

The Henley College Board

**MINUTES of the Meeting of the Quality and Standards Committee  
held on Tuesday 23 March 2021 at 17.00  
via remote participation**

<b>MEMBERS PRESENT:</b> Dr Tim Lincoln James Lingard Emma Barklem Trevor Watkins Andrew Unsworth Lizzie Watts (LW) Andrea Wood Keith Heron		<b>Independent Member/Chair</b> Independent Member/Vice Chair Parent Governor Independent Member Staff Governor Independent member Independent member Co-opted Member	<b>CLERK:</b> Jacky Gearey	<b>BY INVITATION:</b> Tristan Arnison Julian Brinsford Kathryn Mogford Eamonn Egan	Head of Faculty (HoF) Head of Faculty (HoF) Head of Student Services (HSS) Vice Principal (VP)
<b>Agenda Item</b>	<b>Minutes</b>				<b>Action by</b>
3.1	<p><b>Opening of Meeting and Welcome</b> The Chair opened the meeting at 17.05 The Chair welcomed Emma Barklem, the new parent governor to her first meeting. The Chair also noted the variances in the executive summary reports being presented, emphasising that they should show the main points of the larger report so that the committee would be able to make a decision based only on reading that summary. This was duly noted by the SLT members.</p>				
3.2	<p><b>Apologies for Absence</b> 1. Satwant Deol - course</p>				
3.3	<p><b>Declaration of Interests</b> There were no declarations of interest.</p>				
3.4	<p><b>Minutes of Previous Meeting</b> (i) Meeting of 23 November 2020 The minutes of 23 November 2020 were agreed and to be signed as an accurate record by the Chair.</p> <p><b>Resolved that the Board agreed that the minutes were an accurate record of the meeting of 23 November 2020 and the minutes to be signed by the Chair</b></p>				
3.5	<p><b>Matters Arising from the Minutes</b> Item 1.14 – look at a revised link governor report – to be taken offline with the Chair and a committee member (LW).</p> <p>There were no further matters arising. Keith Heron and Andrea Wood joined the meeting at 17.09</p>				
3.6	<p><b>Safeguarding and Prevent Update</b> The issues raised in previous minutes were re-emphasised. The number of students with an EHCP Educational Health Care Plan was now 28. The HSS advised that the current safeguarding issues were similar to other colleges. A safeguarding internal audit had recently taken place with the auditors providing substantial assurance that all policies, processes and training were in place.</p> <p>The Chair raised the issue of mental wellbeing as a concern and asked for clarification on this, HSS said that this was partly due to Covid and other pressures which were not readily identifiable but seemed to centre on students concerned about their futures. The Chair further asked if this concern was benchmarked and HSS said no. For reassurance the HSS said that the At Risk Policy recently introduced had been hugely successful. The Chair asked the parent governor for her views on this and she confirmed that there was much more student awareness about mental health and wellbeing and this was being facilitated by social media.</p> <p>The HSS briefed the committee on the current transgender training for staff; the mandatory safeguarding and prevent training for all staff through personalised staff training, bulletins and as a standing agenda</p>				

