

The Henley College Board

MINUTES of the Meeting of the Quality and Standards Committee held on Monday 3 October 2022 at 16.00 via remote participation		
MEMBERS PRESENT: Elizabeth Firth Mike Ashton Claire Bovill Satwant Deol James Lingard Dr Tim Lincoln Rena Rani Andrew Unsworth	Independent Member/Chair Chair of the Governing Board Independent Principal Independent Member/Vice Chair & Safeguarding Lead Governor Independent Independent Teaching Staff Governor	CLERK: Jacky Gearey BY INVITATION: Tristan Arnison Julian Brinsford Eamonn Egan Terri Williams Assistant Principal (AP) & DSL Assistant Principal (AP)(JB) Vice Principal (VP) Interim Head of Quality (HoQ)
Agenda Item	Minutes	Action by
	Opening of meeting and welcome The Chair opened the meeting at 16.02 and welcomed Claire Bovill to her first meeting. Apologies for Absence There were no apologies for absence. Declaration of Interests 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. Rena Rani declared her interests as a consultant at London Southeast Colleges Group. There were no other declarations of interest.	
1.1	Minutes of Previous Meeting (i) Meeting of 24 May 2022 The minutes of 24 May 2022 were agreed as an accurate record of the meeting held. Resolved that the committee agreed that the minutes were an accurate record of the meeting of 24 May 2022.	
1.2	Matters Arising from the Minutes Item 2.8 - to provide for committee members links to outstanding colleges for reference – VP had invited committee members to visit Farnborough College but unfortunately the dates offered were not suitable. The Chair asked the committee members to send any expressions of interests to the VP with dates of availability in October/November. Item 4.7 – Stakeholder Surveys – to be integrated into suite of surveys – AP (JB) confirmed that this will be done going forward. Item 4.10 – Committee Self-assessment – the Clerk reminded members to complete this for the next meeting. All other matters had now been closed off or were covered under this agenda. Resolved that the committee members to send any expressions of interests to the VP with dates of availability in October/November for possible visits to outstanding colleges	
1.3	Safeguarding Update	

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	<p>DSL advised of the following key changes to the safeguarding policy:</p> <ul style="list-style-type: none"> • The Oxfordshire Education Safeguarding Advisory Team has provided a revised template for this year in September and the College will follow it as the basis for its own policy. Consider a November to November cycle instead of September to September. • A new safeguarding procedure summary which has also been added and is being used as the basis for a poster. The main body of the new policy is much more succinct and includes a new reference to the need for an appropriate adult for students in police interactions. • The process for reporting safeguarding concerns has been amended to reflect the new practice. • ESAT template's appendices have been enlarged with a more detailed breakdown of roles and responsibilities and standalone sections on allegations against staff, low level concern procedures and sexual harassment (including child-on-child abuse (this was previously peer-on-peer abuse)). • New appendix on key arrangements for students in accommodation. <p>As the policy presented was for review only, the Chair asked for any comments to be sent to the DSL within the next two weeks. It was also agreed that going forward that the policy review cycle would be from November to November to allow sufficient time to amend the policy as KCSIE guidance was usually published in the September. The final policy would be brought to the committee in November for final review and approval before going to the Board in December.</p> <p>For reassurance the DSL confirmed that the Single Central Record was up to date, there were no gaps.</p> <p>Finally as Prevent had been separated out of the Safeguarding Policy it was asked to be brought back to the committee for the November meeting.</p> <p>The DSL wanted to thank the Lead Governor for safeguarding for all his help and support.</p> <p>Resolved that:</p> <ul style="list-style-type: none"> (i) the Safeguarding Policy update was received by the committee (ii) the cycle for reviewing the policy for approval will now be in November (iii) any comments on the safeguarding policy from the committee to be sent to the DSL know within next two weeks (iv) Prevent policy to be brought to the November meeting 	
<p>1.4</p>	<p>Student Outcomes Update</p>	
	<p>The AP advised the committee that not all students coped well with the return to learning in the same way. Anecdotal information from other colleges indicates that enforced absence from in-class learning during the academic years 2019-20 and 2020-21 impacted on the ability of students to return to full-time, in-class learning and assessment/examination. This has manifested itself in a reduction of the students retained and the passes of students that completed their studies. The College is benchmarked against three Wessex Group sixth form colleges and for 2021-22 the College's 89.2% reported retention rate was higher than those colleges at 85%, 83% and 81%.</p> <p>The key points to notes were:</p> <ul style="list-style-type: none"> • Performance rates have, in general, returned to 2018-19, the academic year before the pandemic and lockdowns. • A level achievement is similar to 2018-19. The two main areas impacting achievement are in Diplomas and GCSEs with the impact of the changes to assessments i.e. Centre Assessment Grades and Teacher Assessment Grades (CAGS, 	

