

GREENHEAD COLLEGE CORPORATION
Minutes of the Quality & Standards Committee meeting held at
Upper Greenhead House, Greenhead College
Monday 8 April 2024, 4.30pm

Govs present: Adrian Barrass (Chair); Darinder Shokar (via Teams) (from 16.34); Ed Wynn; Heather Roebuck; Jeanette Palmer; Liz Bowen; Mark Howells (via teams) (from 16.44); Richard Armstrong; Simon Lett (Principal)

In attendance: Mo Bunter; Mark Mitchell; Tom Rowley (from 16.44); Sharon Roper (Clerk)

Apologies Samim Mitha; Stuart Irving; Magdaline Glynn; Usman Anwar

AGENDA ITEM	DISCUSSION	ACTION
1. Welcome, apologies	ABA welcomed participants. Apologies as above.	
2. Declarations	No declarations of pecuniary/prejudicial interest.	
3. Minutes 22/1/24	<p>3.1 Minutes 22/1/24, previously circulated, approved by Committee & signed-off by Chair; Clerk to file.</p> <p>3.2 Matters arising not covered on agenda, paper previously circulated:</p> <p>1. (22/1/24 Min 7.4.3) MMI & TRO have been asked to engage with LSIP, TRO has made contact and will continue to follow up.</p> <p>2. (22/1/24 Min 7.4.5), MBR felt that SFCA could be asked to provide information that includes the ratings for FE colleges on the skills section. MMI has spoken to Joseph Chamberlain College who achieved a 'strong contribution to skills', they shared documents and ideas, and this information will be passed on to Heads of Curriculum.</p> <p>3. (22/1/24 Min 8) ABA suggested checking the work plan to see what works they are intending to do during the exams. This could affect the quality of education so this will come back to Q&S if there is an impact due to noise.</p> <p>4. (22/1/24 Min 8), RAR said that the registers should identify which committees keep oversight of specific risks. EWY stressed that committees do not own the risks they have oversight. EWY, SLE and SWA have reviewed the risk registers together and further updates to the registers are underway.</p>	Clerk

	<p>The updated version of the risk register will be forwarded to Q&S members.</p> <p>5. (22/1/24 Min 10.6), RAR asked if intent statements will be useful in other areas and left this question with CLT to consider if it will add value - if this is taken forward it will be a college wide approach to all policies.</p> <p>6. (22/1/24 Min 12.2), ABA asked for a volunteer to be Deputy Chair of Q&S committee - HRO has volunteered to be Vice Chair.</p> <p>7. (22/1/24 Min 12.3), RAR suggested that Simon Reeve should be invited to GC to speak to students - SLE confirmed this will be taken forward.</p>	<p>Clerk to forward</p> <p>CLT</p>
<p>4. QUIP</p>	<p>4. MBR gave a verbal update on the QUIP.</p> <p>1. It's a working document and MBR confirmed that the March updates are done, some small items are complete and outstanding areas have a clear statement of the actions being taken to the end of the AY.</p> <p>2. ABA asked about governors concentrating on measures of performance, focussing upon specific areas and value added.</p> <p>MBR said that the QUIP is operational, reassurance comes to Q&S from mock exam results monitoring and attendance data.</p> <p>ABA said this is lagged data.</p> <p>JPA said that we are also being measured against the Ofsted framework, and in this meeting, we're looking at the wider curriculum, skills agenda etc, and the QUIP summarises actions towards developing at the level needed to be outstanding.</p> <p>MBR said much of the QUIP cannot be confirmed as achieved until A Level results are available.</p> <p>3. QUIP updates are going to Strategy Day (17/4/24).</p> <p>4. Governors decided to wait for the recommendations from the External Governance Review.</p>	<p>CLT</p>
<p>5. In-year Data Analysis</p>	<p>5. MMI summarised the In-Year Data Analysis paper, previously circulated, highlighting:</p> <p>1. Data is predominantly based on A2's, A1's have just finished their initial monitoring.</p> <p>2. In this year's mocks, high grades and pass rates A* to E compare favourably to previous years and 2019 data is included as a benchmark as a 'normal' year. In 2019, actual results for A* to B was 62.6%.</p> <p>3. Mock exams are one paper, formal exams are three papers, and the students do not have study leave before sitting their mocks.</p> <p>Each department chooses their own approach to the mock paper that is set.</p>	

4. MMI said the mock results should be treated with caution as the actual results last year were not as good as expected.

5. MMI and TRO are working with all HODs to minimise U grades, and concentrating on subjects where U grades are usually highest.
Using Biology mock results as an example, in 2023 there were 50 U grades compared to 17 U grades in 2024.
A huge amount of work has been done following last year's results; one example is a rescue course for struggling Maths students who are offered a fast track course in Statistics.

