <p>In 2018/19 the College offered 35 A-level subjects compared to 43 in 2017/18. While the 2018/19 A*-E pass rate remained the same as in 2017/18, there was a slight dip in the percentage pass rate of students achieving Grades A*-B and A*-C (A*-B 41%, -4% on 2017/18; A*-C 70%, -3% on 2017/18). A*-B and A*-C outcomes nevertheless remain strong. This is backed up by strong progression data, which has been above local and national averages for the last three years, and includes progression to Oxford, Cambridge and Russell Group universities. Pass rates were strong.</p> <p>Value Added</p> <p>The College's internal ALPs data indicates that while there is no further decline in value-added outcomes, the steps taken in 2018/19 to improve the Level 3 progress score have not yet had significant impact.</p> <p>Level 3 Vocational Diplomas</p> <p>In 2018/19 the College offered 17 Level 3 Vocational Diplomas in 12 subjects, compared to 13 subjects in 2017/18. Four Extended Diplomas in Art, Performing Arts, Health & Social Care and Travel & Tourism had 100% retention, pass rates and achievement. A further six Extended Diplomas had achievement significantly above the national average. National Foundation Diplomas however performed less well. The Chair asked why the national foundation diploma in IT/Computer Science was low compared to the A level results for apparently the same subject area which were good. It was explained that A level students doing computer science required a higher maths GCSE grade whereas for the vocational diplomas the maths requirement was lower is lower. VP said that this analysis would come out in the SAR as would the strategy to drive improvements on this.</p> <p>The Chair asked if the College had a higher incidence of BME students and whether that had affected the results and it was confirmed that it was no higher than any other of the surrounding Colleges. BTEC achievement in engineering was highlighted. VP said that he had tried to identify the strengths and weakness to provide an overall view. Achievement rate was low and when challenged by the chair the SLT said that it was trying to get the right students for the course as it was heavily maths</p>
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orientated and many of the students struggle with that with students passing internal elements but not the external one. The Chair asked about the enrolment and mentoring process and HoFs explained the process. The interview and recruiting has changed last year where more specialists are now available to interview and advise students on the courses to be taken and that the results in the table refer to a process that had been adopted previously which was more generic in nature. Chair said that therefore the College should anticipate a much improved rate in retention and achievement rates.

The chair opened this up to the committee for comment and they confirmed that enhanced enrolment was the key and that whilst the College is diverse in the range of the offer, for efficiency purposes some of these courses ought to be streamlined. The chair said that it was essential for governors to focus on and ask for clear specific data. The HoFs also said that a change in timetable had reduced travelling will be productive. Chair asked how confident was the College that in looking at the results for next year there will be significant improvement. HoFs said that this was the SLT's job and that staff are being asked to complete a list of risk indicators for students to enable students who are not on the right course to change before the 42 day cut off period when funding comes in.

English and Mathematics

Grade 9-1 achievement showed an increase of 8% in both GCSE English and GCSE mathematics. Both subjects are 1% above the 2017/18 sixth form College national average. This shows the positive impact of quality improvements strategies put in place in 2018/19 to improve student retention overall, and in particular in English and mathematics. College is in top 25% but Chair challenged this and VP said it depended on the starting point therefore majority of students are making progress. These are in the main level 2 students.

Grade 9-4 outcomes showed an improvement in both GCSE English and GCSE mathematics of 7% and 1% respectively. This provided further evidence of the positive impact of 2018/19 quality improvement strategies, as the College not only increased the number and percentage of students who were retained in GCSE English and GCSE mathematics, but also improved the achievement of those additionally retained students.

Apprenticeships

In 2018/19, the College offered apprenticeships at Levels 2, 3, and 4/5 in Manufacturing Technologies, Business Management, Administration, Marketing and Sales, Service Enterprises, Hospitality and Catering, Child Development and Well-Being, and Sport, Leisure and Recreation. There were 143 apprentices with their end date in 2018/19. As of 13th September 2019, apprenticeship data is approximately 96% complete. Apprenticeship numbers are relatively small at the College. As such, a small change in achievement numbers results in a large swing in percentage achievement. On the whole apprenticeship outcomes are similar to 2017/18 and broadly in line with national averages. The Chair said that the information on Apprenticeships Framework was an unwieldy table and that a narrative would have been useful. The CVP said he would take note.

The Chair accepted that some results were unacceptable but that the College is implementing a number of measures to improve this via various changes mentioned above and that these will result in an improvement and that the College is confident that this can be delivered. The Chair asked for a set of bullet points itemising the measures that will improve retention and achievement and also for a shortened staff survey in January to assess staff morale after the redundancies. The Principal said she would instruct HR to do this.

The Chair concluded thanking the VP for a very impressive and clear report.

