

**GREENHEAD COLLEGE CORPORATION**  
**Minutes of the Quality & Standards Committee meeting held at Upper Greenhead House, Greenhead College**  
**Monday 22 January 2024, 4.30pm**

**Govs present:** Adrian Barrass (Chair); Heather Roebuck; Liz Bowen; Mark Howells (via teams); Richard Armstrong; Simon Lett (Principal)

**In attendance:** Mo Bunter; Magdaline Glynn; Mark Mitchell; Tom Rowley; Usman Anwar; Sharon Roper (Clerk)

**Apologies:** Darinder Shokar; Ed Wynn; Jeanette Palmer; Samim Mitha; Stuart Irving

AGENDA ITEM	DISCUSSION	ACTION
<b>At outset, confirm new chair</b>	Governors approved Adrian Barrass as Chair of Quality & Standards committee.	
<b>1. Welcome, apologies</b>	ABA welcomed participants. Apologies as above.	
<b>2. Declarations</b>	No declarations of pecuniary/prejudicial interest.	
<b>3. Minutes 11/12/23</b>	<p><b>3.1</b> Minutes 11/12/23, previously circulated, approved by Committee &amp; signed-off by Chair; Clerk to file.</p> <p><b>3.2</b> Matters arising not covered on agenda:            1. (25/1/23 Min 3.2.3) Research into the strengths in the curriculum that address social mobility and disadvantage. MBR said this is a big project which will be a valid piece of research. ABA asked that it's redefined, with the value add and cost benefit analysis looked at so it's not an overwhelming task.            2. (11/12/23 Mins throughout the document), MBR confirmed that the requested additions to the SAR have been completed except for a few which are being finalised by other staff members. All changes have been highlighted. The completed SAR will be shared with all Corporation members at the next meeting 29/1/24.            Gap year information will not be available until the UCAS deadline, the SAR will be submitted on 31/1/24 but MBR can update it with this information when it's available.            ABA asked if governors could request further amendments after the SAR is submitted, yes - MBR is allowed to edit it</p>	<p>Clerk</p> <p>MBR</p> <p>MBR/Clerk</p> <p>MBR</p>

	<p>after submission.</p> <p>3. (11/12/23 Min 4.2.4), MBR has met with Jim Robinson, New College Learning Trust, to discuss further collaboration between GC and the New College group. MBR will update further at Q&amp;S on 8/4/24.</p>	
<p><b>4. QUIP</b></p>	<p><b>4.</b> MBR summarised the headlines and the context of the QUIP, previously circulated, highlighting:</p> <ul style="list-style-type: none"> <li>-It's an operational action plan that links to the Self-Assessment Report and covers the areas for development in detail.</li> <li>-It features SMART targets and links into the Strategic Plan.</li> <li>-it summarises the main actions taken to achieve the targets.</li> <li>-it details the accountability in the process; overall it sits with CLT.</li> <li>-reviewed March and August.</li> <li>-not a limiting document.</li> <li>-monitored by CLT.</li> </ul> <p>1. RAR asked about the zero target for U grades (page 2), he was concerned that this might encourage dysfunctional behaviour. HRO asked by what amount are subjects to reduce the U grades by. SLE suggested the wording 'see individual department QUIPs for granular detail' at the end of this target.</p> <p>2. RAR questioned the date (page 13) of the building work being completed by July 2024. MBR will amend to 'agreed deadline'.</p> <p>3. EWY (sent his queries via ABA), some due dates are December 2023; MBR confirmed these are completed.</p> <p>4. EWY said it's not clear what the top 5 priorities are which will make the biggest difference, and ABA asked what's different from the previous QUIP. MBR said the document reflects the areas for development where improvement is expected, Ofsted expect to see this level of detail during an inspection.</p> <p>5. MBR will look at the groups and subjects on ALPs before Easter and compare to last year. HRO asked if the different subjects and actions are equally weighted – they are. MBR said the 22 U grades in biology has a big impact, she is unaware of any colleges using weightings on their QUIP. SLE said the top priorities are captured in the KPI's.</p> <p>6. MHO queried what national rates are used – they are pass rates A* to C, A*to B and retention, with no value added.</p> <p>7. ABA asked if the latter section detailing actions around working smarter and using IT mirrors the terminology in the IT Strategy. MBR used the IT Strategy for that section and PDI checked it. In the sustainability section the Sustainability Strategy was also used.</p>	<p>MBR</p> <p>MBR</p>

