

The Henley College Board

<b>MINUTES of the Meeting of the Quality and Standards Committee held on Monday 22 November 2021 at 16.00 via remote participation</b>		
<b>MEMBERS PRESENT:</b> Elizabeth Firth James Lingard Dr Tim Lincoln Andrew Unsworth	<b>Independent Member/Chair</b> Independent Member/Vice Chair Independent Teaching Staff Governor	<b>CLERK:</b> Jacky Gearey  <b>BY INVITATION:</b> Tristan Arnison (TA)      Assistant Principal (AP) & DSL Julian Brinsford (JB)      Assistant Principal (AP) Eamonn Egan                      Vice Principal (VP)
Agenda Item	Minutes	Action by
	<b>opening of meeting and welcome</b> The Chair opened the meeting at 16.04. The Chair confirmed that the meeting was quorate. The Clerk advised that Keith Heron, the co-opted HE specialist member had now stood down.  <b>Apologies for Absence</b> 1. Satwant Deol (Principal) – conflict of meetings 2. Emma Barklem (Parent Governor) - meeting  <b>Declaration of Interests</b> Lizzie Firth declared her interests as a Director of Accreditation and Standards Pearsons and a member of workstream 3 of the Foundation of Education Development. There were no other declarations of interest.	
2.1	<b>Minutes of Previous Meeting</b> (i) Meeting of 27 September 2021 The minutes of 27 September 2021 were agreed as an accurate record of the meeting held.  <b>Resolved that the Board agreed that the minutes were an accurate record of the meeting of 27 September 2021.</b>	
2.2	<b>Matters Arising from the Minutes</b> All matters had been closed off or were covered under this agenda.	
2.3	<b>Safeguarding and Prevent Update</b>  The Clerk advised that the Safeguarding policy presented at the Board meeting 11 October 21 had been approved via remote decision request dated 15 November 21 to the Board.  The DSL provided information updates for October and November covering the following key points: <ul style="list-style-type: none"> <li>• Appointment of new Safeguarding and Welfare Manager in post 1 November 2021.</li> <li>• Ongoing risk assessment of vulnerable students through a weekly safeguarding review panel process.</li> <li>• Work with external agencies and partners in particular building a strong relationship with LADO who will also provide safeguarding level 3 training on site to staff in December.</li> <li>• Use of the new REMS portal which now enables staff to attach tags/categories in a more subtle way to run safeguarding reports more effectively e.g. separating out Prevent. Also the records are more readily accessible.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Introduction of a whole college Safeguarding Risk Register with Principal and safeguarding lead governor attending the meetings to review each half term.</li> <li>• Review of the Single Central Register which had to be rebuilt after the cyber attack in 2020, all DBS checks over 3 years old to be renewed.</li> <li>• Ongoing staff training to include use of REMS portal for pastoral and safeguarding recording.</li> <li>• Peer-on-Peer Awareness – the Chair asked for more detail on this with DSL explaining about the student voice online platform which is a reporting tool for students and was a way of encouraging disclosure and gathering information on behaviour on the college sites and.</li> <li>• Upcoming External Audit with a practising Ofsted inspector and an opportunity to evaluate and identify areas of improvement.</li> </ul> <p>Safeguarding lead governor reassured the committee that much had been done in a short time and that he was being kept in the loop about what was happening. The Chair asked the DSL to bring to future committee meetings information against the plan discussed and an overview of what is meaningful for the committee. The safeguarding lead governor made reference about a new REMS dashboard which should be presented in the New Year and will provide live data. There followed a discussion on suicide and self-harm especially concerning boys with and more the DSL explaining what was covered by gender.</p> <p>The safeguarding lead governor advised of a serious safeguarding incident which had recently been investigated by the College and an outcome reached. The DSL reassured the committee that there was a review of the investigation process and relationship with LADO which had been significantly strengthened and the safeguarding lead governor concurred saying that lessons had been learnt in processes followed.</p> <p><b>Resolved that:</b> <b>(i) the Safeguarding and Prevent Update was received by the Board</b></p>	
2.4	<p><b>Draft Self-Assessment Report</b></p> <p>The 2020/21 Self-Assessment Report (SAR) was presented to the committee for approval. The VP explained the process that the SAR begins with an introduction to the College's provision in 2020/21, then moves on to presents the provisional grades. the individual sections are each graded and then an overall effectiveness grade provided and this was in line with the Ofsted inspection framework. Additionally, the provisional grades have been peer reviewed by colleagues in partner colleges and by the senior leadership team which provides a criteria on which inspection might be made. The Chair asked if this was a collective view and the VP confirmed that it was.</p> <p>Each section of the SAR begins with two columns displaying the strengths and areas for improvement that have been identified through the self-assessment process. Each section gives a commentary on the Education Inspection Framework criteria for that section, below the strengths and areas for improvement boxes, ensuring that all criteria considered by Ofsted during inspection have been reported on in the SAR.</p> <p>The final section of the SAR, Sustaining Improvements, is a summary of the Areas for Improvement identified in each section of the SAR. These areas for improvement in turn inform the areas for improvement in the 2021/22 Quality Improvement Plan and has been put forward to the curriculum leaders for review and comment.</p> <p>The College had graded the following sections as Good with an Overall Effectiveness of the same grade.</p> <ul style="list-style-type: none"> <li>• Quality of Education</li> </ul>	

