



**WOKING COLLEGE BOARD OF TRUSTEES**  
**Wednesday 10<sup>th</sup> November 2021 at 6.30pm**  
**Staff Room, Woking College**

**Present:**

<b>Tim Stokes</b>	<b>Chair</b>
<b>Rob Kemp</b>	<b>Vice Chair</b>
<b>Jonathan Miles</b>	
<b>Rosh Sellahewa</b>	
<b>Alastair MacAulay</b>	
<b>Cullum Mitchell</b>	
<b>Anne Middleton</b>	
<b>Yasmin Aslam</b>	
<b>Brett Freeman</b>	<b>Principal</b>

**In Attendance:**

<b>Laura Cook</b>	<b>Assistant Principal</b>
<b>Andy Williams</b>	<b>Prospective Parent Trustee</b>
<b>Barbara Maude</b>	<b>Clerk to the Board of Trustees</b>

<b>Item</b>	<b>Agenda Description</b>	<b>Action</b>
<b>1.</b>	<b>Apologies for Absence &amp; Declarations of Interest</b> The Chair welcomed everyone to the meeting noting that this was the first face to face meeting the Board had held since September 2019. Apologies had been received from Ben Smith (a prior work commitment) and Mike Mulheron (currently off work due to illness). Both apologies were agreed. No Trustee declared any pecuniary or other direct or indirect personal interest in any item on the agenda.	
<b>2.</b>	<b>Introduction to the Board Meeting</b> The Principal outlined the strategic intent of the meeting, emphasising that this was the most important meeting of the year as the College's Self Assessment Report and the Quality Improvement Plan reviewed exactly what the College had done over the last year and what it planned to do during 2021/22. With a possible OfSTED inspection on the horizon which would focus on teaching, learning and assessment, it contained virtually everything the Board needed to know about the strengths of the College and the areas requiring further development.	

3.	<p><b>Minutes of the Previous Meetings</b></p> <p>To Board received the minutes of the previous meeting held on 15<sup>th</sup> September 2021. The minutes were agreed as an accurate record and approved for signature by the Chair.</p>																
4.	<p><b>Matters arising</b></p> <table border="1" data-bbox="199 425 1252 577"> <thead> <tr> <th></th> <th>Matters arising 15.09.21</th> <th>By whom</th> <th>By when</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Convene Student and Staff Focus Groups</td> <td>TST</td> <td>End of Autumn Terms</td> <td>Ongoing</td> </tr> <tr> <td>2.</td> <td>Share graphics of the OWCC</td> <td>BFR</td> <td>10.11.21</td> <td>Completed</td> </tr> </tbody> </table> <p>The Chair confirmed that a Student Focus Group had been scheduled to be held on Thursday 2<sup>nd</sup> December and it was anticipated that a Staff Focus Group would also be held on the same day.</p> <p>Graphics of the OWCC site development had been made available in the staff room for Trustees to view prior to the meeting.</p> <p>In terms of developments with capital projects then as the Board were aware due to an earlier email notification, the College had been successful in its bid for funding for the eight classroom teaching block at the front of the site under the terms of the Post 16 Capacity Fund. A meeting with the contractors and Trustees had been scheduled for 22<sup>nd</sup> November which would be attended by the Chair, Vice Chair and Rosh Sellaheva. The College were not re-tendering for the works as they had previously received three tenders and the most cost effective tender had confirmed that a cost increase since the time of the original tender to now was approximately only 1% which still placed them as the lowest priced and therefore most cost-effective contractor. It was anticipated that works would start in January 2022 and conclude in the calendar year.</p> <p>The Principal also advised that talks were still ongoing with the OWCC and whilst further details of both of these projects would be discussed more fully at the Finance and Audit Committee meeting the Board did ask about the level of support around SLT to manage potentially two simultaneous capital projects. The Principal advised that the Finance Director would be undertaking more of a business management role and as such it may be necessary to recruit an additional person (or half a head count) into the finance department. The Principal also highlighted that the OWCC was not a College project but a Woking Borough Council project so they would be leading on the development of the site rather than the College. The Principal considered that between himself, the Finance Director and the Estates Manager that they were flexible enough to manage. It was not believed that in terms of the funding for the new build that any allowance was included for additional management help to oversee the project.</p> <p>In terms of a Risk Register then each project would require a separate Risk Register and the Board would have to have oversight of each such register, although acknowledging that the Risk Register for the OWCC would be owned by WBC.</p> <p>On a separate matter, the Acting Chair of the Finance &amp; Audit Committee advised that</p>		Matters arising 15.09.21	By whom	By when	Status	1.	Convene Student and Staff Focus Groups	TST	End of Autumn Terms	Ongoing	2.	Share graphics of the OWCC	BFR	10.11.21	Completed	
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	<p>at the last Board meeting, which had been the September Conference, the Finance Director had advised that SLT had decided to reforecast the revenue budget for 2021/22. The original budget showed an operating surplus of £135k whilst the reforecast budget showed an operating surplus of £138k. Whilst the overall revised change was inconsequential (£3k) there had been a number of variances to income streams and non-pay expenditure lines and the decision had been taken to reforecast. Currently management accounts were set against the previous budget and to rectify this without further delay, it was proposed that the Board should delegate authority to the Finance and Audit Committee to approve the reforecast budget on the 24<sup>th</sup> November.</p>	BMA
5.	<p><b>College Self-Assessment Report 2020/21 &amp; Quality Improvement Plan 2021/22</b>  The Board reviewed the College’s Self-Assessment Report for 2020/21 and the Quality Improvement Plan 2021/22 concentrating on the College’s key strengths and areas for improvement. Trustees had been tasked to review specific sections of the SAR prior to the meeting and invited to pose questions to Laura Cook, Assistant Principal.</p> <p>The Chair commended the senior leadership team for the comprehensive SAR. The Board appreciated the amount of time and effort that had gone into producing such a detailed SAR especially in light of the impact of the cyber-attack.</p> <p>The Assistant Principal took the Board through the various questions posed by Trustees.</p> <p>In terms of the Quality of Education:</p> <p><b>High needs learners were invited to college in the summer – how were they identified – and what has the impact been of this strategy?</b>  High needs learners were identified as those coming to us with an Education Health Care Plan (EHCP) and those who had either self-identified as requiring additional support or were identified by their school/provider. It’s difficult to quantify the impact but all those who were invited came to enrol and the feedback was very positive.</p> <p><b>LS mentoring scheme is highly effective – what is this down to?</b>  Students having someone they can go to talk about all aspects of College life, their work, their relationships with others. Largely down to the skill of our Learning Support Assistants (LSAs) in building relationships quickly and effectively with students and their parents.</p> <p><b>96% of L2 progress to education etc – what happens to the other 4%?</b>  2% we were unable to contact, they did not return our calls or emails. The other 2% are currently Not in Education, Employment or Training (NEET).</p> <p><b>LSA support – how did this work last year during lockdown?</b>  LSAs attended online lessons and supported students 1:1 in those lessons via breakout rooms. LSAs also came into College to work with students</p> <p><b>Teacher Assessed Grades (TAGs) how was this achieved without access to IT?</b>  We were very organised from the start and put in place a timeline which enabled plenty</p>	