<p><b>5. Teaching of contentious topics</b></p>	<p>SLE summarised the Teaching of Contentious Topics paper, previously circulated, highlighting:</p> <ul style="list-style-type: none"> <li>- this paper has been produced in response to a difficult conversation a staff member had with a student regarding a contextual piece of work.</li> <li>- TRO and SLE met with departments in humanities and creative subjects, the HODs had similar concerns and shared strategies that they have in place for this issue.</li> <li>- the points are captured in this paper, but crucially not in a policy, as the paper is intended to be used as guidance.</li> <li>- favourable feedback has been received from staff.</li> </ul> <ol style="list-style-type: none"> <li>1. HRO commended the document.</li> <li>2. EBO appreciated the consultative approach and confirmed it has been well received by colleagues. She values the nuanced detail, and that it's not a closed document.</li> <li>3. RAR asked if the document will be shared if a parent raises an issue. As it's not a policy it won't be proactively shared, it will depend on the merits of the concern.</li> <li>4. CLT will review the guidance and update annually. TRO said the update will be scheduled into the curriculum annual discussion.</li> <li>5. TRO cautioned that the guidance could be misinterpreted externally, ABA agreed that there could be unintended consequences. TRO said the guidance is about adaptive teaching.</li> </ol>	
<p><b>6. Update on applications/ partner school interviews</b></p>	<p>MBR gave a verbal update on applications and partner school interviews:</p> <ol style="list-style-type: none"> <li>1. 3499 applications received. 1065 applications received from local partner schools. 2434 applications received from partner schools. ABA asked if the application figure was as expected – it's increased, last year it was 3322.</li> <li>2. The first partner school interviews were held on 18/1/24. 262 out of 312 prospective students attended, a conversion rate of 84%.</li> <li>3. Conditional offers are prioritised for minority subjects. In these subjects HODs and their staff are interviewing these applicants. This is to try and increase the conversion rate.</li> <li>4. RAR asked if three subjects to study are chosen on the application – they are, these can be changed at interview or enrolment. The staffing model is based on these choices.</li> <li>5. RAR asked if the trends over the last few years are continuing eg science being overapplied and falls in subjects like English – these trends are continuing.</li> <li>6. Applications have increased in some minority subjects, but their conversion rates need improving eg. music usually converts one third of applicants. At interview these students</li> </ol>	

	<p>have been asked if we can send them a monthly newsletter from the subject, to keep them engaged.</p> <p>7. RAR asked if the increase in German applications is from a specific school, MBR will email RAR with this information.</p>	<p>MBR</p>
<p><b>7. Brief Verbal Updates</b></p>	<p><b>7.1.Safeguarding (UAN/MGN) –</b> Safeguarding &amp; Prevent training for staff was run in-house by MGN on 8/12/24. EBO said that both safeguarding presentations delivered to staff were excellent and guidance given to the college colleague community is incisive and illuminating. A meeting was held in December with CAHMS about eating disorders, GC are hoping to strengthen the relationship with them. CAHMS have agreed to do some training with GC tutors. Eating disorders have increased rapidly since Covid. Eight CCTV cameras have been installed inside Hirst, at handover there were only cameras on the outside of the building. The CCTV policy has also been updated. The cameras from the science block will be decommissioned, and more cameras will be installed around the campus after the building work is finished. ABA noted that the lack of cameras in Hirst hasn't been like-for-like compared to the old science block, MBR said the Hirst build has been a selective like-for-like. Mental &amp; Physical Health (M&amp;P) week ran w/c 4/12/23 and was successful.</p> <p><b>7.2 Counselling (MGN) –</b> there were 172 counselling referrals for term one, 16 students are currently on the waiting list, average waiting time is 10 days, this is similar to pre-pandemic figures. The wait time is considerably better than other organisations. A spike is anticipated during monitoring and mocks.</p> <p>UCAS applications submitted last year has been surpassed already, and there's still another week until the deadline.* * <b>Correction:</b> <i>The UCAS number should be recorded as 1192.</i> <i>The UCAS dashboard was incorrect at the time of this meeting. This has now been rectified and the correct number is 1192.</i></p> <p>RAR asked if the national figure for UCAS applications have increased, this information is not available yet. UCAS deadline date has been under review, it's been confirmed that it will continue as 31<sup>st</sup> January annually.</p> <p>ABA asked how students interested in apprenticeships are tracked. They receive the same support, but there is no central data until after results day when destinations are analysed. RAR asked if the degree apprenticeship scheme is now on</p>	

