



## The Henley College Board

### MINUTES of the Meeting of the Board held on Monday 31 January 2022 at 18.00 Deanfield Meeting Room, Henley College

<p><b>BOARD:</b> Mike Aston Brian Fennelly James Lingard</p> <p>Emma Barklem Rebecca Chandler-Wilde Satwant Deol Lizzie Firth Vince Maltese Lisa-Marie Ngowi Andrew Unsworth Christopher Wahlen Charles Wiggin</p> <p><b>Via Remote Participation</b> Tim Lincoln</p>	<p>Independent Member/Chair Independent Member/Vice Chair Independent Member/Vice Chair &amp; Safeguarding Lead Parent Governor Independent Member Principal Independent Member Independent Member Student Governor Staff Governor Student Governor Independent Member</p> <p>Independent Member</p>	<p><b>SLT BY INVITATION:</b> Tristan Arnison - Assistant Principal (AP) and DSL Eamonn Egan - Vice Principal (VP) Ashok Patel - Finance Director Julian Brinsford – Assistant Principal</p> <p><b>MINUTE TAKER:</b> Fran Phelan</p>
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Item	Action by
<p><b>Opening of Meeting and Welcome</b> The Chair opened the meeting at 18.00 and welcomed the new student Governors to the Board with each Board member introducing themselves to the students.</p> <p>The Chair informed the Board that Emma Barklem would be standing down as a parent Governor for personal reasons. Emma Barklem said a few words to the Board and said how she had appreciated the amount of effort that the college had given to her children whilst at the Henley College.</p> <p>The Chair stated that in this Board meeting the Board would focus on:</p> <ul style="list-style-type: none"> <li>• On-going focus on updating strategy which would be covered By Eamonn Egan's presentation</li> <li>• On-going safeguarding covered in Tristan Arnison's presentation</li> <li>• Board Impact</li> </ul>	
<p><b>Apologies for Absence</b> Apologies had been received from:</p> <ol style="list-style-type: none"> <li>1. Chris Murray</li> <li>2. Robyn Vitty - ill</li> </ol>	
<p><b>Declaration of Interests</b> Lizzie Firth declared her interests as a Director of Accreditation and Standards at Pearsons and a member of workstream 3 of the Foundation of Education Development. There were no other declarations of interest.</p>	
<p>3.1 <b>Minutes of Previous Meeting</b> (i) Minutes of meeting of 6 December 2021 The Board approved the minutes of 6 December 2021 as accurate records of the meeting held:</p>	

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	<p><b>Resolved that the Board approved the minutes of 6 December 2021 as an accurate record of the meeting held.</b></p>	
3.2	<p><b>Matters Arising from the Minutes (unless covered by the agenda)</b> Item 2.4:</p> <ul style="list-style-type: none"> <li>(i) Principal KPIs - attendance figures to be reported taking out Covid related absences - a Board member was concerned that the Covid attendance coding had not been completed. This would take out Covid related absences from the attendance figures. The College is in the process of completing this task. A member of College staff has been drafted to complete this process and it is in progress. Principal to report KPIs and attendance figures</li> <li>(ii) VP to email Vince Maltese on the set up of a sub-group to consider diversification of revenue – this had as yet not happened.</li> <li>(iii) Board self- assessments were completed – now closed</li> <li>(iv) check that the staff survey is anonymous</li> </ul> <p>All other matters had been closed off and there were no further matters arising.</p>	
3.3	<p><b>Strategic Plan Update</b> The VP presented the Strategic Plan 2022/23 update to the Board. The presentation was based on an update on the planning process for 2022/23 curriculum contextually in an agreed plan for 2022/24.</p> <p>The 2021/24 Strategic Plan:</p> <p><b>STRATEGIC AMBITION 4: GROWTH AND INNOVATION - SUPPORTING ENTERPRISE AND DELIVERING GROWTH</b></p> <ul style="list-style-type: none"> <li>• Delivering recruitment growth</li> <li>• Recovering from the Covid-19 pandemic</li> </ul> <p><b>STRATEGIC AMBITION 1: STUDENTS - DELIVERING AN EXCEPTIONAL STUDENT EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Developing independence and the right aptitudes for future success</li> <li>• Promoting wellbeing in an enriching and supportive environment</li> <li>• Ensuring excellence in teaching, learning and assessment</li> <li>• Enabling all students to make exceptional progress</li> <li>• Celebrating diversity, equality and individuality</li> </ul> <p><b>STRATEGIC AMBITION 3: STAKEHOLDERS - BUILDING PARTNERSHIPS WITHIN THE COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Forging partnerships with employers</li> <li>• Delivering top class sports partnerships</li> <li>• Building partnerships with agencies</li> <li>• Fostering quality partnerships with schools and universities</li> <li>• Nurturing quality relationships with parents</li> </ul> <p>This curriculum plan builds on the work of 2021/22 and the College's journey towards Outstanding, through a focus on students, their achievements and support needs, skills development and the world of work, employers, partner institutions and parents. In 2020/21, the question asked was: What will make the curriculum Outstanding? We put in place:</p> <ul style="list-style-type: none"> <li>• An articulated approach to students' development of skills associated with the world of work.</li> <li>• An Enrichment Programme that offers choice to all students.</li> <li>• A Programme to challenge high achievers.</li> </ul>	