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	<p>TAGs) and re-introduction of external examinations, these have all affected students' resilience on their return to college.</p> <ul style="list-style-type: none"> • Not all achievement data for Diplomas in 2021-22 has been collated but is anticipated that this should be returned before the final ILR submission in October. • Value-added scores are similar to 2018-19, although some grades are lower also impacted by CAGs and TAGS. <p>Whilst GCSE English was tracking above the national average, GCSE Maths was not. The Committee again voiced their concern about the level of achievement in Maths and there followed a robust and lively debate on this which has been previously minuted. Action had already been taken to increase the number of classes, provide more experienced teachers in this area and recruit a welfare and attendance officer to mitigate this issue. Whilst the Chair and committee acknowledged the new initiatives introduced, they asked if teaching, learning and assessment (TLA) had been explored and was there any correlation with this. The Head of Quality advised that there were recommendations going forward with GCSE English and Maths being at the heart of the timetable, deep dives were starting this week and mentoring, and support were being provided for the Maths teachers.</p> <p>Resolved that:</p> <ul style="list-style-type: none"> (i) the Student Outcomes Update was received and noted by the committee (ii) VP to circulate the attendance figures to the committee (iii) Principal to provide a 5 min verbal update for Board meeting 10 October 22 with a paper providing fuller analysis for Board meeting 5 December 22 	
1.5	<p>Student Enrolments</p>	
	<p>AP briefed the committee on the number of students enrolled explaining that the College is currently funded for 1912. Enrolment, since the pandemic has been electronic which has contributed to the significant increase in student enrolments. The Board Chair wanted thanks to be minuted for the historic high achievement due all the work admissions, marketing and College staff had put into this.</p> <p>The Committee wanted to know the aspiration and future goal in terms of student numbers. The Principal explained that the intention is to be around 1950 students and that the constraints centred on the estates and facilities. The Board Chair summarised that in looking at the future, there were much bigger questions which need to be asked to address the strategic vision.</p> <p>Resolved the update on student enrolments was received and noted by the committee</p>	
1.6	<p>Statutory Guidance on Skills</p>	
	<p>The Department for Education (DfE) had recently published In July 2022, the Statutory Guidance on Skills. The VP drew the committee's attention to three new initiatives:</p> <ul style="list-style-type: none"> • Statutory guidance for Further Education and Sixth Form colleges on how to comply with the new duty requiring colleges to review their provision in relation to local needs • Accountability Agreements that will form a commitment from colleges on how they will contribute to meeting local skills and employment needs to be submitted to ESFA. Separate, non-statutory guidance on accountability agreements is due to be published in late 2022. These new agreements will be between governing bodies and the DfE and apply from the academic year 2023/24. • Local Skills Improvement Plans (LSIPs) which is the new employer-led forum that will lead on informing colleges on local and regional skills and employment needs. The employer Board for the College will be Thames Valley Chamber of Commerce. 	

