

**WOKING COLLEGE BOARD OF TRUSTEES**

**Wednesday 11<sup>th</sup> November 2020 at 6.30pm  
Via Zoom Conference**

Minutes of a meeting of the Board of Trustees of Woking College held on Wednesday 11th November 2020 at 6.30pm via Zoom Web Conference.

Present:	Tim Stokes	Chair
	John Moffat	
	Rob Kemp	
	Jonathan Miles	
	Mike Mulheron	
	Cullum Mitchell	
	Yasmin Aslam	
	Liz Cussans	
	Rosh Sellahewa	
	Alastair Macaulay	
	Anne Middleton	(from 6.40pm)
	Sangida Khan	
	Brett Freeman	Principal
In Attendance:	Nuweed Rasaq	Deputy Principal
	Laura Cook	Assistant Principal
	Barbara Maude	Clerk to the Board of Trustees

Item	Agenda Description	Action
1.	<p><b>Apologies for Absence &amp; Declarations of Interest</b> All Trustees were present, with Anne Middleton joining the meeting from 6.40pm.</p> <p>No Trustee or member of SLT declared a pecuniary or other direct or indirect personal interest in any item on the agenda.</p>	
2.	<p><b>Appointment of New Trustees &amp; Thank You to Retiring Trustees</b> The Chair welcomed to the meeting Anne Middleton, Rosh Sellahewa and Alastair Macaulay who would be joining the Academy Board.</p> <p>It was noted that Members had passed a written resolution confirming the appointment of the three new Trustees and <b>the Board accordingly ratified the following appointments:</b></p> <ul style="list-style-type: none"> <li>• <b>Rosh Sellahewa as a Trustee/Director for a four-year term of office with immediate effect;</b></li> <li>• <b>Anne Middleton as a Trustee/Director for a four-year term of office with immediate effect; and</b></li> <li>• <b>Alastair Macaulay as a Trustee/Director for a four-year term of office with effect from 1<sup>st</sup> January 2021.</b></li> </ul>	

The Chair then thanked Liz Cussans who was now stepping down as a Trustee, having agreed to remain in office until the new appointments had been made. The Chair thanked Liz for all her hard work and support of the College over her length of service, in particular with regard to the role of the lead Safeguarding Trustee she had carried out with dedication and efficiency.

The Principal confirmed that the intent of this meeting was to focus on the College Self-Assessment Report which was a key College document and a thorough review and understanding of this report was a sound foundation for preparing for OfSTED.

**3. Minutes of the Previous Meetings**  
 To Board received the minutes of the previous meetings held on 1st July 2020 and 16<sup>th</sup> September 2020 respectively. In terms of the 16<sup>th</sup> September 2020 minutes it was noted that the date on page 3 which related to the forecast should be doublechecked as being 2020/21 and not 2021/22 as it currently appeared but save for that clarification the minutes of both the 1<sup>st</sup> July 2020 and 16<sup>th</sup> September 2020 were agreed as an accurate record and approved for signature by the Chair.

**4. Matters arising**

	Matters arising 01.17.20	By whom	Status
1.	Convene Strategic Working Party	BFR	Completed
2.	Review windows – time critical	BFR/FMU	
3.	Trustee involvement in SAR Process	BMA	Completed - 1 <sup>st</sup> & 2 <sup>nd</sup> October
4.	Budget amendments to reflect CIF bid outcome and treatment of associated costs	BFR/FMU/JMO	
	Matters arising 16.09.20		
5.	Lobbying progress – Re: College’s capacity	BFR/TST	Ongoing

The Board reviewed those matters arising as noted above.

In terms of the CIF bid to renew the College windows then an appeal had been lodged against the initial refusal and a decision was currently awaited. It was also confirmed that in respect of item 4, the auditors had now approved the treatment of the CIF associated costs within the current budget and this had been duly completed with the agreement of the Chair of the Finance and Audit Committee.

Lobbying continued with regard to the College’s case for growth and capacity and the Principal had gained the support of local schools which was adding weight to the College’s overall push for assistance with funding. Meanwhile, the College continued to work with OWCC (Old Woking Community Centre) which had provided an invaluable option in terms of the College being able to appropriately social distance students. Through lockdown, the College had been the only inhabitants of the building and it was providing a self-contained space for year 13 students.