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- A coordinated approach to aligning the curriculum to the needs of employers.

The following is still to be put in place:

A more strongly articulated and managed approach to quality assurance, to assure standards in teaching, learning and assessment and student outcomes.

As part of the presentation the VP presented 2021 Key Facts for the Thames Valley Region:

- The Thames Valley region's population increased by 3.6% from 2015, growing by 69,231 to 2,009,100.
- The population is expected to increase by a further 2.7% between 2020 and 2025, adding 53,378.
- Job opportunities grew by 60,658 from 2015 to 1,023,143 and are projected to grow by 37,885 over the next 5 years.
- In 2021, unemployment was at 2%.
- Highest level qualifications held by the workforce were: Degree - 40.5%; Level 3 - 16%, Level 2 - 14.7%.
- 84.6% of the region's workforce is White British.

College enrolments at 76% White British means the College contributes substantially to the promotion of diversity in education and employment opportunities in the region. The College makes a good contribution to diversity and the College is tuned to the needs of Employers.

### **Delivering Recruitment Growth**

- In 2021/22 to grow 16-19 student numbers to 1,900 by 2023/24.
- Achieved the target in 2021/22. As a result, funding will increase in 2022/23 by approx. £1.5m.
- In 2022/23 aim to recruit 1,965 16-19-year-old students.
- In 2023/25 aim to recruit 2,000 16-19 -year old students.

To deliver recruitment growth there will be additional groups and qualifications.

The area of growth next year will be in T Levels.

2022/23 – T-Level Health

2023/24 – T-Level Business and Administration; Digital, Engineering and Manufacturing

### **2022-2024 - Planned T-Level Enrolment Numbers**

2022-2024 Planned T Level Enrolment Numbers:

	2022/23	23/24	24/25
Health	30	60	60
Business		30	60
Digital		30	60
Engineering		30	60

There was a discussion regarding T Levels and the difference between T Levels and BTEC qualifications. The main difference being that in T Levels there is 45 days of workplace placements. From T Levels, students would move to University or to Level 4/5 apprenticeships and students will have gained the skills for the workplace environment. There is still some scepticism as to whether T Levels will survive.

The VP spoke about delivering Recruitment Growth through – Non-16-19 Provision offering professional courses for adults. This will require additional staff to run the courses and we have AAT accounting accreditation and CMI accreditation.

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### Recovering from the Covid-19 Pandemic

- In 2021/22, we have provided catch-up workshops in each subject area, following a discussion on catch-up at the September Quality & Standards Committee.
- In 2022/23, we will timetable catch-up workshops into students' timetables, so that all students have a planned timetabled catch-up workshop.
- In 2021/22, we have provided 1:1 academic support for students who have fallen substantially behind in their completion of coursework.
- In 2022/23, we will increase our resource in 1:1 academic support, offering more students dedicated 1:1 time with academic support teachers.
- In 2021/22, we have made computer facilities available to students who do not have access to computer equipment at home.
- For 2022/23, we will purchase additional laptops through the government's scheme to support students who do not have access to computing equipment at home, in order to loan out the laptops to students.
- In 2021/22, we will run academic staff development sessions, to upskill academic staff in strategies to support students who have gaps in learning, as a result of the pandemic lockdowns.

### STRATEGIC AMBITION 1: STUDENTS - DELIVERING AN EXCEPTIONAL STUDENT EXPERIENCE

In 2021/22, we said we will be in the top quartile nationally for overall student outcomes and Level 3 Value Added outcomes.