## The Henley College Board

	<p>item at SLT meetings. The committee asked about whether the Prevent agenda included exploring British values and BLM issues were included in the curriculum and if student services were involved. The HHS said that this was discussed regularly at the curriculum leaders' meetings and was disseminated into the lessons and tutorial programmes. For reassurance if there were any concerns regarding prevent, the teacher would immediately report this to HSS. Additionally Student Union members have all had safeguarding and prevent training and have been an invaluable additional resource. The Chair asked if there have been any student attempts at "platforming" in the college, the HSS confirmed that this was not an issue as all students were willing to talk and openly debate.</p> <p>The Chair thanked the HSS for the report and the reassurance given.</p> <p><b>Resolved that the Safeguarding and Prevent Update was received by the Board</b></p>	
3.7	<p><b>Quality Improvement Plan (QIP) Update</b></p> <p>The Chair thanked the VP for his very detailed report and appreciated that this was a complex matrix to cover but asked that in future a simple short summary and commentary on the actions for improvement with the RAG rated table would be better going forward. The VP agreed to do this and suggested that perhaps the QIP could be loaded onto a governors' portal for ready access.</p> <p>Of the following areas for improvement were discussed:</p> <p><b>Quality of Education</b> Areas for improvement were:</p> <ol style="list-style-type: none"> <li>1. Analysis of work placement data to inform curriculum planning</li> <li>2. Management of change to an improved Student Records System (SRS) – this is currently going through a procurement process</li> <li>3. Governance - address weaknesses evident in the function of governance. engaged with the external review service. The outcome of the review is being implemented.</li> </ol> <p><b>Student attendance: GCSE English, GCSE maths, Tutorials</b> Area for improvement were:</p> <ol style="list-style-type: none"> <li>1. Student attendance – plans in place to improve what has to be done and spent to bring up to the equivalent colleges of size. There followed a lengthy debate on this appreciating that it was very difficult to enthuse students on compulsory subjects previously failed especially when they were doing other subjects of their choice. The VP did emphasise that using attendance as a measure during the lockdown was not feasible, given the difficulties some students had domestically during this time see item 3.9 however the College undertook a student engagement survey to ascertain the level of student participation. The outcomes of the survey show there has been no significant difference between the engagement of students in GCSE English and GCSE maths and student engagement in their main subjects. The Chair summarised that the three main points were: <ul style="list-style-type: none"> <li>• this was systemically a national challenge</li> <li>• compared to other similar sized colleges, the College may or may not be under performing on student engagement measured through attendance,</li> <li>• that Ofsted did not recognise it as a challenge, but the FEC did through its review hence which is why it was on the quality plan. Therefore as the resit improvement was in line with the national picture and the college had the right plans in place for improvement this should be just monitored.</li> </ul> </li> </ol> <p><b>Staff Performance Reviews</b> Area for improvement The intention is to increase staff performance reviews with the objective of increasing overall student achievement rates by 2.5% to 87.5%.</p> <p><b>Personal Development</b> Area for improvement: Tutorial programme as a driver of standards for students to achieve their full potential.</p>	

## The Henley College Board

	<p>The committee asked which of the above were of greatest concern. VP aid that the two areas for driving improvement were:</p> <ol style="list-style-type: none"> <li>1. Staff performance reviews through the continued review of the process to improve standards</li> <li>2. Tutorial programme which was good the quality of the delivery was proving challenging. The VP then provided a detailed explanation of this programme</li> </ol> <p><b>Resolved that:</b> <b>(i) the Quality Improvement Plan Update 2020 – 2021 was received by the committee</b></p>	
3.8	<p><b>Teaching and Learning Assessment (TLA) Report</b> The Chair felt that the summary provided was succinct and commended the HoF on the report which covered:</p> <p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>• Accommodating covid compliant approaches in the classroom</li> <li>• Supporting students in self-isolation through blended learning</li> <li>• Reversion to a fully remote learning structure in January</li> </ul> <p><b>Key TLA Strengths</b></p> <ul style="list-style-type: none"> <li>• Planning and structure of teaching and learning</li> <li>• Engagement in class</li> <li>• Feedback and assessment</li> <li>• Students' sense of ownership and responsibility</li> </ul> <p>The Chair asked the Hof regarding the key areas for TLA development namely:</p> <ul style="list-style-type: none"> <li>• Student interaction for online classes – this has been very good, but with online lessons there is little student participation and discussion that would have occurred in the classroom as student are nervous about speaking in this blended learning area. A working group has since been formed to trial different approaches using break out rooms in Teams. Although back on site there is still an element of online learning for those students in isolation.</li> <li>• Higher level questioning – this is also connected to the student interaction regarding online classes. The issue here is that there is a difference for higher order thinking skills where students are finding it more difficult to approach challenging questions in an abstract way. The college staff are working students to developing new techniques to respond to these questions.</li> </ul> <p>The Chair asked about the recommendations which have emerged from lockdown which HoF identified as:</p> <ul style="list-style-type: none"> <li>• Introduction of a blended learning component within a selection of vocational programmes – using Teams content based work in a proactive manner which has value and would create more time in the classroom for discussion and development of skills.</li> <li>• Provision of a programme of remotely delivered workshop support for A level students</li> <li>• Creation of a digital TLA Working Group alongside the current TLA Working Group</li> </ul> <p>The Chair asked if there were any issues in implementing these recommendations with HoF identifying that the use of a blended learning component will be driven by funding constraints and that for the Workshops, there will a need for staff to work outside their contractual hours at an additional cost Chair asked if there were any further questions and said that it was encouraging how the college has embraced the technology in overcoming the problems brought about b Covid.</p> <p><b>Resolved that the Teaching and Learning Report was received by the committee</b></p>	
3.9	<p><b>Student Engagement Report</b> Andrew Unsworth joined the committee at 18.00</p> <p>The survey on student engagement sought to ascertain the levels of participation that students have with their courses and subjects during this period of the college year. The report, generated in February 2021, provided the outcomes of the survey, however the HoF advised that using attendance as a</p>	