In terms of the College’s Self-Assessment Report which formed the next agenda item, the Principal thanked the Assistant Principal, all of SLT and the Heads of Department for their work in completing the process. The Principal also thanked the Trustees for their useful and constructive feedback to the questions posed to them prior to the meeting as the responses demonstrated robust challenge. Each SAR reflected the heartbeat of that department and the

	operational aspects of life in College within the respective departments. The SAR whilst being a fundamental document was also the most operational that Trustees reviewed and their strategic insights were therefore greatly appreciated.	
	<b>TEACHING, LEARNING &amp; ASSESSMENT</b>	
5.	<p><b>College Self-Assessment Report 2019/20</b></p> <p>The Assistant Principal had prior to the meeting invited Trustees to review particular sections of the SAR and to raise any questions with her prior to the meeting. In turn she had then collated the responses and would pass these back to Trustees at this meeting.</p> <p>Before turning to individual questions, the Assistant Principal had also asked for feedback from those Trustees who had attended the Departmental SAR Review meetings.</p> <p>Comments from Trustees included that the process was strong and robust and provided a valuable insight. Feedback from Trustees who had attended these sessions included that if as a Trustee you were only able to do one thing outside of attending meetings, then attending the moderation process was highly recommended. The experience provided a good flavour of which departments were working well and which ones needed to work better. One Trustee commented that having attended sessions with 3 different departments, whilst one department had some challenges there had not been any attempt to hide that fact and the session had been supportive with mutual respect shown by both the HoD and SLT.</p> <p>Another Trustee commented as follows: As a trustee, I found the assessments to be thorough and professional. The assessments provide plenty of examples which allow the outside reader to understand the reason for the judgement. The bulk of the review session is taken up with a very focused and forward-looking discussion. The format of the session (each of the “panel” asking one or two questions followed by an open discussion) worked well, in producing an open and focused conversation. Having now attended several of these reviews over 2 years (with differently performing departments), I am satisfied that the process is fair and challenging, achieving a balance of recognising success, and ensuring areas for development are prioritised and actioned.</p> <p>Turning to the individual questions posed by Trustees then an example of some of the questions were as follows:</p> <p><b>In terms of the Quality of Education, in the strengths section, Woking Values are referred to – what those are specifically, and who came up with them?</b></p> <p>Woking Values refers to British Values. A number of members of staff did not feel comfortable with promoting ‘British’ Values in a multicultural, inclusive College. The values are: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>In areas for development, cultural capital is referred to, as well as speakers, visits etc. What is the view on how these can be handled in the current climate?</b></p> <p>In terms of cultural capital, the Associate Director of Cultural Capital and Enhancement has relaunched the College’s enrichment programme with a wide range of opportunities. These (along with a range of other activities) contribute towards the Woking Way programme. The</p>	

Woking Way is a programme designed to support students to extend their learning and experience beyond the academic curriculum. The purpose is to create a structured, measurable way of supporting students to widen their experience whilst at college. All students will work towards achieving it during their time with us. Aiming for Bronze certificate in L2, Silver in YR12 and Gold in YR13.

The Woking Way has 5 elements: World of work; Wellbeing; Working with the community; Wider learning; and Where next? to achieve the certificate, students will need to complete at least one activity in all of these 5 areas.

In the current climate, the College is ensuring that students are provided with as many opportunities as possible, for example organising virtual meetings via Zoom with speakers and helping students to organise virtual work experience. So far this term, the College has hosted remote Careers in Psychology, a remote meeting with a magistrate for Criminology students, Careers Department: Year 13 students were invited to attend a number of talks during Monday tutor time. These included talks on the alternatives to university, employability skills, apprenticeships, CV writing and gap years. Students also watched a presentation on Student Finance during tutor time. The Cultural Studies department ran a 'Feature writing for newspapers' workshop with The Guardian newspaper. In Art, UCA will be giving a Live Streamed talk on Creative Careers & Application Advice. In Science - a Zoom talk from a hospital doctor working in Intensive Care during the initial covid outbreak and mock interviews for medical/vet/dentistry have taken place.

**In respect of Behaviour and Attitudes, how is online attendance being monitored, and how is it monitored for those self-isolating?**

Attendance is currently being monitored by subject teachers and Heads of Department. Where there are concerns that students are not engaging, contact is being made with the student's home and ongoing situations are being dealt with via the College support and/or disciplinary process. Plans are in place for monitoring engagement remotely, should the College have to close.