There is no national benchmarking data, due to the use of Teacher Assessed Grades in 2019/20 and 2020/21. Compared to 2018/19 national averages (NA), **the College was at or above target or national average for:**

- Retention
- Pass Rate
- Level 3 Value added progress
- Progression
- Student satisfaction

**The College was below target or national average for:**

- Parental satisfaction
- Attendance
- Covid Related

**In 2022/23 improve overall student attendance by:**

- Creating a new post of Student Welfare and Attendance Officer \*2 – the role is dedicated to carrying out interventions with students whose attendance drops below 90% without explanation.

Improving incentives for students to attend; including a prize draw and a 'lazy' day for students who have 100% attendance

**Improve communications with parents (Strategic Ambition 3.5)**

- Setting up automatic emails to parents when students are absent without authorisation.
- Continuing to share data with parents on students' attendance and performance via the REMS portal
- Continuing to hold parental consultation meeting with parents

We will draw on the outcomes of Deep Dives more effectively to maintain and improve standards in teaching, learning and assessment, and preparations for inspection, via the new post of Head of Quality.

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	<p><b>To ensure Excellence in Teaching, Learning and Assessment for 2022/23:</b></p> <ul style="list-style-type: none"> <li>• we will recruit to a new post of Head of Quality, to ensure the College is prepared for inspection.</li> <li>• we reworked and re-branded the tutorial programme as the Bridge Programme. Attendance at tutorials improved from 65% in 2020/21 to 75% in 2021/22</li> <li>• we increased the number of enrichment activities available to students from 11 to 24. 640 students enrolled onto Enrichment options at the start of the year.</li> <li>• piloted a programme of wellbeing sessions with Psychology students, taken by the charity Sport in Mind</li> <li>• we implemented eight Skills Builder themes in Tutorials and with our Level 1 Foundation learners</li> <li>• we identified two weeks in the academic calendar for Careers in the Curriculum activities to take place in subject areas. This has led to new links with industry, and new progression opportunities for students; e.g. Level 2 student progression options onto Level 3 apprenticeships at Softcat.</li> <li>• we introduced the first stage of a Bring Your Own Device (BYOD) policy for students. We retained 240 laptops for students who do not have access to their own laptop.</li> <li>• we have held Industry Advisory Boards in Sport, Engineering and Computing, and Science and Healthcare.</li> <li>• we recruited to a new post of Head of Enterprise.</li> <li>• In 2022/23, we will maintain our strong sports partnerships with: Ealing trail finders, Reading Rockets, Wycombe Wanderers</li> <li>• we entered into a partnership with local colleges in the Thames Valley area, to form a Skills Accelerator Group. The Colleges are: Activate Learning, The Windsor College Group, BCA, Abingdon and Whitney College and Newbury College</li> <li>• we provided education and training opportunities for 35 students who qualify for High Needs funding.</li> <li>• we will develop a significant partnership with at least one university, probably Brunel University as we already have connections through Rugby</li> </ul> <p>The Chair thanked the VP for the presentation.</p> <p><b>Resolved that:</b></p> <ol style="list-style-type: none"> <li>(i) <b>the Strategic Plan Update covering strategic ambitions 1, 3 &amp; 4 referring to the curriculum planning was received and noted by the Board</b></li> <li>(ii) <b>VP to disseminate what the College is doing in its strategic plan to student body particularly in T Levels</b></li> <li>(iii) <b>VP/AP to look at student survey and make these anonymous as students feel that by giving their student number they cannot answer honestly</b></li> </ol>	
3.4	<p><b>Principal's Report</b></p> <p>The Principal's presentation covered marketing update and good news stories. Including the on-line event and the information event which will be face to face 15 February and the sports department going from strength to strength particularly in Rugby.</p> <p><b>KPIs</b></p> <ul style="list-style-type: none"> <li>• All student indicators are above target except for attendance which is at 81.3% against 88%</li> <li>• Exams results for 2021 -22 could be an issue due to missed learning.</li> <li>• Currently applications are slightly down from last year as January open day has been rescheduled to 15 February due to Omicron virus situation at the beginning of the term.</li> </ul>	

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- Financial health remains outstanding
- Staff recruitment remains extremely challenging due to shortage of skilled teachers
- Staff sickness due to Covid-19 since the beginning of this term with 63 students who have tested positive
- Staff Survey to go out shortly

Since January we have recruited nine new staff which includes two teaching staff and seven support staff. There has been one leaver and three resignations. Recruitment has continued to be challenging in finding the right quality of candidates, particularly due to Covid. Speaking to FE week we have noted 75% of candidates are being placed into new roles. HR have been in the process of reviewing our advertising and recruitment.

