

GREENHEAD COLLEGE CORPORATION
Minutes of the Quality & Standards Committee meeting, held in G17,
Greenhead College
SAR validation
Monday 11 December 2023, 1.00pm

Govs present: Adrian Barrass; Heather Roebuck; Jeanette Palmer; Richard Armstrong (Chair); Simon Lett (Principal); Stuart Irving (until 13.46)

In attendance: Mo Bunter; Mark Mitchell; Tom Rowley; Usman Anwar; Jim Robinson (AP, New College Learning Trust); Anna Shaw (English Literature teacher & Senior Tutor) (left 13.40, returned 14.40); Sharon Roper (Clerk)

Apologies: Ed Wynn; Jon Walker; Liz Bowen; Mark Howells; Magdaline Glynn

AGENDA ITEM	DISCUSSION	ACTION
1. Welcome, apologies	RAR welcomed participants especially Jim Robinson (New College Learning Trust) and all participants introduced themselves for Jim's benefit. Apologies as above.	
2. Declarations	No declarations of pecuniary/prejudicial interest.	
3. Minutes 18/9/23	<p>3.1 Minutes 18/9/23, previously circulated, agreed by Committee & signed-off by Chair; Clerk to file.</p> <p>3.2 Matters arising not covered on agenda: 1. (Min 5.15), data relating to U grades in 2023. MBR said 59 students made up the 73 U grade results. 7 students were predicted U grades in their final monitoring. 26 students were predicted E grades. There were concerns logged on our systems about the progress and unresponsiveness of some of the remaining students. Biology was a subject that had U grade results and there will be a change in the approach to targeted subject intervention for those who are underperforming or who have a poor attitude to learning. 2. (Min 5.18), feedback regarding significant changes on exam re-marks. MBR said that HODs will feedback via MMI and TRO. MMI said the Physics department re-marked the whole set of exam papers, where they found discrepancies, they entered the papers for official re-marking. He added that staff have been committed to getting the correct results for</p>	Clerk

	<p>their students.</p> <p>SIR asked what the process is to get the papers, MBR said you can request the papers free of charge, there is a charge for re-marks, if the result goes up by a grade, a refund is received.</p> <p>MBR said further along the timeline for re-marks, fewer results were upgraded.</p> <p>SIR put on record the governor's appreciation for the effort undertaken by staff to get their students the correct results.</p> <p>RAR said there is real concern about the significant changes in results and the issues in marking the papers.</p> <p>ABA asked about specific learning from this issue, MBR confirmed that GC has sent letters of complaint to the exam boards and that Bill Watkins, from SFCA, is also taking this issue forward.</p> <p>SIR asked how many of our students next steps eg taking up their university place were affected by getting incorrect results, there is no data for this.</p>	
<p>4. S.A.R. validation</p>	<p>4. Greenhead Self-Assessment Report – SAR Validation, previously circulated.</p> <p>RAR asked for clarification in terms of the classifications, are inputs or outcomes being measured.</p> <p>MBR said the current Ofsted framework (until 2025) is not data driven, it's about knowing your strengths and your areas for improvement. GC knows it's areas for improvement and we can judge ourselves as outstanding if there is a process in place to address this.</p> <p>4.1 College context, curriculum balance, executive summary. and overall effectiveness</p> <p>SLE summarised key points, highlighting:</p> <ul style="list-style-type: none"> -The SAR captures that GC is a small but important cog in post 16 education in Kirklees. -Parents and students understand the differentiated provision in the local area, one local college offers technical and vocational programmes, and the other local college has mixed programmes of A Levels and BTECs and GC has a USP of being a traditional A Level provider. <p>The SAR report has captured the change in intent of a local college, it has removed its level 2 provision and increased the A Levels it offers, it still has its vocational offer. This will impact GC in the coming years.</p> <ul style="list-style-type: none"> -GC's admission policy offers places to its eleven Local Partner Schools and there is also recruitment from over fifty other schools from a wide catchment area. -A GC strength is an inclusive and diverse student population; this was recognised in the Ofsted inspection in 2022. -In recognition of the diverse nature of the student body this guides the key Purpose to be exceptional and is embedded 	

in the Principles. These qualities are reflected in the Strategic Plan, the SAR outlines the main strategic aims to the end of this decade.

