

QUEEN ELIZABETH SIXTH FORM COLLEGE

Minutes of the meeting of the Board of the College Corporation held on Thursday 29th September 2022

Present: Mr C Wiper, Chair
Miss J Barrett
Mrs E Chawner
Mr I Clyde
Lewis Davis
Mr T Fisher
Mr S Heath
Mrs E Hickerson
Mr C Kipling
Hannah Malik
Mrs J Pan
Mr D Warman
Mr A Wilson
Parent Governor 2*

Apologies: Mrs V Snowball

In attendance: Mrs T Amarawansa
Mrs L Bates
Mr L Job
Mrs L Marron
Mr I Waite
Mrs N Wade, Acting Clerk

**name redacted for issues of confidentiality*

Ref:		Actions
50/22	<u>Declarations of Interest</u> There were no declarations of interest.	
51/22	<u>Urgent Business</u> Mr Wiper asked the Board for approval of four new Board members: Lewis Davis (Student); Hannah Malik (Student); Mrs Emma Chawner (Independent) and <i>Parent Governor 2*</i> (Parent), as recommended by the Search & Review Committee. Terms of office were approved as follows: <ul style="list-style-type: none">• Lewis Davis until 7th July 2023• Hannah Malik until 7th July 2023• Mrs Emma Chawner until 29th September 2026• <i>Parent Governor 2*</i> until 29th September 2024	

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52/22	<p><u>Minutes of the Meeting held on 4th July 2022</u> The minutes were approved as a true record and signed by the Chair.</p>	
53/22	<p><u>Matters Arising</u> None</p>	
54/22	<p><u>Governor Training – Skills Agenda</u> Mr Job gave a presentation to the Board entitled <i>New OFSTED Framework and Skills Agenda</i>, which outlined for governors recent developments in the OFSTED framework, including the addition of a new ‘enhanced’ inspection to evaluate the extent to which the College contributes effectively towards meeting skills needs. Mr Job clarified the areas of the framework that remain the same and those that have changed. Inspectors will meet with key employers and other stakeholders and will decide whether College makes a limited, reasonable or strong contribution to meeting skills needs.</p> <p>Mr Job explained the College’s approach to meeting skills needs, focusing on skills for learning, skills for life and skills for work, including the introduction of the Skills Builder programme. Mr Job also outlined the College’s Guided Independent Learning (GIL) programme designed to improve students’ learning skills. New GIL tutors will provide a one-hour session per week for all students.</p>	
55/22	<p><u>Strategic Update:</u> <u>Letter from FE Commissioner</u> Mr Fisher referred to the letter from the FE Commissioner and highlighted the new duty on colleges to review how well their provision meets local skills needs. Mr Fisher explained that there will be a key role for governors to play in reviewing how well the College meets skills needs.</p> <p><u>Latest SFCA Update</u> Mr Fisher drew attention to the item regarding FE sustainable estates guidance and explained that the College has a responsibility to consider sustainability across its sizeable estate.</p>	
56/22	<p><u>Qualification Results – Whole College Summary</u> Mr Waite summarised the College results for Summer 2022, which had already been scrutinised in detail at the recent Curriculum & Standards Committee. He drew comparison with the 2019 results, explaining that the 2020 and 2021 grades were not a valid comparator having been based on Centre Assessed Grades (2020) and Teacher Assessed Grades (2021). He confirmed that QE’s 2022 A Level high grade rate is higher than in 2019, the QE pass rate in 2022 is higher than the national average, but in 2019 was significantly higher. There is no Level 3 value added data this year, as the available benchmarking data does not provide a valid comparison. When compared to the rest of the sixth form college sector, QE’s progress data places it in the middle of a high performing sector, which is good but could be better. The Applied General high grade rate has increased and the progress made on Vocational courses is also strong. GCSE English results were very strong and higher than in 2019. GCSE Maths results</p>	

