

The Henley College Board

<b>MINUTES of the Meeting of the Quality and Standards Committee held on Monday 21 June 2021 at 17.00 via remote participation</b>		
<b>MEMBERS PRESENT:</b> Dr Tim Lincoln James Lingard Emma Barklem Trevor Watkins Lizzie Watts (LW) Satwant Deol Keith Heron	<b>Independent Member/Chair</b> Independent Member/Vice Chair Parent Governor Independent Member Independent member Principal Co-opted Member	<b>CLERK:</b> Jacky Gearey  <b>BY INVITATION:</b> Tristan Arnison                      Head of Faculty (HoF) Julian Brinsford                      Head of Faculty (HoF) Kathryn Mogford                      Head of Student Services (HSS) Eamonn Egan                              Vice Principal (VP)
Agenda Item	Minutes	Action by
4.1	<b>Opening of Meeting and Welcome</b> The Chair opened the meeting at 17.04	
4.2	<b>Apologies for Absence</b> 1. Andrew Unsworth	
4.3	<b>Declaration of Interests</b> There were no declarations of interest	
4.4	<b>Minutes of Previous Meeting</b> (i) Meeting of 23 March 2021 The minutes of 23 March 2021 were agreed as an accurate record.  <b>Resolved that the Board agreed that the minutes were an accurate record of the meeting of 23 March 2021</b>	
4.5	<b>Matters Arising from the Minutes</b> All actions had been closed off, however the committee was concerned about the student engagement in GCSE English and GCSE maths and that although this was similar to other similar sized colleges nationally this should not be just monitored and that it was time to do something different and consider a different approach using not the conventional ways albeit with some success but by using transformational methods. HoF agreed with this and that there are innovative ways which could be more effective especially in the preparation of the students for their retake opportunities. Principal confirmed that more emphasis was being embedded with the curriculum leaders for the next academic year to help motivate these students. The committee asked for the Principal to provide information on this for the next meeting.  <b>Resolved that the Principal to provide some key innovation approaches to try to improve the GCSE English and Maths.</b>	
4.6	<b>Safeguarding and Prevent Update</b> The issues raised in previous minutes were again re-emphasised. Currently, 12% of the student body has significant mental health difficulties or learning needs requiring support and a further 19% has reported low level anxiety or mood. The committee felt that this was a high percentage and asked if this was the same across other colleges and HSS said that this was the case, even more so in the university sector and it was attributed in the main to Covid and self-isolation. The committee understood that this will be a problem going forward for some	

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	<p>time with HSS advising that student services were going to liaise with Head of HR to give the teaching staff some training in this. The committee suggested that perhaps random chats with students could be investigated as another way to help in this situation and the HSS agreed to investigate this. HSS also was looking to introduce a new platform "Everyone's Invited" which aims to eradicate 'rape culture', by providing a forum where students can anonymously share their experiences of sexual assault and abuse.</p> <p>Finally the HSS provided various success stories for the committee to view which both the Chair and committee felt were very helpful and positive. The committee also offered any support should it be required.</p> <p>The Chair thanked the HSS for the report and the reassurances given.</p> <p><b>Resolved that the Safeguarding and Prevent Update was received by the Board</b></p>	
4.7	<p><b>Quality Improvement Plan (QIP) Update</b></p> <p>As requested at the previous meeting the VP provided a simple short summary and commentary on the actions for improvement with the RAG rated table .</p> <p>The intended outcomes for 10 of the 14 areas for improvement previously discussed have been achieved and were rated green with particular successes in those areas regarding student access to IT equipment, Microsoft Teams and online staff teaching and support in the event of a further full or partial closure of the College being of note.</p> <p>Achievement was again discussed with the VP saying that good progress had been made in driving up data by improving the retention rates of students where it was below the national average</p> <p>The intended outcomes for the remaining four areas had been partially met due to Covid and rated amber and were more intractable:</p> <ul style="list-style-type: none"><li>• Analysis of work placement data to inform curriculum planning.</li><li>• Management of change to an improved Student Records System (SRS).</li><li>• Student attendance: GCSE English and GCSE maths – already discussed under item 4.5.</li><li>• The Tutorial programme as a driver of standards that inspires students to achieve their full potential – emphasising the wider skills on this.</li></ul> <p>The college was holding shortly an academic staff quality meeting to kick off the quality improvement process for the next academic year and will include the QIP making this a much more collaborative plan. The VP also advised of the need for student to regain the discipline and routines of study including exam behaviours which had been missing over the past year.</p> <p>The VP asked for any comments. Committee raised the following:</p> <ol style="list-style-type: none"><li>1. Was there daily contact with students, how was this done and how many students were affected? Contact was both daily and weekly dependent on the student and carried out by HSS and student support services who identified students at risk both vulnerable and those who were showing signs of mental health resulting in not completing the course successfully. Contact was dependent on the student but normally through Teams and if not on Teams, phone call or email. Human contact was</li></ol>	