### Meetings

Throughout the last year SLT has continued to work with the Union representatives in a positive manner with no disputes or disagreements. The current issue is that there are no elected Union Representatives this year as no one has stepped up to replace either of the Reps who resigned their position at the end of the academic year. We launched a staff focus group before the Christmas break and asked staff about their thoughts on this, which was well received, and staff opted to have a face to face meeting. Our first support staff manager collaboration meeting is arranged for 1 February 2022.

### Staff Training

In addition, to the REMS training and middle management training, week commencing 24<sup>th</sup> January 2022 Safeguarding training was arranged to ensure all staff are aware of the recent updated of the Safeguarding Policy and KCSIE 2021 document. HR will then work with the Safeguarding team to ensure all acceptance slips are completed and the SCR records are updated.

14 February 2022 - First Aid training

18 February 2022 - Staff developmental day

### Staff Wellbeing

We are looking at new initiatives that we can implement over mental health awareness week for staff which is due to take place nationally on 9<sup>th</sup> May – 15<sup>th</sup> May 2022. Examples include, Fruit boxes, Exercise at your desk, walking meeting etc.

### New Starter Induction

- New starter induction will be taking place before the end of term

### Letter to MPs re RoTAP Application

We have written to our local MPs, asking for support for the college to regain its status as an apprenticeship provider for companies and communities in the Thames area. Alok Sharma MP has contacted Mr John Edwards, Interim Chief Executive Officer at The Education and Skills Funding Agency. Joy Morrissey MP has also written in support and will update us when a response is available.

### Attendance

- Attendance remains a real challenge

### Applications

- Applications are slightly down reasons as stated above

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	<p><b>Resolved that:</b></p> <p>(i) <b>the Principal's Report was received and noted by the Board</b></p> <p>(ii) <b>Staff survey to be anonymous</b></p>	
3.5	<p><b>Student Governors' Introduction</b></p> <p>Student Governors were introduced to the Board by the Chair at the beginning of the meeting. As this was their first meeting there was no report.</p>	
3.6	<p><b>Safeguarding &amp; Prevent Update</b></p> <p>(i) Safeguarding &amp; Prevent report was presented and covered:</p> <p><b>Ongoing Risk Assessment of Vulnerable Students</b> Process highlighted as strength in recent audit Significant proportion of issues relate to suicidal ideation and self-harm.</p> <p><b>Work with External Agencies and Partners</b> Work with Social Services and CAMHS in relation to particular vulnerable students No recent Prevent referrals Building a strong relationship with ESAT / LADO.</p> <p><b>Whole-college SG Risk Register</b> - a second meeting has taken place. The register is a key mechanism for reviewing and tracking overall SG actions (including audit recommendations)</p> <p><b>Single Central Register</b> - gaps with reference checks being addressed in line with LADO advice</p> <p><b>Staff Training</b> - training on updated SG policy has taken place in January with an emphasis in training on Low Level Concern reporting and on staff ownership of SG and behavioural expectations, including Lanyards.</p> <p><b>Peer-on-Peer Activity</b> - recent increase in student reporting and the launch of Student Voice Platform – the Board asked that this be shared at the next board meeting in March.</p> <p><b>External Audit</b> - proactive approach and distinct improvement in key processes and culture recognised. There are positive staff/student relationships and learner confidence in their safety recognised. However further work needed in managing an open access site and ensuring whole staff ownership of SG expectations, such as lanyard wearing. Further training is also needed for staff in consistent use of REMs. The safeguarding presentation reinforced the report presented.</p> <p>(ii) Annual Safeguarding Report – this is an annual return to Oxfordshire County which requires approval from the Board and the DSL explained the context.</p> <p>(iii) Safeguarding Risk Register – as referred to above this is a key mechanism for reviewing and tracking overall SG actions whose specific safeguarding aims are to:</p> <ul style="list-style-type: none"> <li>• To uphold our moral and statutory responsibility to safeguard and promote the welfare of all students.</li> <li>• To provide a safe and welcoming environment underpinned by a culture of openness.</li> <li>• To main an attitude of 'it could happen here' where safeguarding is concerned.</li> <li>• To ensure consistent safeguarding practice across the college.</li> </ul> <p><b>Resolved that:</b></p> <p>(i) <b>the following were received and noted by the Board:</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding &amp; Prevent report and presentation</b></li> <li>• <b>Safeguarding Risk Register</b></li> </ul> <p>(i) <b>the Annual Safeguarding Report was received and approved by the Board</b></p>	