Ref:		Actions
	<p>were lower than in 2019, but are still above the 2022 national average for 16-17 years olds.</p> <p>Mr Kipling asked the senior team to pass on the thanks of the Board to all colleagues for what is a real accomplishment, given the difficult circumstances faced over the last few years.</p> <p>The Board accepted the <i>Qualification Results – Whole College Summary</i>.</p>	
57/22	<p><u>Enrolments Report 2022</u></p> <p>Mr Job summarised the <i>Enrolments Report 2022</i> and informed the Board that the College received a record number of applications last year, exceeding 2,000 for the first time. He confirmed that the number of students enrolled at the College this year is the second highest in the past six years, with the slight dip in numbers from last year (down by 23) being accounted for by the removal of Level 2 only provision (usually around 40 additional students). He explained the rationale for the removal of Level 2 only provision, stating that it was felt Level 2 students would be better served by attending institutions specialising in Level 2 provision.</p> <p>Mr Job noted that the number of non-partner enrolments is slightly down on last year, but higher than in the previous two years. Mrs Chawner added that increasing transport costs might be an issue for students living further afield. She asked Mr Job if students who choose to leave College part way through their course are asked for their reasons and is location considered as part of this. Mr Job confirmed that students are asked for their reasons.</p> <p>Mr Fisher added that the majority of partner schools are based in Darlington and he believes there is a high number of students on roll in Darlington this year. Mr Kipling confirmed that this is a peak year.</p> <p>Mrs Chawner asked if the College maps the postcodes of where students reside, as sometimes they go to school in a different locality. Mrs Pan said that the College has provided one in the past. Mr Fisher explained that the service used to generate this map no longer exists, but it might be possible to produce something similar in-house.</p> <p>Mr Kipling asked if the College is still recruiting partner schools and why are some schools not already designated as partner schools. Mr Job replied the College is still encouraging schools to become ‘partner schools’ but that there are some sensitivities around the local area and some schools might not wish to have that designation.</p> <p>The Board accepted the <i>Enrolments Report 2022</i>.</p>	
58/22	<p><u>Whole College Quality Improvement Plan 2021-22 (End of Year Review)</u></p> <p>Mr Job reminded the Board about the QIP process and about the separate action plans that sit alongside the Whole College QIP. He noted that the vast majority of 2021-22 actions have been completed, but a small number will carry over into</p>	

Ref:		Actions
	<p>2022-23. New action plans for 2022-23 will include: consistency of quality; attendance; retention; meeting skills needs and SEND.</p> <p>Mrs Chawner reflected that there is a lot of detail in the WCQIP, making it difficult for governors, who don't 'live and breathe' the operational matters of the College, to discern which areas they need to be keeping a particularly close eye on. She said that some form of exception report would enable governors to offer better challenge and support. Mr Fisher explained that Governors used to be provided with a 'dashboard' containing high level data, which was paused during COVID but could now be reconsidered.</p> <p>The Board accepted the <i>Whole College Quality Improvement Plan 2021-22 (End of Year Review)</i>.</p>	TJF
59/22	<p><u>UCAS 2022</u></p> <p>Mr Job provided a UCAS 2022 update on behalf of Mr Baker and explained that a full UCAS report will be available mid-October. Acceptance rates for 2022 are slightly down, indicating that although students have been offered places, more have chosen not to accept them. The College's application rate is also slightly down, but this is not an issue as long students are selecting a destination that is right for them and the College is providing support to help with this. Mr Job summarised work taking place within the Careers Team, headed up by Mr Baker, including the 'Job Ready' programme and work on the skills agenda, aimed particularly at the approximately 250 students each year who choose not to progress to university.</p> <p>The Board accepted the <i>UCAS 2022</i> update.</p>	
60/22	<p><u>SEND Report</u></p> <p>Mr Wiper welcomed Mrs Bates back to the College and Mrs Bates presented the <i>SEND Report</i> produced by Vicky Wilkinson, the College's Head of Additional Learning Support.</p> <p>Parent Governor 2* questioned the categories used under 'types of special education needs, disabilities and those considered vulnerable', noting only 1 student in the 'social, emotional and mental health' category. She asked if students are counted under one of the other categories if their primary need falls under one of those. Mrs Bates confirmed that this is the case.</p> <p>Mrs Chawner asked if Mrs Bates was surprised at the number of students with an EHCP (10) and are these numbers low; are students being missed? Mrs Bates replied that it can be difficult to gather information about students' needs, but that the College's internal referrals process is excellent and both Mrs Bates and Mrs Wilkinson meet regularly with the students who have an EHCP to ensure their needs are being met. Mrs Chawner commented that it is clear and reassuring to see the passion within the College for supporting students. She also congratulated the team on providing temporary access arrangement support to students from the start, rather than waiting until after the time-consuming assessment processes have been completed.</p>	

Ref:		Actions
	<p>Mrs Chawner questioned whether there are some students who are unable to access the College for whatever reason and is there an opportunity here. Mr Fisher explained that there are different approaches in different schools. The College works with the information it is given and works to build strong relationships with schools.</p> <p>Mrs Chawner asked if additional funding is provided for students with SEND and how difficult is it to acquire an EHCP and the correct resource to support students. Mrs Bates confirmed that Mrs Wilkinson works to secure the maximum funding possible and ensures it is spent in the most effective way, including provided 1:1 in-lesson support for students who require it.</p> <p>Mr Job added that all students are asked to declare any support needs on their application form and are asked again at each interview so that appropriate support can be put in place, but some students are reluctant to share this information. He added that many schools are, however, very good at sharing transition information. Mrs Bates added that there is a stand-alone SEND section on each subject's self assessment report and Mrs Wilkinson is working hard to further raise the profile of EDI and positive representation across the College.</p> <p>Mrs Hickerson added that, as a senior leader at a partner school, she is aware of the additional visits and support offered by QE to new students to help with the transition to College and stated that the College is certainly supportive of young people.</p> <p>The Board accepted the <i>SEND Report</i>.</p>	
61/22	<p><u>Vision and Values</u></p> <p>Mr Fisher explained that in previous years, the Board has set a College Mission and Strategic Objectives once every five years, however common practice amongst colleges is now to have a Vision and Values statement. Strategic objectives are instead included in the College's strategic plan, enabling more frequent review.</p> <p>Mr Fisher referred to the draft Vision and Values statement, stating that it should provide a sense of what the College is about and the values shared by all. He asked governors to offer their thoughts and suggest amendments and explained that the Strategic Objectives will be brought to the Board for consideration in December.</p> <p>Mr Clyde noted that the word 'community' is used in two different contexts and in point 2 could be clarified as 'College community' rather than the community in which we live.</p> <p>Mrs Pan suggested that the word 'safe' be included in point 2 to become, 'We create a caring, safe and inclusive culture'.</p> <p>Mr Kipling noted that the word 'embracing' in point 2 feels passive and 'promoting' would be a stronger choice.</p>	