UCAS – it is if employers choose to join the UCAS scheme.

Following the end of the first term, positive attendance email letters were sent to 1710 students with attendance above 95%. Approximately 100 email letters will be sent out to students with attendance below 85%.

### **7.3 Teaching & Learning (TRO/MMI) –**

CPD day in December, focus was on student motivation, and VESPA continues to be embedded. Workshops were run in SEND, IT, and research informed pedagogy.

In term two the focus is on monitoring and performance tracking. Underperforming students currently 2 grades below predicted, and E and U grades have been identified, and interventions are underway with them.

During January A1's are undergoing monitoring for the first time. Earlier intervention is planned for underperforming A1's. TRO and MMI are working on increasing monitoring accuracy with HODs.

RAR asked if there will be information available regarding anticipated results in April's Q&S meeting – yes, data will be available for that meeting and A1 data will be available for Q&S 10/6/24.

MMI, maths department and computer science department visited Oldham College last week, good practice was shared. Biology department are visiting Rochdale college next week. CLT share ideas across college.

History and biology departments are also in touch with Peter Symonds College.

Teaching staff have started to track two hours of independent work per week for their students, this feeds into the attitude to learning grade which is the biggest factor that affects outcomes. ABA asked how this is tracked – teachers look at mind maps and notes.

R20 has been opened as a silent study area, in addition to the library. G1 and Hirst study areas are for quiet study.

Dividers have been ordered for the tables in Hirst to encourage quiet study. ABA asked about GCSA's feedback in relation to study areas – they have asked for more quiet spaces.

R20 is currently underused, probably because of its remote location. Engagement with this area is being promoted in tutorials.

Study spaces are being adapted which is resulting in unplanned costs.

RAR said that offers from Oxford have increased this year, and Cambridge offers will be released on 24/1/24.

### **7.4 Skills Agenda (TRO/MMI) –**

1. In the SAR Validation meeting governors were keen to change the self-assessment from reasonable to strong contribution for skills. CLT feel it will be a real challenge to get strong contribution from Ofsted. A NORVIC college has shared that inspectors advised them that to get strong