-The biggest curriculum areas are STEM. Humanities and creative art are smaller subjects, and this mirrors the national trend. One of GC's strengths is the broad curriculum. There is a smaller suite of applied A Levels to compliment the academic offer. These are complimented by the vibrant pastoral system, which has a tutorial model where the tutors are qualified teachers (most colleges have moved away from this tutorial system, mainly due to funding).

-There has been a big investment in safeguarding and mental health support. 110 enrichment activities are offered per week, complimented by PaWS/Step Into Your Future and Careers.

-Two further strategic plans were developed in AY 2022/23: Sustainability Plan and IT Plan. The Sustainability Plan has an ambitious target to be carbon net zero by 2038. The IT Plan stemmed from the experience of supporting students during the pandemic.

Variety of questions of clarification and drafting points made by the Committee:

1. ABA asked if the teaching community feel the same about the tutorial system as CLT. SLE said the tutors like GC's tutorial system.

2. ABA asked about effective use of teachers in regard to admin tasks like trips. MMI said the trip organiser must be involved in the risk assessments and checklists and SLE added that safeguarding and health and safety is important to get right.

RAR said that historically the GC approach has been to employ more teachers and less admin staff, so this approach means that some of the admin work falls on the teachers.

TRO said students booking and paying for trips is electronic. MBR said there is a cost implication with moving organising trips to admin. HRO asked what the teachers will do with any time that this would free up.

RAR said a staff wellbeing survey is currently underway and the above issue may be flagged up

3. SIR feels GC's increased response to mental health support is excellent and not many other colleges employ a cognitive therapist.

4. Jim Robinson has had experience of non-teaching staff as tutors, they largely have less experience, and the turnover is high. He agreed the model we use is better if it's affordable.

5. JPA asked about the skills agenda meeting the needs of the local area and the LSIP, with another local college moving to offer more A Levels as well, how are the gaps, for example in manufacturing and social care met. HRO asked if the other college is offering traditional A Levels – they are,

and the majority mirror ours.

RAR said GC will have to assess the impact of this.

MBR summarised key points of overall effectiveness highlighting:

-The cohort who left in the summer had slightly inflated TAGs when they joined GC.

Cohort mix: 56% female, 44% male. Females slightly underperformed by 0.04% compared to national data.

The largest ethnic minority group are Asian and predominantly Pakistani heritage, this group underperformed, this is a focus in the QUIP this AY.

SIR asked about the difference between the male and female results in this ethnic group – the girls performed worse. MBR has a paper about this, that she can share with governors.

-The largest cohort was white ethnic heritage of 59%, who achieved 0.04% above national rates.

-31% of the cohort had a known educational need or health problem that impacted their studies. This number increases every year. Their achievements were in line with national rates.

-6% of the students received free school meals, they performed above national rates.

-From an income perspective, 30% came from the lower middle quartile and they underperformed against national rates by 0.02%.

-61% of the cohort arrived with GCSE scores in the range of 6.9 to 9, 36% 5.4 to 6.9 and 3% less than 5.4%.

- This year's QUIP is focussing on females, all ethnic minorities especially Pakistani heritage, bottom and lower middle income quartiles and prior attainment of 5.4 to 6.9.

-The overall effectiveness has been judged as outstanding because of the educational programmes offered, provision for learners with high needs and quality of education.

-The opportunities to develop employment skills happen in the Step Into programme, and during lessons. HODs often work with universities, the majority of our students go to university so it's important to prepare them for their next steps.

-Good feedback was received from students and parents/carers.

-73% of students achieved their first-choice destination at university.

-Safeguarding is effective. (The measures for safeguarding are effective or ineffective).

-QUIPs for 2023/24 will develop a systematic approach to develop quality of outcomes for the underperforming student groups identified.