of time for assessment, standardisation, the formulation of TAGs in departments and full review and challenge by SLT. The Deputy Principal Nuweed and the Exams Officer were also incredibly organised and had actually uploaded (but not sent) all the grades before the cyber-attack.

The Board commended the work of both management and staff to have achieved this position as if this had not been so well organised the subsequent cyber-attack would have been totally devastating.

**Fully embed learners onto Woking Way – refers to gold, silver, bronze – how do students progress through these levels – what does this mean?**

All students work towards achieving the Woking Way certificates during their time with us. There are three levels which they can obtain. Bronze for L2 students, Silver for our Year 12's and Gold for our Year 13's.

To achieve their certificates students must participate in activities within each of the 5 elements, Wellbeing, What Next, Wider learning, Working with the community and World of Work, across each academic year. By achieving these certificates students gain a range of vital skills and understanding that fully prepares them for the next steps in their lives after college at University, in employment, gap years or apprenticeships.

**High participation rates in lunchtime lectures/ EPQ – is there a reason that numbers/ percentages are not attached to these measures?**

The Assistant Principal agreed that she would include the appropriate figures.

**SAR - Behaviour and Attitudes**

**No students' behaviour resulted in L3 referral – why is this? Did they leave of their own accord?**

No, the Assistant Principal confirmed that they stayed, they improved their behaviour and made it to the end of the year.

Picking up on this point, the Board asked how students had settled back into College life. The Year 12 cohort were seen as very positive. Feedback from them suggested that they liked the fact that the College treated all subjects equally. Feedback from a Link Trustee visit had captured that some students had lost a sense of hierarchy which was seen as a reflection of not having been in a disciplined learning environment for some time.

**P.36. Section C (Personal Development). How does the “Judgement” on extending the Woking Way programme to Yr. 13 relate to overall enrichment target in “Evidence”?**

The Woking Way programme is built around enrichments, it's a wrap-around programme which enables learners to develop beyond and outside of their academic or vocational studies and enables them to experience and participate in a range of activities, workshops, lectures, trips and events under the categories of Wellbeing, What Next, Wider learning, Working with the community and World of Work. Much of this takes place through the enrichments we have on offer, although it would also include work experience too. Increasing involvement in enrichments for our Year 13s

will therefore help meet the target of rolling out the programme fully.