MMI/TRO

	<p>contribution every subject needs two to three university or employer contacts who actively engage in curriculum intent and impact.</p> <p>2. HRO asked how many colleges have received a strong contribution rating – no sixth form colleges have received it.</p> <p>3. A local college was asked by Ofsted if they were involved in writing the LSIP – they weren't, and neither were GC. MMI &amp; TRO have been asked to engage with LSIP. GC are hosting the Youth Conference on behalf of LSIP.</p> <p>4. RAR reminded CLT that the suggested wording for the SAR is that governors insisted the self-assessment was increased to strong contribution, MBR confirmed the SAR 'developing skills for employment' section has been changed to strong contribution. MBR added that expectations need managing for this element.</p> <p>5. RAR said an official enquiry could be made to Ofsted asking them to publish how many 'outstanding' sixth form colleges received strong contribution on skills. MBR felt that SFCA could be asked to provide information that includes the ratings for FE colleges on the skills section.</p>	<p>MMI/TRO</p> <p>MBR</p>
<p><b>8. New Build Risk Register</b></p>	<p><b>8. New Build Risk Register, previously circulated:</b></p> <p>Following a limited assurance score in the recent risk internal audit and their recommendations, the risk policy has been updated, and the Hirst risk register has been reframed with the new approach. Both registers are going to Audit &amp; Risk (26/2/24) for detailed scrutiny. Both risk registers are being reviewed this week by CLT. The delay to the all-weather pitch needs to be captured in the Hirst risk register. The demolition hasn't started yet so the potential noise disruption can't be measured against anything tangible. DfE want to monitor this once demolition starts. GC have already flagged their concerns to DfE about this year's exams. DfE have reiterated that in the terms of their contact with GT they have the power to stop the works. RAR asked if an agreed decibel level that will trigger intervention has been agreed with DfE. Noise monitors have been placed around the campus. RAR said that DfE should suggest a reasonable level which can be tested when the demolition starts, in advance of exam season. ABA suggested checking the work plan to see what works they are intending to do during the exams. UAN said that GT are frustrated by the complexity of the demolition, but any impact this may have on the timeline is unknown. RAR said that the registers should identify which committees keep oversight of specific risks. ABA agreed and asked for another column on the registers confirming which committee the risk aligns to.</p>	<p>CLT</p> <p>UAN</p> <p>UAN</p> <p>CLT</p>

<p><b>9. Amended Terms of Reference</b></p>	<p>The changes in the previously circulated document are highlighted.</p> <p>MBR asked that Inclusion is added to Equality, Diversity and Safeguarding.</p> <p>TRO asked that the Skills Agenda is added into the main duties.</p>	<p>Clerk</p>
<p><b>10. Policies</b></p>	<p>1. 2023 SEND Policy - This was overdue for review and was sent to governors by email in September for approval. The changes made were to job titles and also reflected updates to the SEND Code of Practice. Governors confirmed their approval of this policy.</p> <p>2. Predicted Grades Policy – Amendments made on page 4 are highlighted; it's been made clear that students can view their reference but there is no right to appeal against its content. EWY asked (via ABA) how students are informed of the implications when they take a gap year. When the students leave, they are given verbal guidance on how to apply in future years and what GC can and can't do. There is a section in the policy about former students and their A2 tutor takes the lead with this. HRO asked that page 1 be updated – it says review June 2022. Governors approved the policy, subject to the review date change.</p> <p>3. Young Carers Policy – The Young Carer Co-ordinator role was introduced two years ago. The co-ordinator is making a phenomenal difference to the young carers who attend college. TRO asked that the last line is changed to '<i>This policy has been impact assessed to ensure it complies with all aspects of Equality, Diversity, and Inclusion</i>'. Governors approved the policy, subject to the above change.</p> <p>4. Mental Health &amp; Wellbeing Policy – This has been a complex piece of work involving numerous stakeholders. It reflects what GC is doing and was reviewed in line with the framework and includes an inclusive and diverse approach. HRO, Mental Health Lead, asked if she could attend a Mental health working party meeting. MBR will ask the mental health lead to contact HRO to arrange. HRO asked if student and staff being covered in the same policy works – SLE confirmed that it does. EWY (via ABA) said the range of help on offer is impressive and asked if mindfulness can be added to the counselling</p>	<p>MGN</p> <p>MBR</p> <p>MBR</p>