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	<p>The key points on how to comply with the statutory guidance are:</p> <ul style="list-style-type: none"> • The College must undertake regular reviews, at least every three years, or when a new Local Skills Improvement Plan (LSIP) is published, of how well the education or training provided by the College meets local needs, in particular needs relating to local employment. • The College and Governing Body is expected to collaborate with other colleges also serving the area. • The College is required to publish the outcome of the review on the website. • The College must consider what actions they and other providers can take to better meet local needs, in particular to better ensure learners have the skills needed to secure suitable employment. These actions could include changes to the structure through which provision is delivered within a local area. • Accountability Agreements, due to be introduced in academic year 2023/24, should reflect any actions the College and Governing Body have agreed to take as a result of a review. • The responsibility for the curriculum offer continues to rest with individual colleges <p>The Board Chair wanted to know when the College would produce a plan on this. VP said the College was currently working on an interim statement which will also act as the introduction to the College SAR for 2022-23. The Board Chair asked that this be ready for the Board away day 5 December 2022.</p> <p>Resolved that:</p> <ol style="list-style-type: none"> Statutory Guidance on Skills was received and noted by the committee VP to provide the Interim Statement for the Board Away Day 5 December 	
1.7	<p>Strategic Aims – Quality (Interim 2022/23 Quality Improvement Plan)</p>	
	<p>The Interim Head of Quality presented an update on the QIP 2022/2023 which was being developed in conjunction with the College Self-assessment report which will require validation in November. Deep dives and observations of TLA have been undertaken across a range of curriculum areas as notified at the last Board meeting with four main areas identified that required the College to implement improvements before the final QIP is approved and in place. Area for improvements are:</p> <p>GCSE Maths – as previously covered in item 1.4, there were significant staffing issues in this area, which resulted in low attendance at some sessions however the recruitment of more experienced teachers plus the newly appointed attendance officers will support the GCSE teaching team.</p> <p>Overall student attendance for 2021/22 was 84%, 4% below the target 88%, however Covid had caused a drop of 3%. Two new attendance officers have been appointed and other internal /external systems set up to monitor and track attendance. The 2022/23 target for student attendance is 89%. The committee asked for attendance benchmark data that the College could aspire to and were told that there is no national average figure that could be referenced. The VP reassured the committee that the attendance figures provided by some similar sixth form college some of which were outstanding were at 85%.</p> <p>Lizzie Firth left meeting at 17.28. James Lingard was asked to chair the meeting.</p> <p>Level 2 provision – In 2021/22, the College offered four courses at Level 2 in Engineering, Business, IT and Health & Social Care. Level 2 in Engineering and Business provision is sound. Health and Social Care and IT had issues which impacted attendance and achievement, however action has been taken to address this including recruitment of new teachers, curriculum area reviews and curriculum leaders to undertake a review of the awarding bodies used of Level 2 qualifications and the suite of qualifications offered.</p>	

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	<p>Value Added - Overall student achievement across the country dropped in 2021/22 to outcomes more in line with 2018/19 and the College overall student achievement is in line with the national picture. Using ProMonitor, cross college improvements in capturing student progress and attendance will contribute significantly to improved grades or higher-grade achievement therefore improving the value-added score.</p> <p>For reassurance all areas for improvement identified in the QIP will be RAG rated and rigorously monitored. The Board Chair asked how would Ofsted interpret deep dives and was reassured that the QIP would be interrogated and the College Self-Assessment Report reviewed to see how reflective it was.</p> <p>Resolved that the QIP was received and noted by the committee</p>	
1.8	<p>Spotlight on Curriculum</p> <p>The VP provided an update on the new initiatives in 2022/23 to the 2021-24 strategic aims covering:</p> <p>Students A Skills' Builder programme is to be rolled out to all students this year through the new Personal & Professional Development (PPD) programme. Students will undertake a Skills Assessment at the start of the year and will work towards personalised skills targets. The PPD programme will not only have a strong focus on skills but also work experience, and British Values, with students being able to record their work experience using a new 'Grofar' app.</p> <p>Stakeholders The College will be working closely with 6 psychologists from Brunel University who will help support the tutors and the development of students' resilience skills and with local providers to cover skills gaps in the local provision. Also at the students request, the number of careers fairs has been increased to three in the year to offer more variety.</p> <p>Innovation and Growth Moving forward with Level 4 and the introduction of T-level Health next week will be followed by T-levels in Business, Engineering and Computing in 2023/24.</p> <p>Principal said that there had been a lot of work done behind the scenes in each of these areas especially in the Skills' Builder programme (even staff wanted to be a part of this as it was new to the sector) and working with the psychologists. The committee said that this was really good news.</p> <p>Resolved that the Report on Spotlight on Curriculum was received and noted by the committee</p>	
1.9	<p>Any Other Business There was no further business.</p>	
1.10	<p>Items to be taken forward to next Board meeting:</p> <ol style="list-style-type: none"> 1. Student Attendance – Principal to provide a 5 min verbal update for 10 October 22 with a paper for meeting 5 December 22 providing fuller analysis 2. Spotlight on curriculum – VP to provide a paper as part of the strategic tracker for 10 October 22 3. Statutory Guidance on Skills - VP to provide an interim summary statement on for 5 December 22 	
	<p>Date and Time of Next Meeting to be held remotely:</p> <ul style="list-style-type: none"> • 21 November at 16.00 	
	<p>Close of Meeting</p>	



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	The meeting closed at 17.51	
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