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	<b>(ii) Peer-on-Peer Activity - to be shared with the Board for next board meeting - DSL to action</b>	
3.7	<p><b>Financial Update</b> The management accounts for December 2021 were received and noted.</p> <p><b>Financial Outturn – Dec 2021</b> The budget for the financial year is projected to deliver an operating deficit of £438k. The projected loss is primarily due to supporting an additional circa 230 students who are not funded in-year, but also costs associated to supporting students through Covid and especially in terms of catching up, exam preparation, mental health/ wellbeing etc. It is likely that there could be further expenditure and an assessment will be made at the mid-year point. The position as at the end of December 2021 is broadly in line with the above budget. A fuller mid-year outturn forecast will be prepared once the January 2022 management accounts are prepared. The College remains financially outstanding</p> <p><b>Budget 2022-23</b> The initial budget was assessed back in July 21, which was also submitted to the ESFA as a financial forecast. At that time, the projected surplus was £104k. Since then, there has been an announcement of a significant increase in the funding rate/learner which, could move from £4.18k to £4.56k. That together with a volume increase in learners (approx. 230), will secure a significant increase in ESFA funding for 2022-23 estimated to be at least £1.5m. The SLT are currently working through a number of staffing/structural scenarios, especially to better support this volume of learners, but also looking at continued pressures associated to the pandemic and impact of inflationary pressures, particularly on non-pay expenditure.</p> <p><b>Other Financial Matters</b> The College was notified of a successful capital bid application associated to the refurbishment of R2 (summer 2021). This was considered to be a speculative bid, with a very low chance of success. It is therefore good news that £340k has been allocated to the College and 95% (£325k) has already been received. The College is in the process of preparing a further capital bid for the College to deliver new 'T' levels from 2023 in the areas of Business &amp; Administration, Digital and Health &amp; Science. Since 2018/19, the College has now successfully bid for and received almost one million pounds in capital grants to support our infrastructure plans.</p> <p><b>Estates &amp; Infrastructure</b> The College has plans to invest at least £600k of its own resources during this financial year. Some of the outline plans are ready, but detailed planning is taking shape. The specific plan to develop the 'T' level facility in D5 is underway, with the first project to deliver in Health &amp; Social Care for September 22. The plan is to deliver this hospital ward facility prior to the start of the summer so that it can be marketed prior to the start of the next academic year. The College is in the process of preparing a further capital bid (Wave 4) for the College to deliver new 'T' levels from 2023 in the areas of Business &amp; Administration, Digital and Health &amp; Science. Work has commenced to assess the potential of building adaptation in D5, which could ultimately create branding of D5 as the 'T' level centre for this College. The professional fees in getting this bid submission ready is £8,747 (inclusive of VAT). The Corporation is asked to note that the SLT will always consider making bids for capital grants where there is a reasonable chance of success and the cost of making bids does not outweigh the potential return. Any final bid submissions made, will be following F&amp;R and Corporation approval. The College has continued to deliver on its IT upgrade plans during last summer and more recently, with replacement of all laptops for teaching staff, upgrade of WIFI connectivity,</p>	