**Again, in terms of the Behaviour section, there is no mention of the "covid period"; should there be a VESPA action in the QIP; and under Leadership – the first "strength" judgement refers to the impact data but is there a need for an explanatory comment as the 19/20 academic results aren't comparable with the prior years?**

The Assistant Principal thanked the Trustees for these comments which would all be included and incorporated into the SAR & QIP.

**Under Quality of Education/Leadership would it be beneficial to put in a paragraph to summarise Covid 19 impact difficulties and contextualise how the college has done and where it should improve? On the examination results this year, Trustees suggested that the College should contextualise as results based on staff assessment.**

Again, the Assistant Principal confirmed that she would draft an additional paragraph to reflect these suggestions.

**Where not all feedback is good should we not say what has happened to the negative feedback. (Under Culture 94 % of feedback positive - "negative feedback was reviewed by senior team and assessed for action")**

It was confirmed that this point would also be included in the SAR.

**With all round performance looking good one of the biggest challenges is to maintain current levels, looking for just small, incremental improvements. In addition, perhaps SLT could have a separate risk analysis conversation to look at what could happen to derail performance – a slightly different conversation which might lead to other thoughts and suggestions.**

This feedback was welcomed as SLT were always looking at ways to make those nudges towards incremental improvement. Staff are continually encouraged to experiment with different teaching methods and techniques through INSET and Sharing Best Practice sessions. A risk analysis is something that management can definitely discuss along with wider SLT.

**In terms of personal development, a huge amount of work takes place in this area but as the SAR suggests, strong consideration should be given to employing a student wellbeing officer.**

The Assistant Principal confirmed that the College have employed a Head of Student Wellbeing who started in September. The evaluation of the impact she is having will be seen in the 2021 SAR.

**Much focus is rightly made on student progression to university and in particular to the Russell Group. I believe though that equal focus should be given to vocational students seeking apprenticeships – is the progression department proactive and outward looking enough? Furthermore, perhaps the College website should be developed more in this area for students and potential employers?**

The Assistant Principal advised that she would have another look at this area of the SAR and ensure that the work the College does with apprenticeships is highlighted. Fewer of the student's progress to apprenticeships because the higher level degree apprenticeships are notoriously difficult to get on (it's a much harder progression route than university as there are far fewer places available and competition is high) having said that, each year the College does have a number of successful students achieve great positions in excellent companies and this figure is growing. The College also funds a yearly trip for 50 students to attend the National Apprenticeship show.

Information on all progression routes is on the College website, and by following the link to the careers bulletin you can see examples of the information sent out to all students and parents on a weekly basis advertising a range of different opportunities:  
<https://woking.ac.uk/student-life/careers/> This link is also shared on social media; Facebook, Instagram and Twitter.

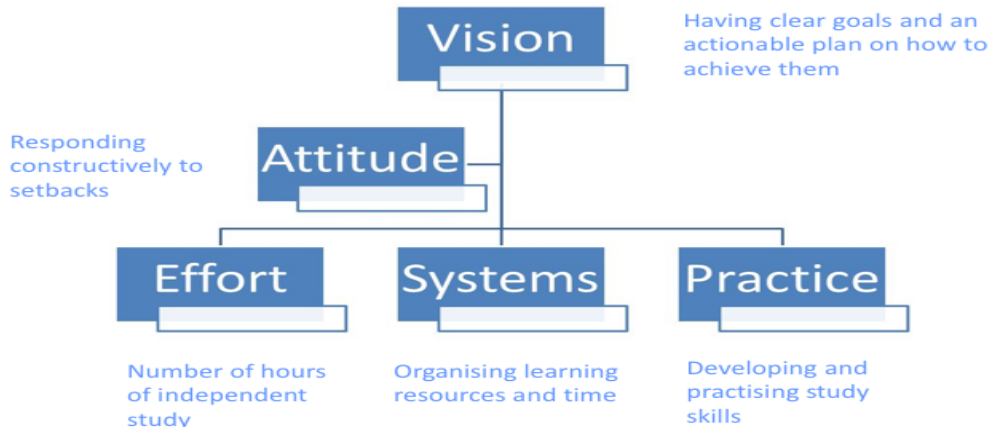
**In terms of Leadership and management, it says that there has been a rolling programme for training for trustees with 'achieved in Feb 2020'. Can you elaborate on exactly what has been achieved?**