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	<p>deemed to be critical. There were just over 100 students affected, and it was very successful 100% and with records kept of this.</p> <ol style="list-style-type: none"> <li>2. What was value added achievement? This was explained as government indicator for the progress for level 3 students. There is no DfE update as there is no data from last year or for this year. Committee member familiar with this advised caution in assuming there was a lack of data.</li> <li>3. Chair asked the VP for the 3 key objectives to be focussed on:             <ol style="list-style-type: none"> <li>(a) students understanding of the wider curriculum outside of the wider qualifications which would be good for student motivation and help drive up standards with a positive impact on mental health and importantly local industry wants the college to do this. The committee agreed that industry involvement was key.</li> <li>(b) work with students who are funded to continue study English and Maths so that they are confident in these areas namely to achieve above a grade 4.</li> <li>(c) use of technology to make the delivery of the curriculum inspiring for students</li> </ol> </li> </ol> <p>The Chair summarised saying that it was essential to do these incremental changes and use technology which would be transformational. The VP advised that the QIP was put together from the SAR and that going forward, the SLT wanted to put together a QIP that was collaborative. The committee members were invited to attend this meeting 30 June between 2-4pm and the Clerk to send out note regarding this.</p> <p><b>Resolved that:</b></p> <ol style="list-style-type: none"> <li>(i) the Quality Improvement Plan Update 2020 – 2021 was received by the committee</li> <li>(ii) Clerk to send out placeholder for event 30 June to all committee members</li> </ol>	
4.8	<p><b>Teaching and Learning Assessment (TLA) Report</b></p> <p>The HoF provided an updates to the March report covering:</p> <ul style="list-style-type: none"> <li>• <b>Introduce a blended learning component within a selection of vocational programmes next year.</b> Business and Health and Social Care submitting proposals for a blended learning element within their courses.</li> <li>• <b>Provide a programme of remotely delivered workshop support and subject-based ‘deep dive’ opportunities for A level subjects.</b> Work is in progress for next year.</li> <li>• <b>Create a Digital TLA Working Group for the dissemination of best practice and encouraging innovation.</b> Plan to create a distinct Digital TLA Working group next year and to ensure that every CPD session will have a digital component.</li> </ul> <p>The Chair asked about these recommendations and said whether they were all for the future and could anything be done immediately? The HoF agreed with the desire to do something now but explained that much of the time had been spent with staff in working these provisions. As students had not sat formal exams for the past two years would there be a more holistic approach for entry into higher education. The HoF said that there were valuable lessons to be learnt but that it will be about how exam boards arrive at the grade boundaries likewise the universities for their entry requirements. The committee asked if there were any plans to hold tests even on Teams to prepare students in dealing with unfamiliar stressful situations. Principal said that the College had been holding mock exams.</p> <p>As there were no further questions the Chair thanked the HoF for his report.</p> <p><b>Resolved that the Teaching and Learning Report was received by the committee</b></p>	
4.9	<p><b>Stakeholder Survey Report</b></p>	