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	<p>Mr Heath said he felt the Vision and Values were a little long, but it is important that they are shared and put into practice.</p> <p>Mrs Chawner confirmed she is happy with the statements, but suggested point 3 should be 'demonstrate' integrity, rather than 'show'.</p> <p>Mr Fisher explained that the Vision and Values statement would be consulted upon more widely, including with staff and students, and will be brought back to the Board for final approval.</p>	TJF
62/22	<p><u>Search & Review Committee Minutes (draft) - 5th September 2022</u> The Board accepted the draft minutes of the Search & Review Committee.</p>	
63/22	<p><u>Curriculum & Standards Minutes (draft) - 15th September 2022</u> The Board accepted the draft minutes of the Curriculum & Standards Committee.</p>	
64/22	<p><u>Modification to the Instrument and Articles of Government</u> Mrs Wade proposed that the Board makes a small number of modifications to the Instrument and Articles of Government, as permitted under Revised Schedule 4 of the Education Act 2011 (effective 1st April 2012), so that they accurately reflect the practices of the Board and are also in line with common practice at other similar institutions.</p> <p>Key proposed changes include:</p> <ul style="list-style-type: none"> • Removing the requirement for the election of staff, student and parent members and replacing this with the requirement for consideration of new members by the Search & Review Committee • Removing the stipulated maximum number of staff, student and parent members so as to allow for greater flexibility between categories • Removing the references to YPLA and Local Education Authority members as these references are not relevant and it is recommended practice to remove them <p>The Board approved the proposed modifications to the Instrument and Articles of Government as stated on the paper included within the Board papers.</p>	
65/22	<p><u>Search Procedures</u> Mrs Wade referred to the updated version of the Board's Search Procedures, which have been amended to accurately reflect the Board's practices and are in line with the modified version of the Instrument and Articles of Government. She highlighted the key changes, including an amendment to the number of members in each membership category to allow for greater flexibility when appointing members to the Board and a slight reduction in the overall size of the Board from 20 to 18. She informed the Board that it is still possible to revert to 20 members, if deemed appropriate, but it has been several years since the Board had 20 members and it is best practice to avoid longstanding vacancies on the Board.</p> <p>The Board approved the Search Procedures for a period of twelve months.</p>	

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66/22	<p><u>Membership of the Corporation</u></p> <p>Mrs Wade asked for Board approval of the Committee structure included with the papers and asked Governors to let her know if they wishes to join any of the Committees.</p> <p>The Board approved the <i>Membership of Committees</i> update.</p>	
67/22	<p><u>Governor Development Opportunities</u></p> <p>Mrs Wade highlighted a range of development opportunities open to governors and reminded all governors of the expectation to take part in at least one development activity, in addition to the statutory training and training provided at Board meetings.</p> <p>The Board accepted the <i>Governor Development Opportunities</i> update.</p>	
68/22	<p><u>Governor Links Scheme 2022</u></p> <p>Mrs Wade reminded the Board that the Governor Links Scheme was temporarily paused during the period of lockdown but is now to be reinstated. She asked governors to approve the proposed Governor Link Scheme document and to let her know if they would like to become a 'Link Governor.</p> <p>The Board approved the <i>Governor Links Scheme 2022</i></p>	
69/22	<p><u>Appointment of Safeguarding Governor</u></p> <p>Mrs Wade informed the Board that a new Safeguarding Governor is to be appointed and that Mrs Hickerson, who is highly experienced in the area, has kindly agreed to take on the role.</p> <p>The Board unanimously approved Mrs Hickerson as the College's Safeguarding Governor.</p>	
70/22	<p><u>Nomination of Vice Chair</u></p> <p>Mrs Wade reminded the Board that a new Vice Chair is to be appointed at the Board meeting in December and asked any Governors interested in the role to contact her.</p>	
71/22	<p><u>Date of the next meeting</u></p> <p>8th December 2022</p>	

Summary of Actions:

Ref:	Action summary	By whom
58/22	Governor Dashboard, or similar, to be constructed	TJF
61/22	Continue with Vision and Values consultation	TJF