The Assistant Principal clarified that this should in fact read as ongoing and would be changed. A training session was run on introducing the new EIF to Trustees. Due to the nature of OfSTED training it is important that this is interspersed throughout the year. The Deputy Principal and Clerk would plan space on future agendas for additional, timely training. A programme of training is in place and ready to be rolled out. An SLT away day was planned in

December, and 50% of this day will be spent looking at OfSTED, and so this will lead into next steps regarding Trustee training.

**There appears to have been mixed success regarding VESPA (mentioned in both strengths and areas for development) - can you give a brief overview of the programme?**

## The VESPA Model



VESPA has been used to good effect in personal tutor sessions, encouraging students to think about what they want to achieve and develop the mindset, skills and processes to get there. It is an area for development on the formal curriculum side as whilst the College has started making some progress SLT feel there is some way to go in this area.

**Leadership and management - can you outline what are the lesson observation policy and processes?**

All new staff are observed in the first half term by a member of SLT. In the second half term the College starts the full lesson observation process. There is an unannounced system, teachers do not know when their observation by SLT will take place. It is also ungraded; teachers are either placed on the continuous development or support route. Those on the support route will meet with the Director of Learning and Teaching for a full discussion about their lesson before being re-observed at a later date. Following the observation, feedback is provided through professional discussion and targets are set to work on. The second round of observations is then conducted by Heads of Department. These are announced observations and the HoD is looking at the area identified as a target for the teacher in their prior observation i.e. looking for development of that skill. More information can be found in the Lesson Observation Policy document.

**Leadership and management - 'development of the College site through estates strategy'. Should be a slight change in some of the wording? Under 'Success', perhaps 'ensure effective CAPACITY planning'? Under Action, perhaps it should be 'incorporate and highlight student number planning and estates strategy within the new Woking College Strategic Plan 2020-25'?**

The Assistant Principal confirmed that she would review the relevant section and the language used to ensure the document is clear.

**Personal development- are there any types of students that the breadth of the Personal Development doesn't reach? How does PD keep up with evolving student needs, not simply current affairs?**

We review our pastoral curriculum on a yearly basis with teaching staff and focus groups with students to ensure that a range of topics is explored and that it is relevant and up to date with what is happening in the world and in student's lives. Each year group receive a tailored curriculum, this is then further adapted to individual student needs. The Careers department conduct a student survey at the start of each year and send tailored information to individual students, this helps us to keep abreast of student's career aspirations and adapt. Curriculum departments promote a number of enrichment opportunities through a range of trips, speakers, national competitions etc continuation of these is based on feedback we receive from students.

**Quality of education- how do you make 'Woking Values' relevant to the students?**

This tends to take place fairly organically in most areas, either through exploration of a particular subject area (for example when learning about crime or beliefs in sociology or gendered use of language in English) it is also delivered through the pastoral curriculum when discussing current affairs. The difficulty is not so much in discussing the values or making it relevant, we are confident that this is happening, it is more in highlighting to students when the values are being discussed and making the link to the students explicit.

**The Context section at the beginning of the SAR emphasises that the College is determined to continue to raise the quality of learning, teaching and assessment across the College, including and extensive induction and personal development programme for new teachers. Has the induction programme been modified to reflect (a) the post-Covid learning environment in College generally and (b) the fact that new teachers were not observed teaching prior to appointment? Has VESPA been included in subject induction booklets?**

The staff and student induction processes have been adapted post-Covid and all staff and students have received training on Teams, should we need to move to remote learning. The staff induction was more rigorous and, as mentioned earlier, all new members of staff were observed in the first half term, second observations are now taking place. VESPA was included in the induction booklets. Details of this, including the impact will be explored in next years' SAR.

**How do you monitor and assess quality of learning for ESOL courses taught offsite?**

In the same way as our onsite provision. The same lesson observation process outlined about is used for our ESOL staff. We also review the result of ESOL courses and our Head of Essential Skills reports to SLT through her annual department SAR and QIP and mid-year review.