6. ABA asked what the 2023 actual U results were (mock result U's were 224) - the final outcome was 73 U grades from 55 students.

7. MMI followed up with the Head of Physics about the result of 15 U mock results compared to 2 last year. This year's paper was more challenging than last year, and they have strategies in place to support students.

8. EWY asked about the effect of the GCSE average (6.53 - 2019 and 7.14 - 2024) – the current A2 cohort had an allowance in their GCSEs from the government, the ability of the cohort is the same as 2019. Caution is needed around Value Added measures.
Current A1's have a lower GCSE average of 6.81

9. Following A2 monitoring, A2's are predicted 65.6% high grades, this is above the KPI.

10. A1 monitoring shows consistency to previous years.

11. EBO said learners are still impacted by covid. In English there has been a big distinction in higher grades awarded at GCSE in the last two years. EBO is impressed with the A2 student's mock scripts produced in a formalised exam process that she has recently marked. Mechanisms in place for mocks are robust, boost students, and help with anxiety and education gaps.

12. ABA summarised that the theme to this analysis is that the data shows everything is going well.

13. RAR said the in-year data helps inform KPI's for the following year. Results in 2019 were good and we want to get to that base mark of results and see where can be improved further.

SLE said because of the current GCSE average of 7.19, this will impact value added until at least 2025.

14. EWY asked that when data is presented the KPI is detailed against the current figures so it's easy to see what we're aiming for.

15. RAR said U grades have increased following covid and there is a focus on the top and bottom performers, although the bulk of our results derive from the middle performers.

16. TRO said there are new approaches to support, interventions, and attendance and this has increased hugely since 2019. There are also strategies for motivation and engagement which all students receive.

CLT

	<p>17. ABA said governors recognise and applaud the teaching community's varied and significant work. SLE will pass this onto staff in his weekly staff feedback.</p> <p>18. DSH asked about data around subject specific metrics and which subjects impact the in-year data most - RAR said that information is in the QUIP, governors have chosen not to see in-year departmental level data, although SLT will report any issues to governors.</p> <p>19. DSH said we might never get back to 2019 levels, because mindsets of students and parents have changed since covid.</p> <p>20. MHO asked if GC makes comparisons with other sixth form colleges. The following sources are used: -Using ALPS Connect GC can see how departments compare to other Maple colleges. -There is no published national attendance data, local data is collected, and we compare favourably. -We are strong amongst post 16 providers using data from DfE performance tables. -Using DfE performance tables we outperform our nearest competitor with our A Level and Applied results. -GC gets data from Sixth Sense where we are compared against sixth form colleges nationally. -In-year data from other colleges is not available.</p> <p>21. MHO asked about trends in the comparative data – GC is consistent and tends to be at B- which matches the national average and is higher than the local C+ average. At an Applied level we sit at Distinction, this is the national average and is higher than the local average.</p> <p>22. ABA asked that future KPI's should cross reference to national data.</p>	<p>SLE</p> <p>SLT</p>
<p>6. A1 survey results</p>	<p>MMI summarised the Analysis of the A1 mid-year survey previously circulated:</p> <ol style="list-style-type: none"> 1. In respect of curriculum, A1's complete mid- year and end of year surveys and A2's complete an end of year survey. The A1 mid-year survey has moved from December to January to give them longer to settle in. 2. SLT drill down into departmental level and teachers can look at their own classes and see the comments. 3. JPA asked about anonymity - teachers cannot see individual student answers, staff names are removed if they appear in comments, and follow up with students only occurs if they say they don't feel safe in lessons. JPA said this might stop students being honest in the surveys but understands the safeguarding issue. SLE said some students find it difficult to be honest in the right way, they are counselled to be honest in a respectful way. 4. Geography as an example had 39% completion rate, EWY asked what the target completion rate is – it's 80%. 	