**P. 41. Section D. Should there be some mention of Link Trustees?**

The Assistant Principal agreed that this was an excellent point, and would be included.

**P. 52. Section 10. Are there any staff facilities on site to support wellbeing ? e.g. access to sports facilities, quiet rooms,**

On site staff can access the gym before and after College (students only have access during the College day) we also have Friball. Staff can access wellbeing support through the wellbeing channel on Teams and the staffroom is a quiet place they can go to escape.

The Chair advised the Board that he had joined a Safeguarding session with Anne Middleton, the designated Safeguarding Trustee and they had meet with the Safeguarding Team. They were very impressed with the committed support being given to students and the clear knowledge that the staff had of the issues that students were facing.

It was also discussed that external mental health support for students seemed to be virtually non-existent and schools and academies were effectively being seen as specialist health centres. Anne Middleton kindly agreed to support any dialogue with Surrey authorities to look at trying to access more support for students.

LCO

In accordance with the QIP, wellbeing support, services and activities were being kept under constant review. There were planned measures to increase mental health resources.

In terms of the wellbeing for staff then the Principal said he would be very happy to update the Board on the range of wellbeing support on offer for staff.

BFR

The Board asked a general query on the level of attendance, Covid -19 aside, and the Principal advised that there had been no noticeable downturn in attendance and that it remained on par with previous years. The College currently had 12 students and 1 member of staff off with Covid.

**P. 52. Section 11.3. With reference to the Business Development Group – how will this be developed and how will it be measured?**

The business development group was set up by the Principal. It is a forum to build upon the College links with the local business community and enable us to use these for the development of the college, the development of opportunities in the work place and future careers for our students and ultimately to help improve these life chances.

**P.53. Sections 12.4, 12.6, 12.7, 12.9, 14.1; all these things have been done. Is it appropriate to keep them in the QIP?**

We retain them on the QIP, even though they have been achieved as otherwise they would fall between last year's QIP and this one and be lost.

**Having introduced McAlpine to the College, the Chair asked if the Assistant Principal**

<p><b>could explain how the links have been developed</b>  McAlpine have attended STEM breakfast networking events and provided opportunities for WEX, although this has been more challenging recently due to Covid-19.</p> <p>Picking up on this point, the Chair encouraged his fellow Trustees to consider if within their own personal or professional networks they could encourage people to come forward to offer workshops or lecturers to students as part of the enrichment programme as this was central to building cultural capital.</p> <p><b>In terms of Leadership and management, the Chair highlighted the recognition of high-quality assessment processes and the quote from SV Reports that “Internal verification procedures for both assignment briefs and the assessment decisions takes place in a timely manner and demonstrates a commitment to quality assurance. All assessment decisions were in line with the national standard and fully supported by the evidence provided.</b></p> <p><b>In terms of the IT strategy being developed by the SLT to include network security, the Chair commented that IT is an area requiring significant focus and it is good to see it covered so well.</b>  The IT strategy would become a standing item on the Finance &amp; Audit Committee meetings going forward.</p> <p><b>In terms of future waves of Covid-19, the Chair asked if the Assistant Principal could summarise future planning?</b>  The Assistant Principal explained the planning that had taken place to ensure the College could confidently handle another partial or complete lockdown with the action points clearly outlined in the QIP.</p> <p><b>Where do the mentors come from and what do they do – are they staff members or external volunteers?</b>  We have different mentors for different purposes however, in all cases within this document the mentors are members of staff, whether supporting other members of staff or students.</p> <p><b>Regarding Personal Development there are increasing numbers of students with mental health problems - is this specifically linked to COVID/lockdown and/or a continuation of a trend?</b>  Both, the trend was upwards, it has been greatly exacerbated by Covid.</p> <p><b>In the QIP, there is an impressive set of planned measures to increase mental health support – does this requires significant levels of additional investment or just a refocus or reallocation of resources?</b>  We have over the last few years developed our resources in this area, adding new members of staff and giving more time to existing members of the team. We keep this under continual review.</p> <p><b>Moving on to Leadership and Management, there was a recognition that links with community and business groups should be developed. Can you articulate the</b></p>	<p>ALL</p>
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	<p><b>anticipated benefits and then provide a bit more detail on the work of the community liaison and Business Development groups? Can you say anything more on the work with a range of local employers to enhance workplace readiness?</b></p> <p>Developing business links helps the College in lots of ways, including careers events visiting speakers, WEX opportunities, visits, providing context to learners and also to raise the profile of the college within the community. It's even helped us secure a donation of refreshments for the Christmas musical.</p> <p><b>In terms of embedding new staff, most of these timescales have now passed, and the College saw a big new intake of teachers in September, so has everything gone according to plan In accommodating such a large intake? Is any review or feedback planned?</b></p> <p>New staff have settled in really well. We are really pleased with all of the appointments with just a couple of concerns in relation to teaching and learning which have been flagged that we're on top of and dealing with. Recruitment was successful.</p> <p>The Principal added that ordinarily new appointments at the start of the year often resulted in some staff leaving due to their unsatisfactory performance in October but this hadn't happened this year.</p> <p><b>Pages 5 and 22 -: Syrian refugees. A really positive story. Are there Syrian (and Afghan) refugees progressing to other courses at the college?</b></p> <p>Most of our Syrian learners are adult ESOL learners, they progress through the ESOL courses. The 6<sup>th</sup> form ESOL learners are likely to start on L1 or L2 courses and progress with that cohort through college.</p> <p>Additionally, the Principal commented that the College was the only College in the S7 consortium that offered this service. The College was expecting some Afghan students as well. Progressions routes were available all the way through to L3.</p> <p><b>The Board resolved: To approve the College Self Assessment Report 2020/21 and the Quality Improvement Plan 2021/22.</b></p>	
<p><b>6.</b></p>	<p><b>Destination Data 2020/21</b></p> <p>The Board received a report from Laura Cook, Assistant Principal on the final destination of students finishing their courses in the summer of 2021. The report showed student destination data analysed by protected group and included figures from 2020 for comparison purposes.</p> <p>In headline terms, 579 Advanced level students completed their courses and of these 70 went into employment, 58 were accepted into Apprenticeships, 322 had commenced Further or Higher Education, 110 students took a gap year and 5 had gone to other FE Colleges.</p> <p>332 students applied for HE courses and of these 86% gained their first choice, 4% gained their insurance choice.</p>	