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- Behaviour and Attitudes
- Personal Development
- Leadership and Management

The Chair asked the VP to go through each of the sections at the end of each the committee would be asked if they had any questions and if they concurred with the provisional grading and if not why.

### **Quality of Education:**

**Key strengths** – the intention is closely aligned to students and employers in the range and wide choice of subjects offered and teachers have proven themselves to be adaptable especially with remote learning and the formative assessment has been very good. The overall achievement has improved by 2.5% aided by retention which is above the national average and there was an improved value added score ifrom grade 3 to 2 with progression onto positive destinations.

**Key areas for improvement** – there was a need to address a Covid related learning deficit and the use of flipped learning environments. The ALPS value added achievements for RQF remained low at grade 7 and the data identified the issue of underperforming boys suffering from dyslexia and social and emotional difficulties. The AP (JB) said that as yet there was no new benchmarking material for ALPS. The Chair and committee asked if there was any benchmarking information regarding dyslexia and Black African students? VP said that there was no specific data on this available, and that the question was whether the College was disadvantaging these student groups unintentionally which the VP reassured the committee it was not.

The committee confirmed that grading of good.

### **Behaviour and Attitudes**

**Key strengths** – the College had set expectations about student behaviour at the College Welcome days, a marked increased interaction with parents because of School Cloud software, online student engagement was high especially over lockdown and students felt positive about programmes of study and feeling safe at the College.

**Key improvements** – student attendance rate affected by Covid but was 2% below target for the year and needed to improve.

The committee confirmed the grading of good.

### **Personal Development**

**Key strengths** - high quality careers advice offered, impact of careers guidance interviews had beneficial impact for students planning to leave college, quality and number of talks from HE partners and employers and percentage progression into positive destination benchmarked at 6% above DfE national and Local Authority average.

### **Key improvement**

Attendance at tutorials including English and Math was below the College target and is added to Quality Improvement Plan. The committee asked about the enrichment activities, as a key area for improvement. VP advised that the College put on 20 enrichment activities which could be accommodated with the number and availability of staff and the timetabling blocks. Math and English as previously discussed a QS meetings lessons were hard to encourage students to attend whilst tutorial attendance is better with the use of certain strategies.

The committee confirmed the grading of good.

### **Leadership and Management**

**Key strengths** – this was an amalgamation of the previous points identified in each of the sections.

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	<p><b>Key improvement areas</b> – overall attendance and completion of performance management reviews.</p> <p>The committee confirmed the grading of good and the overall effectiveness of good. The Chair asked if everyone was in agreement with this and the committee concurred. The committee said that it seemed that the College was a long way from achieving an outstanding grade, VP said the aim was to try to show that the sections had outstanding criteria but with some intractable issues but that the consensus was that the College is a solid good. All key areas for improvement are transferred to the QIP to be covered under item 2.5.</p> <p><b>Resolved that:</b></p> <ul style="list-style-type: none"> <li>(i) <b>the Draft Self-Assessment Report was received by the committee</b></li> <li>(ii) <b>the committee agreed the overall effectiveness grading of good and recommended the SAR to the Board for approval</b></li> </ul>	
2.5	<p><b>Quality Improvement Plan (QIP) 2021/22</b></p> <p>The VP presented the 2021/22 QIP and went through the document explaining how it was organised in the Ofsted Educational sections with RAG rated areas for improvement covering: intended outcomes, actions, owners, target dates, how the issue will be monitored, progress and impact. Each curriculum area has its own QIP based on this document with actions to drive improvements within the curriculum area. For information all subsequent reports will be flagged under impact only and the REMS dashboard will soon provide live data for the governors.</p> <p>As per the College SAR covered under item 2.4, there are four sections and within these sections are the key areas for improvement previously referred to. The VP reassured the committee that as this was based on the SAR, the right areas were being addressed with clear action points incorporating ongoing comments as required. The VP asked that the committee confirm approval of the QIP as presented. The Chair thanked the VP for the report and as there were no further questions, the actions and targets set out in the QIP were approved.</p> <p><b>Resolved that:</b></p> <ul style="list-style-type: none"> <li>(i) <b>the QIP was received and noted by the committee</b></li> <li>(ii) <b>the actions and targets set out in the QIP were approved by the committee</b></li> </ul>	
2.6	<p><b>Spotlight on Curriculum</b></p> <p>VP said the report was to give the committee a progress update on some of the steps taken this year in meeting the strategic aims of the strategic plan under the headings of Students, Stakeholders, and Growth and Innovation. As a point to be noted the VP that the increase of over 200 students this year may have an impact on quality.</p> <p><b>Students</b></p> <p>16 workshops were set up for GCSE English and GCSE maths students in the run up to the GCSE English and GCSE maths re-sit examinations this November. Curriculum areas have also put together a series of subject specific workshops that will be run from the end of November to April 2022. The first professional course for adult learners, the AAT Level 2 Certificate in Bookkeeping course had started successfully in October.</p> <p><b>Stakeholders</b></p> <p>The first Sports Advisory Board took place in October. Following the meeting, arrangements have been made with Sport in Mind, a local charity that supports institutions in promoting mental health and well-being through sport, to deliver two well-being sessions to two Psychology groups in December. If well received more sessions will be run. The next Advisory Board for Engineering and Computing will take place on 25 November 21.</p>	