	<p>MMI and TRO follow up with HOD's. EWY asked if there is a hidden message behind low participation. Students are usually asked to complete the surveys in lessons or tutorials, but this still doesn't result in 100% completion.</p> <p>5. ABA asked what the key messages are – overall, the survey is reassuring, especially in the standard of teaching and support offered, governors again thanked staff.</p> <p>6. The question 'there are opportunities in this subject beyond the classroom' is a lower scorer (87.4%), this needs to be focussed on especially with the Skills Agenda. The opportunities for this may be later in the students' courses and 'Step Into' happens annually in June.</p>	
<p>7. Apprenticeship Destinations 2023</p>	<p>7. MBR summarised Apprenticeship Destinations for 2023, previously circulated:</p> <p>Apprenticeships have been added into SLE's presentations at open days in the last few years. 71 students went onto a broad range of apprenticeships in 2023. GC employs two apprenticeship specialists from C&K Careers. ABA is pleased that students are made aware that apprenticeships are an equally suitable outcome after leaving GC. JPA said that apprentices will often earn more and be in less debt than most graduates. There is a Government Apprenticeship Levy which does encourage organisations to take on apprentices. EWY shared that his daughter is taking a gap year and is working at an accountancy firm, and she represented them at GC's recent Apprenticeship Fair.</p>	
<p>8. Oxbridge offers</p>	<p>8. MBR summarised the Oxbridge offers compared with interviews 2023 and 2024 paper, previously circulated:</p> <p>The data compares how many students were interviewed against the number of places offered. Three more students have been offered a place compared to last year.</p> <p>RAR said there are two different approaches by the universities; Oxford interviews fewer students and place greater reliance on their tests and Cambridge prefer an interview as the exam process is not as successful at recognising talent. Cambridge may be moving to the Oxford approach next year. HRO asked if the 27 places offered this year are for 27 individual students – they are.</p>	

	<p>RAR said Cambridge are changing their approach to students from state schools, they are targeting disadvantaged backgrounds and underrepresented BAME students like Bangladeshi and Pakistani although RAR expects Selwyn College, Cambridge to continue to work closely with GC.</p> <p>MHO has experience with Oxbridge applications and agreed with RAR about the different approaches and said if Cambridge moves to the same testing approach as Oxford, the individual Cambridge colleges might still retain control over the tests and their element of discretion.</p>	
<p>9. Brief verbal updates</p>	<p>9.1 Pastoral update (MBR) -</p> <ol style="list-style-type: none"> 1. Attendance reporting data that was created for the APs has now been created for the Senior Tutors to monitor those they line manage. 2. The report will soon be available for individual tutors. It's a live document that gives ease of access attendance data for whole cohorts and supports effective monitoring of student attendance. 3. Attendance letter for last term will be going out this week. 4. Attendance checks now take place weekly in tutorial alongside revisiting ILP targets. 5. Letters to parents/carers regarding A2 mock results were issued in the last week of term outlining the extensive support on offer in College available to students. 6. Feedback survey from A2 students on Enrichment and the Tutorial programme will go out in the next week. <p>9.2 Teaching & Learning update (TRO) -</p> <ol style="list-style-type: none"> 1. Current concentration on revision and the aids available for students. 2. EPQ's have been marked, the results are released to the students shortly and then the marks go to the exam boards in May. 3. W/c 15/4/24, A1's are sitting their progress assessments. 4. In early May, A1 students who are struggling, and their parents attend a meeting to discuss if they are on the right study programme and ensure they are ready for their A2 year. 5. Pedagogy leaders led a CPD morning which focussed on using AI in teaching. Two of the pedagogy leaders are representing GC on a SFCA AI working party which will write a national policy and create materials to reduce workload and improve staff wellbeing. 6. Revision sessions were available at Easter; the education Tuition Fund continues to be used and more study spaces have been created. 7. An opportunity for staff to come forward with research ideas has been advertised. An allowance will be available to help fund two or three staff with their research, and this will be a good development opportunity for them 	

	<p>9.3 Skills Agenda update (TRO)</p> <p>1. TRO and MMI have engaged with Joseph Chamberlain College who have a strong contribution from Ofsted. They have also contacted Wyke College who had a reasonable contribution, who in hindsight felt they could also have achieved a strong contribution. They are aware of a few other colleges who have strong contribution and will follow up with them.</p> <p>2. GC has strong HE links, employer links are more challenging but continue to be developed.</p> <p>3. MMI said that they might rejoin the Chamber of Commerce and TRO asked if governors with useful links can help out.</p> <p>4. RAR said that no governors have expressed an interest in the vacancy for Lead Governor in Careers and Skills. He will email governors to see if anyone is interested. MBR said that the minimum expectation from Ofsted is that governors can demonstrate how they use their experience and contacts to help students prepare for their next steps from an employability perspective. A lead governor might not be necessary, and a collective Corporation approach can be taken. MMI and TRO can introduce governors to relevant departments that fit with their particular skills. An Ofsted governor's development session is taking place on 20/5/24 and MBR suggested that prior to this session governors are asked to bring ideas of how they can help out with the skills agenda.</p> <p>5. Networks and contacts need developing and SLE said that it's clear that sixth form colleges can achieve a strong contribution.</p> <p>6. ABA suggested Q&S committee make it clear that the above approach is supported by its members.</p>	<p>Govs</p> <p>RAR</p> <p>Clerk, ask govs</p> <p>Q&S members</p>
<p>10. New Build Risk Register</p>	<p>8. New Build Risk Register, previously circulated (SLE):</p> <p>SWA has further developed both risk registers, and the updated New Build Risk Register, the updated version can be shared with Q&S members.</p> <p>Following feedback from the internal auditors and governors, the scoring matrix has been improved.</p> <p>A key risk is noise, and staff will be asked to be proactive in raising noise concerns to SWA and premises staff.</p> <p>Over Easter SWA had a meeting with DfE, Mace and GT and exam season was discussed. There appears to be a realisation that there will be a cessation of works during this period and this will be discussed again on 10/4/24.</p> <p>SLE will update after this meeting.</p>	<p>Clerk to distribute</p> <p>SLE</p>