6. ABA asked what GC's GCSE entry score is – the average is 6.6 to 6.7.

7. ABA said the terminology in the report doesn't confirm that the exceptional work on our strengths will be

MBR/Clerk
to distribute

	<p>maintained.</p> <p>Jim said including strong areas can imply there is now a problem with them. Instead the wording can be changed to stress how we will maintain the strengths.</p> <p>8. JPA suggested that the wording 'areas for improvement' should be changed to 'areas of development'.</p> <p>9. Jim asked about the statistic 73% achieving their first-choice university place – this is for a firm offer.</p> <p>10. RAR said that he will write a report to add to the SAR about governance including areas for development, and improvements made. SIR added that there has been an increase in board diversity.</p> <p>11. RAR said that the number of U grade results which increased last year isn't specifically mentioned in the report. MBR said the students with U grades were in the groups that will be given additional focus in the QUIP. MBR expects to be challenged by governors about this topic in Q&S meetings but doesn't feel it should be specified in this report.</p> <p>RAR said that governors have an aspiration that everyone who enters GC has the ability to progress and achieve a pass grade. Improving pass rates is a KPI and there is reference to the ambition of the college to increase pass rates in the Strategic Plan.</p> <p>MBR will add wording to reflect this discussion.</p> <p>4.2 Quality of Education</p> <p>MMI summarised key points:</p> <ul style="list-style-type: none"> -A student's study programme is more than focusing on three A Levels, it also includes careers, Step Into, developing employability skills, enrichment etc. -Throughout the year there is a theme for CPD, this year it's the VESPA model, developing student's mindset towards their learning. -GC has been proactively collaborating with other sixth form colleges and examples of departments collaboration were given. -TRO summarised implementation, Quality of Education is outstanding, with committed professionals who have subject expertise. They are not complacent, and actively look to improve. Collaboration is ongoing within departments who share ideas and best practise. -Pedagogy leaders engage with research and national events. -GC reinforces the code of conduct and routines to combat behaviour issues. -There is constant review and reflection, and a raft of strategies are used to maintain and improve performance. -Underperforming departments and subjects have progressed but there is no complacency. Performance management and QuiPs supports the curriculum and study programme, and examples of positive action were given. 	<p>MBR</p> <p>MBR</p> <p>MBR</p> <p>RAR</p> <p>MBR</p>
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	<p>Variety of questions of clarification and drafting points made by the Committee:</p> <ol style="list-style-type: none"> 1. JPA suggested adding more detail into (16), explaining the VESPA training and an example of how it is used at GC. Also (5) add more information about the wraparound support offered to students. (Page 11). 2. ABA said the leadership team allow differentiation between departments who can explore and implement what works for them and said this shows confidence and this should be captured in the SAR. 3. ABA asked about the consistency of progress monitoring as the U grade results were not picked up, a counterpoint is needed in the document. 4. Jim is happy for collaboration between GC and New College learning Trust, the student mix is 75% Pakistani heritage, one of GC's underperforming groups. <p>4.3 Behaviour and Attitudes UAN summarised key points,</p> <ul style="list-style-type: none"> -GC has high expectations. -Attendance last year for A1 and A2 students was 93.1%, this is higher than the national average. -Links with local charities to help support students. -College questionnaire last year, 99.2% of A2s and 99.7% of A1s felt safe in college. Follow up undertaken with students who said they didn't feel safe; they answered incorrectly or were joking. -Student Re-engagement policy has been adapted several times in response to changing dynamics in student behaviour. -Fitness to Study policy has been used more often, this is for students with health issues. -Smoothwall software is used to monitor online use on site. -CPOMS is used for safeguarding incidents, when students enrol at GC their CPOMS records are transferred directly to us. -Areas for development include further work on mental & physical health week, working closely with mental health lead, ALS, counselling, inclusion, and supporting staff with challenging students and parents. -VESPA will be further integrated into next year's schemes of work for the tutorial programme. <p>Variety of questions of clarification and drafting points made by the Committee:</p> <ol style="list-style-type: none"> 1. JPA noted that (points 6 & 8 – page 21) read as if Sexual Harassment and British Values are only covered once with students. 2. ABA asked where the counselling service is detailed as this is something GC should be proud of – this is detailed in personal development. 3. TRO asked Jim how his workplace has responded to emerging issues like vaping. Jim said changes have been made to their intervention support, they have split behaviour 	<p>MBR</p> <p>MBR</p> <p>MBR</p> <p>CLT</p> <p>MBR</p>
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and attitudes from academic intervention into two separate procedures. UAN asked Jim about behaviour patterns post covid, Jim works in a newly established college opened in 2019, the majority of students are well behaved and respectful, issues are mainly seen in the first term in year 12.

4.4 Personal Development

UAN summarised key points including enrichment opportunities, career guidance, 'Step Into' and 'Believe and Achieve' programmes.