## The Henley College Board

	<p>measure during the lockdown was not feasible, given the difficulties that students may have had domestically, during this time e.g. self-isolation and prolonged poor health; deterioration in mental health and wellbeing; lack of motivation and anxiety about the future.</p> <p>The college has contacted the parents of students, offering support with the provision of equipment or coming into college to work. A significant proportion of the students that were not engaged were also being monitored by Student Services. Further information on second year and level 2 students has also been collected in preparation for parents' evening, indicating whether students were high risk, or not. This information was sent to parents with the invitation for the event. So far, around a third of these parents have appointments. Of the 42 not engaged students a quarter have appointments for the evening. The Chair expressed his concern over this and asked the parent governor to give her thoughts on this.</p> <p>The Chair asked if there was any benchmarking on this. HoF said that other colleges had found that it was very difficult to verify attendance remotely when depending on the device used there was camera etc. HoF said that it was a useful document for the staff to use as there was no national benchmark and that other colleges had not run an engagement report.</p> <p>The Chair commented on the percentage of students flagged as high risk and that a third of those parents agreed to speak at parents evening. One of the reasons given was that there was so much going on at that time domestically that trying to schedule time in to attend such events was challenging. HSS noted that there were a number of students who were not engaged but had still submitted all their work because they could not cope with online learning. The Chair said that unfortunately this was the future, and that the College will have look at this. The Chair asked the parent governor to look at this offline from a parent aspect and to offer any ideas going forward.</p> <p><b>Resolved that:</b></p> <p>i) <b>the Student Engagement Report was received by the committee</b></p> <p>ii) <b>the parent governor to look at how to encourage parents to attend parents evenings – this to be taken offline</b></p> <p>Andrea Wood left the meeting at 18.20</p>	
3.10	<p><b>Review of Curriculum Plan</b></p> <p>The VP presented the following Curriculum Plan Review for 2021/22 which was approved and funded:</p> <p><b>Additional courses for 2021/22 – BHL</b></p> <ul style="list-style-type: none"> <li>• Year 1 Applied Digital Games Production - planned around the development of the IT qualification</li> <li>• Year 1 Extended Diploma in Child Play Learning and Development</li> <li>• Year 2 Applied ICT - planned around development of the IT qualification</li> <li>• Year 2 Applied Law</li> <li>• Year 2 A Level Accountancy</li> <li>• In preparation for 2022/23 - Year 1 T-Level in Health – VP advised that there was a need to educate current Year 10 regarding this new qualification.</li> </ul> <p><b>Additional courses for 2021/22 – STM</b></p> <ul style="list-style-type: none"> <li>• Year 1 Extended Diploma in Sport Coaching and Fitness</li> <li>• Year 1 A Level Graphic Communication (animation) – planned around development of the IT qualification</li> <li>• Year 1 Applied Engineering</li> <li>• Level 2 Sport</li> <li>• Changing for 2021/22 - L3 Public Services (QCF) to be L3 Uniformed Protective Services (RQF)</li> </ul> <p>In the wider curriculum, the following developments will be put in place:</p> <ul style="list-style-type: none"> <li>• A further £15,000 a year in Enrichment, to increase the Enrichment offer from 5 to 20 Enrichment activities.</li> <li>• An offer of ten x £200 Principal's Scholarships each year, as part of the College's new Aspire Programme, which will focus on preparation for Russell Group and Oxbridge applications.</li> <li>• An increase in staffing on the Elite Rugby Programme to accommodate the new Girls Rugby Programme.</li> </ul>	