<p>10. Policies</p>	<p>10.1. Support to Study Policy-</p> <p>1. This is a rebrand of the Fitness to Study Policy, this policy is aimed at students not well enough to attend GC on a regular basis.</p> <p>There are three stages of engagement in the policy and there is a supportive approach.</p> <p>2. CPA, Director of SEND and Inclusion has referred to a sector exemplar policy and has adapted it after cross college contributions and made sure it was inclusive.</p> <p>3. EWY asked that the history of the policy be added into the end section.</p> <p>4. EWY referred to Section 4.4 around reasonable adjustments and support. He asked that the implications for teaching staff be considered and added into this policy.</p> <p>5. RAR referred to Section 1.1, the Aims of the Policy and Procedure, which specifically mentions disability, illness, and mental health. RAR asked if financial circumstances should be added as an example into the policy as this can affect student attendance and if a reference to the Bursary Policy can be made.</p> <p>6. ABA said that the Student Code of Conduct is detailed in Appendix 2, a hyperlink to the Code could be added instead of including the Code document.</p> <p>Q&S governors recommended that the policy should be approved at Corporation on 20/5/24 subject to the above amendments.</p> <p>10.2. Visitor Policy & Procedure –</p> <p>1. JPA asked that the policy is changed to include governors, and to say that governors have enhanced DBS checks.</p> <p>2. JPA asked if there is a separate visitor speaker policy and if there is mitigation around what guest speakers can potentially say to students - there is a substantial section covering visiting speakers in the Freedom of Speech Policy and it details the safeguards in place.</p> <p>3. RAR asked about Oxbridge PHD students who haven't been allowed to visit GC because they don't have DBS certificates – this is allowed if they are supervised and escorted at all times.</p> <p>JPA shared that she is aware of an incident elsewhere when a high profile visitor was not DBS checked and he did have a criminal record– the establishment had a rigorous visiting speaker policy, and the visitor was always accompanied including in the toilets, so their students were not at risk. MBR confirmed that the policy at GC is just as robust.</p> <p>Q&S governors approved the Visitor Policy and Procedure, subject to the above requested amendment.</p>	<p>CPA</p> <p>CPA</p> <p>CPA</p> <p>CPA</p> <p>SLE</p>
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<p>12. Any Other Business</p>	<p>1. SLE's email about the upcoming Huddersfield Railway Station closures was noted by Q&S committee. HRO thanked SLE for the information he shared. The alternative platform offsite is not confirmed as definitely going ahead. If it does it will affect enrolment in August/September 2025. This is a concern as it will be the students first perception of coming to GC. A more immediate concern for A2 students, is May 2024 when a rail replacement timetable will be in place during some exams. SLE will send out information in his weekly message and ask them to contact SLT if students can't get into college. RAR asked if this will affect Bradford and the Penistone line – SLE said it is affecting the TransPennine route from Leeds, Dewsbury and Manchester, and other lines are unaffected. ABA asked if buses might be arranged for students if necessary – if any student can't get to college something will have to be put in place.</p> <p>2. ABA asked about items on the agenda for Strategy Day (17/4/24) that fall within Q&S committee remit. The topics include the QUIP, A2 results, subject viability, and enrolment. Enrolment is a confidential item.</p> <p>3. Clerk is working on the template for the Q&S Annual Cycle of Business and will share this with Q&S governors. If governors have any suggestions forward them to the Clerk.</p>	<p>SLE</p> <p>SLT</p> <p>Clerk Govs</p>
<p>13. Confidentiality</p>	<p>The proposed change to Enrolment 2024.</p>	
<p>14. Date next meeting</p>	<p>Next Q&S, Mon 10 June 2024, 4.30pm.</p>	

Minutes prepared by Sharon Roper (Clerk to the Corporation) on 22/4/24

Approved & signed by, Chair, Adrian Barrass on 10/6/24