- UAN handed out details of GC students' destinations around the UK compiled by UCAS. 515 students' study in Yorkshire or Humberside, and 197 in the Northwest.
- Students are taken off timetable for a week in June for the Step Into programme, post covid students arrange their own work placements, UAN wants GC to work on organising placements for certain groups eg from disadvantaged backgrounds.
- British values are reinforced in the tutorial programme along with resilience, confidence, and positive mental health.
- Young carer coordinator meets students weekly.
- Students can access the counselling service, CBT practitioner and a life coach.
- Safeguarding and Prevent training have been brought in-house and has proved effective.
- Effective collaboration with local colleges around safeguarding issues.
- Students with SEND and high needs are helped with their personal development and social communication.

Variety of questions of clarification and drafting points made by the Committee:

1. HRO asked if students travelled further to go to university five years ago. UAN said higher numbers of students used to go to Nottingham, Leicester, and further south but nationally students are staying closer to home or commuting from home in recent years.
2. Jim suggested adding the level of engagement in the enrichment programme into the SAR.
3. Jim asked about the students in the destination data who are taking a gap year (18%), do they have a deferred offer or are they applying for HE the following year. This figure relates to both options.
4. TRO said the SEND provision at GC is outstanding and their outcomes are good.
5. ABA said there are over 30 points made, RAR said some of these items also appear elsewhere because they address several aspects in the document. RAR said the SAR audience are experts and used to looking at these documents, MBR agreed that the SAR is written with Ofsted in mind.
6. HRO asked how all this positivity is captured and

MBR

marketed. MBR said another college has shared that they produce a succinct version of their SAR containing graphs and data, RAR suggested adding this data to the online prospectus but breaking it down into departments. RAR said this information could help improve the recruitment strategy. Jim will share a one page summary that visually shows what students get beyond the teaching in classrooms.

MBR will arrange for a celebratory marketing piece to be produced.

7. JPA asked if students know about the services and support available even if they haven't personally accessed it. MBR said the teachers and tutors talk about it with their students, and in the last Ofsted inspection students were aware when asked by inspectors.

8. RAR suggested utilising ex-students to explain how their enrichments helped them at university or work.

4.5 Leadership and Management

SLE summarised the governance of the college, key points included:

- The governors are alive to long term strategic planning, through an annual external strategy day and continual review of strategic plans.

- There is demonstrable evidence of monitoring, in year and department progress. CLT are held to account for underperforming areas.

- There is a strong spread of skill (banking, business, law, LA, school sector, HR, and IT) in the governing body, although some areas like procurement and project management need development.

- There is an annual internal self-assessment, there will be an external critical eye on this during the AY.

- An external governance review will take place this AY.

- Meeting minutes evidence many examples of the governing body holding the senior team to account, with challenge and support detailed.

- An area for development is diversity and gender balance, the board is aware of this, and measures are in place to address this.

- Jim said he has seen clear evidence of how the governors perform in today's Q&S meeting and it reflects what SLE has said.

MBR summarised the reasons Leadership and management is outstanding:

- The college has high expectations of staff and students, and their wellbeing is embedded into all key strategic decisions.

- Processes and approaches are adapted to meet the needs of staff and students.

- Effective onboarding for new staff.

- Proactively seek views from all stakeholders.

- Work closely with LA and C&K Careers.

Jim

MBR

- Continuous improvement approach to teaching, learning and assessment.
- CPD supports and drives all aspects of teaching, learning and assessments and the college invests in its staff who can complete a range of qualifications.
- Proactive and collaborative middle managers.
- Using the Kirklees Local Plan and LSIP to better inform our future plans.
- Proud of our safeguarding processes and the exceptional safeguarding staff.
- Director of SEND and Inclusion works across college to ensure there is a proactive approach with students, there will be further development of the promotion of diversity and inclusion across the college.
- Sustainability Strategic plan has already had an impact.
- Huge effort by management to ensure the Hirst building handover went smoothly.
- Focus on phase 3 and 4 of the building work.
- IT strategic plan will continue to be developed.
- CLT will manage underperforming subjects and strategies to improve student outcomes.
- Develop a comprehensive estates and accommodation strategy, potentially off and on site.
- Develop strategies to address local transport issues

Variety of questions of clarification and drafting points made by the Committee:

1. RAR asked about supporting the next generation of teachers, he asked if we have a support mechanism or strategy around this area.