	<p>In terms of gender, progression to university this year was broadly the same for males (52%) and females (53%). There was similarity in the trend for taking a gap year with 19% of males and females choosing this option. Males were more likely to pursue an apprenticeship or employment.</p> <p>In respect of ethnicity, again there was little difference in terms of progression with ethnic minority groups being more likely to progress to University or to take a gap year.</p> <p>The one gap that was highlighted was that students whose parents attended University were 10% more likely to attend University themselves and students whose parents did not attend University were 7% more likely to embark on an apprenticeship or employment. However, not all students disclosed this particular information.</p> <p>Progression routes were broadly the same for those students supported by the Learning Support department, including those higher funded (EHCP) students and those in receipt of a bursary.</p> <p>Trustees did query whether, in line with the national picture, Pakistani males were less likely to progress, but the Assistant Principal replied that this was not the case in the College and the one underperforming cohort were white working-class males.</p> <p>The Board thanked the Assistant Principal and duly noted the Destination Report for 2021.</p>	
	<p><b>GOVERNANCE</b></p>	
<p>7.</p>	<p><b>Governance Self-Assessment Report 2020/21</b></p> <p>The Board received the draft Governance Self-Assessment Report for 2020/21 and the Governance Quality Improvement Plan 2021/22. A few minor amendments had been proposed following further discussion with the Chair and it was agreed that the amended draft would be re-circulated, outside of the meeting, for final review and sign off by Trustees.</p> <p>Save for those additional amendments the <b>Board resolved:</b>  <b>To approve the Trustee Self-Assessment Report 2020/21 and the Quality Improvement Plan 2021/22.</b></p> <p><b>New Model Articles of Association</b></p> <p>The Clerk advised that new Model Articles of Association had been published in June 2021 by the DfE, replacing those that had first been published in February 2016. The version in front of the Board were Model Articles of Association adapted for use for Single Academy Trusts, which reflected best practice and Boards were encouraged to adopt them. The main changes had been highlighted in the accompanying executive summary. The proposal was to adopt them effectively “off the shelf” and no changes over and above the recommended updates were proposed. However, there was a process to be followed in adopting the updated Model Articles of Association and this included obtaining DfE approval, a special resolution from Members and then</p>	

	<p>registering the amended articles and special resolution with Companies House.</p> <p>The Board <b>resolved unanimously:</b>  <b>To agree the proposed amendments to the new DfE Model Articles of Association.</b></p>	
<b>8.</b>	<p><b>Confidential Item</b></p> <p>The Board received a confidential item presented by the Acting Chair of the Finance and Audit Committee. It was agreed that due to the nature of the item it was appropriate to attach confidential status to this section of the meeting and as such it would be minuted separately.</p>	
<b>9.</b>	<p><b>Date &amp; Time of Next Meeting</b></p> <p>It was agreed that the next meeting of the Board would take place on Wednesday 8<sup>th</sup> December 2021 at the slightly earlier start time of 5.00pm to enable any Trustee that wished to do so, to attend the College's musical production.</p>	