**Student support and disciplinary review has been completed. Did the findings suggest that any changes were needed and what is the status on introducing such changes? Does any amendment to the DAP require Board approval?**

Minor changes were made to the process. At the DAP stage more clarity was provided as to who sets the action plan (teacher or HoD) and detail in terms of time frames. Students who reach stage 3 of the disciplinary process now have weekly meetings with the Director of Support for Learning. These are operational processes and therefore do not require board

approval.

**Does VESPA strategy accommodate challenges arising from lockdown and remote learning environment?**

VESPA is a flexible system so yes it can be adapted to the challenges arising from lockdown. We are in the process of reviewing interventions in place for our Year 13 students who are now struggling as a result of lockdown. The impact of these will be documented in next years' SAR.

**Quality of Education ties in with the first item under Leadership and Management. The first item in Leader & Management suggests that Criminology concerns are not yet fully addressed. What is the plan for addressing this? Is anything being done to minimise any negative impact on students' learning?**

The College was due to have an External Quality Review in January of the Criminology course. Likewise, a member of College staff is due to conduct an EQR at Farnborough 6th College. The College team have visited other departments at different Colleges and the processes and teaching are consistently being reviewed. The challenge lies in the controlled assessment, rather than the exam. From the data the College had and through discussion with other Colleges, Criminology is proving a challenge for many courses with concerns over the specification. It remains a popular course, oversubscribed with 60 students enrolling each year.

**Page 22. These numbers do not seem to match: "97% of Level 2 Learners progressed to education or employment. 77% of Level 2 learners continued with their education, 6% went into employment and 5% started apprenticeships." Is there a mismatch of 9% between the first figure and the aggregate of the others?**

The Assistant Principal confirmed that this was an error. To clarify there were 109 Level 1 and 2 students who completed their course. 97% of Level 2 Learners progressed to education or employment and of these 86% continued with their education, 6% went into employment and 5% started apprenticeships. Of those who remained in education 89% chose to do so at Woking College.

**Has baseline data been developed to reflect lack of results from last summer? By what methods?**

We are using figures from 2019 to inform continuing interventions for our A Level courses. The figures from our Applied General courses in 2020 are broadly in line with our results over a 3 year period. When looking at areas for development within College, results are just one of a range of factors SLT discuss, others include quality of lesson observations, quantitative and qualitative feedback from students and parents, internal and external quality reviews and examiner and BTEC reports, departmental destination data etc.

**There are a large number of Trainees and NQT. Are any of them finding difficulty with any behaviour patterns among students? Does induction help them in this area?**

The Assistant Principal confirmed that the College did have a large number of NQTs and Trainees. One Trainee who was struggling with behaviour management had decided teaching is not for him and has subsequently resigned, despite receiving additional support (this did not



pose a problem as there were hours in the department to cover the teaching side of the role). The first year in teaching is a steep learning curve, Trainees and NQTs have this year benefitted from an extended induction period led by the Director of Learning and Teaching. They are supported with weekly mentor meetings alongside informal regular departmental support.

**In terms of Art & Design - Personal Development, there is only 1 weakness identified: is that correct?**

The Art and Design department excels in this area. Students receive a great deal of personalised advice and guidance in relation to their progression. Strong links are well developed with a number of Art Colleges and universities. Enrichment opportunities are very well developed and this is an ongoing focus.

**There is talk of opportunities being given to SBP but I couldn't see any data points as evidence for this - do we have a way of recording this having happened?**

The Assistant Principal confirmed that this is recorded in the weekly departmental meeting minutes.

**The development points all seem to revolve around mentoring, and I didn't see anything in strengths or development to cover safeguarding or having ambitions for all learners. Am I able to confirm if these items have been covered, and in particular how strong we are on safeguarding in this context?**

The main focus for the Head of Department is ensuring that her Trainee and NQTs are developing well as teachers and the quality of education is high. Ambition for learners comes through strongly in the Personal Development and Quality of Education sections. Safeguarding is of course incredibly important, however it is not a weakness of the department (or the College as a whole) and therefore does not need recording as an area for development.