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	<p><b>Innovation and Growth</b></p> <p>Progress towards the start of the first T-level in September 2022, T-level Health, is on track. The college is to produce a set of six one-hour learning materials for Engineering students, that have a focus on sustainability and was also waiting for an outcome for funding to offer a 30-hour Level 4 programme for adults on programming skills for autonomous vehicles.</p> <p><b>2021/22 Assessment Update</b></p> <p>The VP advised that DfE had recently published guidance for teachers in designing and administering assessments to be used for Teacher Assessed Grades (TAGs), if GCSE and A-level examinations are cancelled in May/June 2022 as a result of the pandemic. College has organised three assessment points if required.</p> <p>The committee asked about the growth in student numbers i.e applications and enrolments and if this could be added into the surveys to find out the underlying reasons. AP (JB) explained that the increase in applications etc were through a combination of word of mouth, reputation and the College not being a school, the uptake of demographics also had to be taken into account and that most colleges in the Wessex Group have seen similar growth. Moreover, this was reflected in the student replies to the survey questions asked concerning reasons for choosing the College. The Chair said that a competitive analysis would be useful and VP said that this would be provided for the next meeting.</p> <p><b>Resolved that:</b></p> <p><b>(i) the Report on Spotlight on Curriculum was received and noted by the committee</b></p> <p><b>(ii) VP to provide competitive analysis against other Colleges of reasons for choosing the College for next meeting</b></p>	
2.7	<p><b>Terms of Reference</b></p> <p>The committee had reviewed the proposed terms of reference as presented at the QS meeting in June 2021 and it was agreed that the proposed changes were felt to be tighter and sharper and should help the SLT in preparing papers and for the committee to achieve its objectives. There have been only some minor textural changes to the titles of those in attendance.</p> <p>The committee approved the terms of reference and that they should be put to the Board for formal approval.</p> <p><b>Resolved that the Quality and Standards committee terms of reference were reviewed and recommended to the Board for approval</b></p>	
2.8	<p><b>Committee self-assessment</b></p> <p>The committee self-assessment report and the issues raised were noted with a discussion on open vacancies, and the active recruitment of FE/HE experienced candidates who might be an appropriate fit for this committee if appointed. The Chair said that she would work with the VP to address the comments raised.</p> <p><b>Resolved that:</b></p> <p><b>(i) the committee self-assessment was received and noted by the committee</b></p> <p><b>(ii) Chair to work with the VP about comments raised</b></p>	
2.9	<p><b>Any Other Business</b></p> <p>Reference was made to the role of link governors which the Chair agreed would be at the next meeting.</p> <p>There was no other business</p>	
2.10	<p><b>Items to be taken forward to next Board meeting for approval:</b></p>	

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	<ul style="list-style-type: none"><li>i. College Self-Assessment Report</li><li>ii. Terms of reference</li></ul>	
	<b>Date and Time of Next Meeting to be held remotely:</b> <ul style="list-style-type: none"><li>• 14 March 2022 at 16.00</li><li>• 23 May 2022 at 16.00</li></ul>	
	<b>Close of Meeting</b> The meeting closed at 17.50	