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	<p>The HoF provided the background to the previous student surveys and that now in the summer term the responses were much more positive about the learning experience as endorsed by the FEC visit.</p> <p>The Chair asked about the parent survey and directed this at the parent governor for her comments who suggested that parent consultations should be sent out earlier so that they did not get overlooked. The HoF agreed and would ensure that this happened going forward. The Chair said that the feedback was interesting with a very high percentage of positive responses including students feeling safe at the college and that they would recommend the college to others. The HoF said that this was also used in the marketing literature with the Principal confirming that the College was 27% ahead in applications against the same time last year.</p> <p>The Chair noted that the quality of teaching had dropped 1.1% to 80.0%, where parents reflected their concerns on staff changes, on-line learning and on-line contact time. The HoF said that much of this was due to Covid and the uncertainty surrounding this.</p> <p>The survey also highlighted that just over a quarter of parents (28.6%) had not accessed the portal a result of there being no notification to parents to access this. The Chair asked if information was sent via social media to keep the parents informed about how the college was working, the HoF said that in many cases parents had to get used to this area and become engaged in this. The use of a newsletter for this was discussed.</p> <p><b>Resolved that the Stakeholder Survey Report was received by the committee</b></p>	
4.10	<p><b>Centre Assessment Grade (CAG) Report – 2021</b></p> <p>The paper presented advised the committee on the process and outcomes to date of the Teacher Assessed Grades (TAGs) plus provided the assurance on how the TAGs were produced and quality assured, prior to uploading to examination boards.</p> <p>At the time of writing the number of TAGs received was 2288 with a pass rate was around 96% and the ALPS and Value Added score was grade 2. The previous year it was grade 3. The HoF explained that sampling of the outcomes of the departmental sign-offs confirmed the process by which individual courses and subjects arrived at their TAGs, as well as the kinds of evidence used and the process by which grade boundaries were set and compared to previous data: Further validation of A level subject with an average of &gt;0.5 of a grade difference to average (where the cohort size was &gt;20). There was a detailed discussion on the overview of the grades presented, and the results for cohorts compared to the historical data albeit that not all comparisons were easy as the college has transitioned from unitised A levels to linear and from QCF qualifications to RQF. HoF said that teachers had thought about every conceivable scenario in awarding grades and that the most difficult areas were in assessing a pass/fail situation. The committee asked about the possibility of grade inflation and HoF said that there could be an improvement. Currently the college was still in the process of sampling and would have to put in an appeals process. The Chair asked if the ratio of successful appeals was known. HoF said that he did not have that information currently but would find out.</p> <p>There were no further questions. With the committee confirming that it was good to see the process initiated for the pass/fail situations.</p> <p><b>Resolved that 2021 Centre Assessment Grade Report was received by the committee</b></p>	
4.11	<p><b>Cycle of Business and Terms of Reference</b></p>	

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	<p>One of the committee members outlined the reasons for wanting to change the cycle of business and the terms of reference highlighting the following:</p> <ul style="list-style-type: none"> <li>• the cycle of business/framework was to enable meetings to be focused</li> <li>• it needed to establish a common understanding of the strategic priorities that the subcommittee should be monitoring over the coming year.</li> <li>• it had to provide clarity for the SLT in terms of what Governors were seeking assurance on from the discussions; and</li> <li>• it had to help support the committee in striking a balance between the micro and macro level detail in necessary interrogation of the issues.</li> </ul> <p>The proposed changes were felt to be tighter and sharper and were discussed in detail and the committee said that improved communications were essential to keep focus on this. Moreover this should help the SLT in preparing papers and for the committee to achieve its objectives. The committee agreed that the supportive approach with sharpened scrutiny with shorter and much more succinct papers clearly identifying what is being asked of the governors was the way forward. It was agreed that LW and the VP would discuss this and review the proposals and for the terms of reference to be brought back for the next meeting in September.</p> <p>James Lingard left meeting at 19.01.</p> <p>The committee and SLT felt very positive about the new way ahead and there followed a brief discussion on the role of link governors with the decision to bring this back to the next meeting in September.</p> <p><b>Resolved that:</b></p> <ul style="list-style-type: none"> <li>(i) <b>the cycle of business and terms of reference were received by the committee and were to be reviewed by LW and the VP for presentation at the next meeting</b></li> <li>(ii) <b>the use of link governors to be more fully discussed at the next meeting</b></li> </ul> <p>Emma Barklem left the meeting at 19.15.</p>	
4.12	<p><b>Committee Self-evaluation</b></p> <p>Clerk asked committee members to complete the self-evaluation and return to Clerk by mid- July after which a report will be compiled of the replies and discussed at the next QS meeting in September.</p> <p><b>Resolved that the committee self-evaluation form was received by the committee and to be completed and returned to the Clerk by mid-July</b></p>	
4.13	<p><b>Any Other Business</b></p> <p>There was no other business</p>	
4.14	<p><b>Items to be taken forward to next Board meeting:</b></p> <p>None</p>	
	<p><b>Date and Time of Next Meeting:</b></p> <ol style="list-style-type: none"> <li>1. 27 September 2021 at 16.00</li> <li>2. 22 November 2021 at 16.00</li> <li>3. 21 March 2022 at 16.00</li> </ol>	



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	<b>4.</b> 16 May 2022 at 16.00	
	<b>Close of Meeting</b> The meeting closed at 19.17	
	MINUTES of the meeting held on <b>21 June 2021</b> were agreed and accepted as a true and accurate record and signed by the Chair  ..... on .....	