**Regarding Social Science - the level 3 certification has an ALPS score of 8 - can we get some more information as to how this is so high?**

This is our Criminology course. It remains an area of concern for us and is highlighted on the College SAR and QiP. We are due to have an External Quality Review in January of our Criminology course. Likewise, a member of our staff is due to conduct an EQR at Farnborough 6th College. Our team have visited other departments at different Colleges and the processes and teaching are consistently being reviewed. The challenge lies in the controlled assessment, rather than the exam. From the data we have and through discussion with other Colleges, Criminology is proving a challenge for many courses with concerns over the specification. It remains a popular course, oversubscribed with 60 students enrolling each year.

**The 20-21 plan is very brief in both of these areas - are we confident that there are not more items we need to be tracking here?**

Yes. We are in agreement with the Head of Department that all the areas requiring development have been included on the QiP.

**Overall comments- is there standardised guidance given to departments for filling out these documents? And is there a requirement to consider each of the questions listed in the**

	<p><b>evaluation, or are they guidelines as to the sort of things to be covered? Is there a requirement for the board to review these questions, or is that solely a management responsibility?</b></p> <p>Guidance is provided to departments through training rather than documentation. A small amount of guidance is written on the SAR document in the form of questions that may be considered in each area. This is however guidance, HoDs have some autonomy when writing their SARs (as do Trustees). This is an operational matter and therefore management responsibility. In normal circumstances the Deputy Principal takes part in externally moderating other S7 College’s departmental SARs and we also have SLT from S7 Colleges moderate ours, the consistent feedback we receive is that our approach is more rigorous and robust than other Colleges.</p> <p>The Board thanked the Assistant Principal and <b>resolved to note the College Self-Assessment Report 2019/20 and the Quality Improvement Plan 2020/21.</b></p>	
<p><b>6.</b></p>	<p><b>Destination Data 2019/20</b></p> <p>It was noted, for the avoidance of doubt, that the correct 2019/20 report had been circulated by email just prior to the meeting.</p> <p>In headline terms, 599 Advanced level students had completed their course and of these 85 went into employment, 48 had been accepted into Apprenticeships, 353 commenced further or higher education, 94 students had taken a Gap Year, 11 Level 3 students had gone to other FE Colleges and 8 Level 3 students have returned to College to improve their grades.</p> <p>353 students applied for higher education courses and of those, 78% gained their first choice with 6% gaining their insurance choice.</p> <p>In terms of students attending Russell Group Universities then this figure had increased to 77 from 47 in 2019 and the top 5 Universities with 2 or more students attending within a radius of 100 miles were the University of Surrey (37); University of Portsmouth (21); Bournemouth University (20); Kingston University (14); and the University of Southampton (13).</p> <p>The report also set out student destination by gender, ethnicity, whether a parent had attended University (if disclosed); those supported by the Learning Support Department; those receiving Learner Support Fund, and those students who had started as level 2’s.</p> <p>In 2019/21, 12% more females progressed to University than their male counterparts. Females were more likely to opt for a gap year and males were more likely to pursue an apprenticeship. Ethnic minority groups were more likely to have progressed to University with white students more likely to take a gap year. The progression routes for those students who received either support from the Learning Support Department or those receiving Learning Support Fund were broadly the same compared to those who did not receive additional support or funding.</p> <p>The Board thanked the Assistant Principal and <b>resolved to note the Destinations Report 2020.</b></p>	
<p><b>7.</b></p>	<p><b>Governance Self-Assessment Report 2019/20 &amp; Quality Improvement Plan 2020/21</b></p> <p>It was confirmed that Trustees had met virtually to review the Self-Assessment process, taking time to consider the 20 questions proforma and flowing from those discussions to agree areas for improvement. The draft SAR and QIP would be circulated within the week to all Trustees</p>	

	<p>for further comment with a view to the final version being approved by the Board at the December Board meeting. The areas for development in 2020/21 were noted as focussing on Board effectiveness – what it means to be strategic; training for Trustees, with particular emphasis on the preparation for OfSTED; replacing Learning Walks with Curriculum links to create an involvement between Trustees and HoDs at a closer, more linear level; undertaking a performance review of both the Chair and Trustees at the end of the year, provided a manageable format could be utilised and attempting to link the strategic planning cycle with the Board agendas and activities.</p>	
<p><b>8.</b></p>	<p><b>Date &amp; Time of Next Meeting</b>  It was agreed that the next meeting would take place on Wednesday 9<sup>th</sup> December 2020. It would be a virtual meeting with the Clerk to confirm the exact start time.</p>	