MMI said that students from the local university thinking about taking a PGC course come and undertake observations at the college.

RAR asked for this detail to be added to the SAR.

HRO said that a local college does offer placements, MBR said this is a significant investment and it is also subject to Ofsted inspections.

Jim said that his workplace has a small number of placements, and their strategy uses strong departments who can cope with the extra work this creates.

ABA checked that we are not required to offer placements.

RAR said some of our students will become teachers and how has GC encouraged and supported them. He would prefer a cautious approach to any placements offered in the future.

HRO asked what would be the return on the investment, MBR said some colleges use it as an income stream.

MMI said there is a mentoring programme, A2's mentor A1's which develops teaching skills. Additionally, the school labs enrichment means our students teach primary school children science.

JPA added that there are other enrichments where students help children with reading and maths skills, which gives them a taste of teaching.

MBR

2. SLE said in the areas of development for leadership and development, point 1 and point 13 (page 27) are interlinked, and to capture GC's acute capacity issue as the new facilities only provide facilities for 2500 students and we have significantly more than this.

MBR

4.6 Developing Skills for Employment

MMI gave an overview that employability skills are developed in a variety of ways via the wraparound programme including Step Into, enrichments, and within the curriculum.

Students are prepared for their next steps, and most of our students move onto HE.

The department QUIPs are looking at how they engage with employers to shape the curriculum.

A college who has shared their Ofsted results said that the inspectors asked how they worked with employers to shape the curriculum offer. Some subjects are not the easiest fit to find employers to work with.

Variety of questions of clarification and drafting points made by the Committee:

1. RAR said that Ofsted have indicated that they will accept in some subjects (eg history) that the departments are working with stakeholders like universities to get their students ready for HE. TRO said some sixth form colleges have shared challenging experiences in their inspections around this.

2. JPA feels that GC have understated how relevant they are to the LSIP and are fantastic at the softer skills like communication and resilience, and this needs highlighting in the SAR.

HRO agreed that as an employer the enrichment (softer) skills are vital.

Where subjects lead to employment, eg medicine, the employability skills are easily demonstrated.

3. TRO said that the Ofsted results so far for sixth form colleges have been 'reasonable contribution' not 'strong contribution', and inspectors are looking for employability skills in the classrooms.

JPA feels that this may recalibrate over time.

4. Jim said they have concentrated on getting the students in the right place to go on and succeed at university.

5. The governors agreed that the SAR should be changed to 'strong contribution' as GC is underselling itself. MBR said the 'reasonable contribution' self-assessment was a pragmatic response to the Ofsted inspections that have taken place elsewhere.

JPA said the case can be argued with Ofsted, SLE said it will be hard to argue for 'strong' if the self-assessment states that we are only 'reasonable'.

Jim suggested adding that the CLT thought we are 'reasonable' but the governing body who are employers

MBR

	<p>locally and come from a range of backgrounds argued that we are 'strong'.</p> <p>6. ABA asked if there is any data available to quantify the students' ultimate destinations, even from a broader perspective of outcomes from red brick universities. MBR said the inspectors will ask how many of those were from GC. RAR said the universities do have specific data about GC students.</p> <p>Jim said GC's sustained destinations on national performance tables is strong.</p> <p>JPA said that having case studies ready to discuss will be powerful, MBR said we have examples of our alumni progressing, and agreed that case studies should be held across our range of subjects.</p> <p>MBR thanked Jim Robinson for his input. ABA thanked the CLT for all the work that has gone into the SAR.</p> <p>MBR will highlight the changes to the document based on today's discussion, Clerk will share it with the committee members. RAR asked that the marketing document is also shared with governors.</p>	<p>MBR</p> <p>MBR</p> <p>MBR/Clerk</p> <p>MBR/Clerk</p>
5. Any other business	None.	
6. Confidentiality	No confidential aspects identified.	
7. Date next meeting	Next Q&S, Mon 22 Jan 24, 4.30pm.	Govs note

Minutes prepared by Sharon Roper (Clerk to the Corporation) on 21/12/23

Approved & signed by Adrian Barrass, Chair, on 22/1/24