## The Henley College Board

	<ul style="list-style-type: none"> <li>• A football partnership with Wycombe Wanderers Football Club, which will see participation in Football Development and Football Enrichment increase from 40 students to approximately 100 students.</li> <li>• A new post of Quality Coordinator - to ensure effective quality assurance of standards in teaching, learning and assessment, and student outcomes.</li> </ul> <p>Committee asked about the quality co-ordinator post and VP briefly outline the role explaining that the responsibilities covered looking at the destinations and progressions.</p> <p>The Chair said that these developments which formed one of the aims to go from good to outstanding were proactive and well received by the committee.</p> <p>Committee asked whether these developments were linked to the vision and the strategic plan. VP affirmed that it was a subset of the strategic plan and that the college was looking at the organisation goals to achieve this, concentrating on what was practical to offer and be accommodated around the timetabling blocks.</p> <p>The Chair and committee found the presentation and the new developments to be very encouraging seeing the approach taken and the strengthening of students in their onward progressions.</p> <p><b>Resolved that Review of Curriculum Plan was received by the committee</b></p>	
3.11	<p><b>Centre Assessment Grade (CAG) Report - 2021</b></p> <p>The VP advised that this was the second year a Centre Assessment Grade (CAG) process would be used to determine GCSE, A-level and Diploma students' grades and that it should be noted that this year had been much more disruptive compared to last academic year. The cut off point for last year was 20 March 2020 using previous years grade boundaries. This year the DfE have said that students are to keep on working with continued assessment in determining students' CAGs in 2021. The VP explained that teachers will ask the question:</p> <p>What is the best grade that can be awarded to the student, based on the available evidence? In determining this the teachers can choose the evidence base for their qualifications from a range of evidence, such as:</p> <ul style="list-style-type: none"> <li>• records of each student's performance over the course of study, including progress review data, classwork, bookwork.</li> <li>• participation in performances in subjects such as music, drama and PE.</li> </ul> <p>The timeline for completing the CAG process was then outlined for the committee.</p> <p>VP advised that the results days have been brought forward to allow for appeals to be made in time for any applications for university as the DfE is anticipating that there will be issues concerning. The committee asked about the appeals process which the VP then outlined.</p> <p>Committee agreed that this will be a very challenging time and that support of the staff through this process is paramount but that it was essential to point out the vulnerabilities in this. Additionally, there will also be some parental issues where they are looking for certainty from teachers to use assessments and evidence that is going to benefit their children.</p> <p>The Board Chair said that the intention is to recognise and thank the staff on behalf of the Board expressing their full support of what will be a difficult time. The members of the SLT agreed that this would be very much appreciated by the staff.</p> <p><b>Resolved that 2021 Centre Assessment Grade Report was received by the committee</b></p>	
3.12	<p><b>Any Other Business</b></p> <p>The Chair wanted to thank the SLT on behalf of the governors for all their work over such a challenging time.</p> <p>There was no other business</p>	



## The Henley College Board

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3.13	<b>Items to be taken forward to next Board meeting:</b> There were no items to take forward	
3.14	<b>Date and Time of Next Meeting:</b> i. 21 June 2021 at 17.00	
	<b>Close of Meeting</b> The meeting closed at 19.06.	
	MINUTES of the meeting held on <b>23 March 2021</b> were agreed and accepted as a true and accurate record and signed by the Chair  ..... on .....	