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	<p>update server capacity etc. Following the successful implementation of the student record system, we have now moved to deliver the College dashboard.</p> <p>Following a briefing by the FD, the Corporation agreed and supported the SLT's view that the College should be fully engaged with capital bid opportunities to support infrastructure development, especially in relation to T levels. The next bid (wave 4) is due to be prepared and submitted on 11 March 2022, the Corporation therefore agreed for the F&amp;R committee which meets on 9 March to consider the College bid and for Board approval to be sought via remote decision due to the brevity of time and the fact that the Board would not be meeting until the end of March.</p> <p><b>Resolved that:</b></p> <ul style="list-style-type: none"> <li>(i) <b>the Management Accounts for December 2021 were received and noted by the Board</b></li> <li>(ii) <b>the Board agreed for the F&amp;R committee at their meeting on 9 March to consider the College capital bid (wave 4) and subsequently for Clerk to seek Board approval via remote decision.</b></li> </ul>	
3.8	<p><b>Approval of the Calendar of Meetings for 2022-23</b> The proposed calendar of meetings for 2022-23 was presented and agreed by the Board.</p> <p><b>Resolved that:</b></p> <ul style="list-style-type: none"> <li>(i) <b>the Calendar of Meetings for 2022-23 was received and agreed by the Board</b></li> <li>(ii) <b>dates of meetings to be added to Board members' calendars by Clerk</b></li> </ul>	
3.9	<p><b>Committee feedback</b> The Chair asked for any comments on the Chair of the GS committee report from their meeting 24 January 2022 which covered:</p> <p><b>Board Membership</b> There are currently 3 vacancies for independent members. The committee is seeking diversity for the Board especially from the BAME community with specific FE experience. One such candidate is being pursued.</p> <p><b>Link Governors</b> - The aims and areas for link governors were discussed acknowledging the following benefits:</p> <ul style="list-style-type: none"> <li>• allows governors to see first-hand the resources used in the College, the fabric of the buildings, so that they can make informed decisions about future budget allocations;</li> <li>• forms part of a strategy to monitor and regularly evaluate the progress of the College Strategic Plan;</li> <li>• a means to build up relationships, based on mutual trust and respect;</li> <li>• provides Ofsted with concrete evidence about the involvement of the governors in the College; and</li> <li>• informs the College self-assessment process.</li> </ul> <p><b>Code of Governance</b> Code of Governance is required by the ESFA and was adopted by the College in April 2017. The key changes to the Code:</p> <ul style="list-style-type: none"> <li>• Review of the wording of the provisions in each principle</li> <li>• Introduction of Environmental Sustainability principle</li> <li>• Update of EDI principle</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Governance Review principle combined with Governance Structure principle</li> <li>• Full integration of the Senior Post Holders Remuneration Code. Therefore, to be compliant with the Code, colleges must adopt or have due regard for the Remuneration Code. As with any other principle or expectation, this will be on a 'apply or explain' basis.</li> </ul> <p>The current version of the Code will remain available for colleges to use until July 2022 with no expectation that the College had to report against the new version until 2022/23 academic year. This will be brought to the Board for approval at the March board meeting. The committee felt that as the next board meeting was within a week it would be more prudent for this to be put forward for the Board's approval at the meeting on 28 March giving members sufficient time to read the document and to raise any questions.</p> <p>The compliance check list against the code was also presented and showed full compliance with evidence.</p> <p><b>Board Training</b></p> <p>An update was provided with discussion about the time consuming nature of SmartLog training with the agreement that the College will look at the use of this software package. It was agreed that an annual training plan would be developed going forward.</p> <p><b>Board self-assessment</b></p> <p>Whilst the overall grading was Good, the issue that governor engagement with the College was scored low, was raised, acknowledging that this was further exacerbated by Covid. Additionally it was agreed that across a range of questions perception was varied and this was replicated in the scoring. The Board Chair felt that the current focus should be on the provision of information for governors and their engagement with the College and that a Board Performance Review based on the self-assessment replies would to be organised before presenting to the Board in March.</p> <p><b>Resolved that the GS Chair of committee's feedback was received and noted by the Board</b></p>	
3.10	<p><b>Any Other Business</b></p> <p>The Chair thanked Julian Brinsford for an excellent training session and said that the Board needs to be in a state of readiness for an Ofsted inspection.</p> <p>A Governors' Away Day to be discussed at the March board meeting – date to be advised</p> <p>There was no other business.</p>	
3.11	<p><b>Board Impact</b></p> <p>Governor activity:</p> <p>All governors were requested to email a summary of activities that they have undertaken before the next Corporation meeting</p> <p>Governor impact:</p> <ul style="list-style-type: none"> <li>• what link Governors need to do, with credible objectives for all Link Governors</li> <li>• Board self-assessment graded 2 (Good) but as yet not outstanding</li> <li>• SmartLog training was not a good way of training and a different method of training for Governors needed to be researched</li> </ul>	
3.12	<p><b>Board Conduct of Meeting</b></p> <p>The Chair asked for the Board members comments regarding the meeting. The following points were raised:</p>	

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	<ul style="list-style-type: none"> <li>• Positive meeting good to have student Governors on board</li> <li>• Good Idea to have an Away Day</li> <li>• Having face to face meetings a benefit</li> <li>• A good well manged meeting</li> <li>• Good input from student Governors and student feedback</li> </ul>	
3.13	<b>Items to be taken forward to next board meeting:</b> <ol style="list-style-type: none"> <li>1. Board self-assessment report</li> <li>2. Governors' Away Day</li> </ol>	
	<b>Date and Time of Next Meetings:</b> <ul style="list-style-type: none"> <li>• 28 March 2022</li> <li>• 11 July 2022</li> </ul>	
	<b>Close of Meeting</b> The meeting closed at 20.00,	
	MINUTES of the meeting held on <b>31 January 2022</b> were agreed and accepted as a true and accurate record held	