	<p>service offering – this sits separately because it’s a group activity. Moodmaster is mentioned in the policy.  EWY (via ABA) said teaching students how to switch off is an essential life skill and could this be added to enrichment or a tutorial – this is included in tutorial sessions in both years.  RAR said during Covid online apps were promoted and these aren’t detailed, MBR said that these often change so this is captured in the framework on the website.  RAR asked for a generic statement adding, saying that online apps are available.  Governors approved the policy, subject to the above change.</p> <p>5. Mental Health &amp; Wellbeing Intent Statement –  ABA asked why there is an Intent Statement. It sets out GC’s ambition, and the framework, policy and stakeholder consultation hangs off it.  ABA asked if GC has other Intent Statements – it doesn’t, the mental health intent statement is a requirement for a gold award for mental health and wellbeing which GC is applying for. RAR said GC’s ‘intents’ are in the Strategic Plan , and mental health is also covered in the Strategic Plan.  RAR asked if intent statements will be useful in other areas and left this question with CLT to consider if it will add value.</p> <p>6. Student Re-engagement Policy and Procedure –  This policy was reviewed to flesh out subject support, inform parents and carers about potential issues sooner, be clearer about time periods, use positive language, create consistency, and update Cedar.  EWY (via ABA) asked about the process for repeat offenders and can the process be fast tracked if necessary. It can be if it was felt to be appropriate and this is detailed in the policy, MGN stressed that at all times the intent is to re-engage the student rather than exit them.  Governors approved the policy.</p>	<p>MBR</p> <p>CLT</p>
<p><b>11. Gender questioning children</b></p>	<p>Link to Gender Questioning non-statutory guidance, previously circulated.  MGN summarised the key points:</p> <ol style="list-style-type: none"> <li>1. This is non-statutory, and the guidance is in a consultation period which ends on 12/3/24.</li> <li>2. The difference for GC is that parents have to be informed about their child unless there are safeguarding issues.</li> <li>3. Single sex spaces must be protected eg. toilets, changing rooms and during trips.</li> <li>4. There is a caution about sport eg. female to male student wanting to play rugby and the physical implications.</li> <li>5. There should be a period of ‘watchful waiting’ if a student makes a request which is covered by this guidance.</li> </ol>	

	<p>6. The guidance is predominantly aimed at primary and secondary schools.</p> <p>7. SLE said that it's not clear why colleges should involve parents and expects post 16 consultees to feed this back.</p> <p>8. ABA asked how GC can feedback – it can be done via SFCA, or anyone can feedback directly.</p> <p>9. Q&amp;S committee agreed to support CLT's approach in regard to informing parents.</p> <p>10. MHO gave his legal view that gender reassignment is a protected characteristic and anyone who declares their intent to change gender are protected by the Equality Act.</p> <p>11. ABA asked if we have a policy for this subject – as a protected characteristic it's included in diversity and inclusion.</p>	
<b>12. Any Other Business</b>	<p>1. Huddersfield train station will be closed on two occasions during March/April this year, and April/May (exam period) next year. A new platform has been built a mile away. GC will survey students to ask how many travel to college by rail, and this will be matched to postcode areas. CLT will look into replacement bus services but are conscious of the wide catchment area. HRO asked where the new platform is – it's close to Halfords near Bradford Road. The exact location needs clarifying. SLE has signed up for notifications regarding the closures.</p> <p>2. ABA asked for a volunteer to be Deputy Chair of Q&amp;S committee who can chair Q&amp;S if he's absent. Clerk to follow up with Q&amp;S members by email.</p> <p>3. RAR read an interview about Simon Reeve, he mentioned that he's never been contacted by a northern education establishment to talk to their students, RAR suggested he should be invited by GC.</p> <p>4. Hirst Building will be formally opened by Richard, Duke of Gloucester on 23/4/24.</p>	<p>CLT</p> <p>Clerk</p> <p>CLT Govs to note</p>
<b>13. Confidentiality</b>	None on this occasion.	
<b>14. Date next meeting</b>	<p>Next Q&amp;S, Mon 8 April 2024, 4.30pm.</p> <p>Clerk and ABA will work on the schedule for Q&amp;S to ensure items are not missed and the workload of the committee is smoothed out.</p>	<p>Govs note</p> <p>Clerk/ABA</p>

**Minutes prepared by Sharon Roper (Clerk to the Corporation) on 9/2/24**

**Approved & signed by, Adrian Barrass, Chair, on 8/4/24**