Resolved that:

- (i) The Report on Student Outcomes for 2018-2019 was received by the committee**
- (ii) VP to provide a set of bullet points itemising the measures that will improve retention and achievement**



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(iii) Principal to speak to HR re another shortened staff survey to ascertain staff feeling

1.9	<p>Quality Monitoring</p> <p>The VP presented an update advising that:</p> <p>2019/20 Key Performance Indicators (KPIs) The following KPIs detailed below which will be monitored weekly by teachers in regards to their students have been set provisionally through consultation with Heads of Faculty and Curriculum Leaders and were now presented for discussion and approval by governors. This additional paper aligns the KPIs that appeared in the minutes in June.</p> <p>Ofsted Key indicators</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%;">In-year Student Retention</td> <td>90% (+4% on 2018/19; +1% on National Average (NA))</td> </tr> <tr> <td>Student Attendance</td> <td>88% (+3.5% on 2018/19) predicated on what the College knows about other Colleges rated as Ofsted good – raw attendance</td> </tr> <tr> <td>Student Pass Rate</td> <td>96% (+1% on 2018/19 to be equal to high NA)</td> </tr> <tr> <td>Value-added</td> <td>ALPs 4 corresponding to DfE value-added score 0.1 (+0.26 on 2017/18)</td> </tr> <tr> <td>Progress against assessment plan</td> <td>90%</td> </tr> </table> <p>The committee discussed whether an additional KPI on explained attendance would be worthwhile i.e. Student controlled/authorised attendance taking into account transport and other external reasons. However, this was eventually discounted as it was actually included. The Principal requested that an additional KPI be added regarding staff satisfaction and the Chair agreed asking for a suitable KPI to be included on this and for this to be discussed at the Board meeting 14 October 2019.</p> <p>The targets will apply to all programmes of study in the College and will form the basis of monitoring and reporting at course, curriculum and College levels. Reports to governors to be based on the KPIs approved by governors, reporting on student retention, attendance and progress by curriculum area, as curriculum reviews are completed during the first half of the academic year.</p> <p>The VP asked the committee for any questions on this.</p> <p>The Chair – said that having reviewed the report there were three comments to make address:</p> <ul style="list-style-type: none"> (i) The report seems sensible; (ii) QIP assumes new KPIs (iii) Additional consideration to be given as governors had not seen these new KPIs and to ensure that the College is going through the right direction. <p>VP said numbers given in May have been adjusted and governors had been advised.</p> <p>The committee agreed the KPIs as presented and the additional KPIs to go to the board for further discussion.</p> <p>Curriculum-Focused Reviews</p> <p>The new Education Inspection Framework (EIF) brings in substantial changes to inspection methodology. The most significant change in the approach to inspection is the introduction of ‘focused curriculum reviews’, or ‘deep dives’ as they have become known. Deep dives will involve interviews with Curriculum Leaders (CLs), teachers and other support staff, interviews with students, scrutiny of curriculum planning documents and students’ work, and observations of teaching, learning and assessment, to determine the curriculum area’s intent as well as implementation of how they meet the criteria and standards of the new EIF. The Committee thanked the VP for this explanation on deep dives as it was most helpful.</p>	In-year Student Retention	90% (+4% on 2018/19; +1% on National Average (NA))	Student Attendance	88% (+3.5% on 2018/19) predicated on what the College knows about other Colleges rated as Ofsted good – raw attendance	Student Pass Rate	96% (+1% on 2018/19 to be equal to high NA)	Value-added	ALPs 4 corresponding to DfE value-added score 0.1 (+0.26 on 2017/18)	Progress against assessment plan	90%
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	<p>The quality assurance of the curriculum in 2019/20 will replicate EIF methodology, in order to provide assurance that each subject and curriculum area complies with the criteria and meets the standards of the EIF.</p> <p>Lesson Observations</p> <p>Lesson observations remain a key element of inspection. Standardisation of the work of the observation team will take place in early October. Formal lesson observations will begin in October, and to be conducted as an element of focused curriculum reviews. Each review to be conducted over the period of one to two weeks. The majority of curriculum reviews to be carried out in Term 1 and will be scheduled on a risk basis.</p> <p>Resolved that</p> <p>(i) the Quality Monitoring Report was received by the committee (ii) KPIs as detailed above were presented to the committee (iii) Clerk to put forward KPIs for discussion and approval by the Board for 14 October 2019</p>	
1.10	<p>Teaching, Learning and Assessment Report 2018-19</p> <p>The VP presented an update advising that the report presented considered the strengths and areas for improvement in teaching, learning and assessment taken from the 2018/19 lesson observation process, the staff development programme, and through consultation with staff.</p> <p>Observations</p> <p>The majority of lesson observations in 2018/19 were judged as 'acceptable', as per the 2018/19 Lesson Observation Policy. Emerging themes and training needs had been identified through the moderation process. Three particular areas of strength were identified, in addition to three important areas for improvement across a significant minority of lessons.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. Well-planned activities in most lessons demonstrating both range and challenge. 2. High levels of engagement demonstrated by students in many classes. 3. Good individual support for students in achieving progress. <p>Areas for improvement</p> <ol style="list-style-type: none"> 1. Whole class coverage in questioning students, especially the use of directed questioning and follow-ups. 2. Systematic use of progress check points for the whole class. 3. Challenging minor but persistent behavioural issues including punctuality and managing distractions. <p>The Chair highlighted one of the areas for improvement namely challenging minor but persistent behavioural issues including punctuality and managing distractions and asked what the College was doing about this. The Principal said that the College was suspending students with the maximum time on suspension of 10 College days before then meeting the parents. Challenged about what was being done to overcome this the HoF said that the College was:</p> <ol style="list-style-type: none"> 1. making it clear to students what standards were expected of them especially at enrolment. 2. Provision of focus groups with staff to discuss standards and agree this across the College 3. Ensure consistency on use of mobile phones listening to music in class etc. <p>The Chair asked how confident the College was that this process would work and if confident then there should be a significant improvement to report at the next meeting. HoF confirmed that they were highly confident.</p>	



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	<p>Again the Chair thanked the SLT for a comprehensive report.</p> <p>Resolved: that the Teaching, Learning and Assessment Report 2018-19 was received by the committee</p>	
1.11	<p>Quality Improvement Plan 2019 – 2020</p> <p>The VP presented the 2019/20 QIP to the committee as at 13th September 2019. The summary highlights key priorities as reported in the executive summary where the RAG rating has changed from the June 2019 update and outlines the rationale for the change in RAG rating. The RAG rating is intended to give a level of assurance that actions are on track to be completed by the given date.</p> <p>. The Chair expressed concern over the number of priorities that had been upgraded from either amber or red to green, and initiated a discussion on the methodology used to rag rate key priorities. The VP explained that the RAG rating was based on whether the actions associated with the key priorities were on track to be completed by the given date, and that the rating was the level of assurance to the committee about the completion of actions by their given date.</p> <p>The Chair then questioned the rigour of some of the actions, in particular the action associated with the first key priority on governors and senior leaders having a clear understanding of College priorities, which are shared, understood and accepted by internal and external stakeholders. The Chair requested that the actions are reviewed and added to for the next committee meeting, to give rigour to the actions, and that the RAG ratings are also reviewed in line with the additional actions so that reassurance could be provided how the key priorities were achieved.</p> <p>In addition the VP informed the committee that when the College Self-Assessment Report is due there would be an additional "impact" column added. VP said that he was confident. Board will need to approve KPIs. The chair said that there were key priorities that would require additional actions to be elaborated which may require a different RAG rating. The VP said he would update the QIP according to the discussion and commented that the original QIP was quite negative and centred on a deficit view and that there were actually more positives to be considered. The committee said that it would be beneficial for an additional KPI to be added regarding staff morale. The VP confirmed that this would be actioned.</p> <p>Resolved that:</p> <ul style="list-style-type: none"> (i) the Quality Improvement Plan 2019 – 2020 was received by the committee (ii) VP to provide an updated QIP with the elaboration of actions and a modified RAG rating therein. (iii) Additional KPI on staff morale to be added to QIP. VP to action 	
1.12	<p>Student Policies</p> <ul style="list-style-type: none"> (i) Student Disciplinary Policy <p>This policy had been referred back to the QS committee as the Board at the last corporation meeting in June. After much discussion and reference to the fact that many FE Colleges' student disciplinary policies vary considerably it was decided that Stages 1-3 were approved but that there had to be an additional process added to allow for a student to redress the Principal's decision based on lack of adherence to procedure/protocol. There was much discussion about this with the Clerk explaining that it was not usual practice for an appeal panel of governors or for the Clerk to act as office in attendance. In addition, the VP said that this policy is subset of teaching learning and assessment policy which needs to come to the committee and then to the Board as it is a day to day operational document. The HSS would then report any exceptions to the board.</p>	



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	<p>The Chair asked the Clerk to obtain analytical data regarding the practice norm for sixth form Colleges and to report back to the committee.</p> <p>HSS left at 20.35.</p> <p>Resolved that</p> <p>(i) The student disciplinary policy was received by the committee</p> <p>(ii) The Clerk to obtain analytical data from sixth form College Clerks regarding their appeals process with the student disciplinary policy and to provide report to committee.</p>	
1.13	<p>QS Standing Agenda items and Terms of Reference for Review</p> <p>The Clerk advised the committee that although the review of both the ToRs and Standing Agenda items was reviewed at the meeting 7 March 2019 and approved by the Corporation 14 March 2019, there had since that time been a decision to increase the number of meetings necessitating the standing agenda items to be amended. The Chair felt that further discussion may be required on these and the chair confirmed that this would continue to evolve over the next few months.</p> <p>Resolved that</p> <p>(i) the current QS Standing Agenda items and Terms of Reference were received by the committee for review and to be reassessed at later meetings</p>	
1.14	<p>Any Other Business</p> <p>There was no other business</p> <p>.</p>	
1.15 – 1.17	<p>Meeting moved to the confidential part of the agenda</p>	
1.18	<p>Items to Take Forward to Next Corporation Meeting</p> <p>1. Additional KPI on Staff Morale to be discussed</p>	Clerk
1.19	<p>Date and Time of Next Meeting</p> <p>The next meeting is scheduled for Monday 18 November 2019 at 18.00</p>	
1.20	<p>Meeting Closure</p> <p>The meeting closed at 21.15</p>	
	<p>MINUTES of the meeting held on Monday 23 September 2019 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... On</p>	