Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Monday 2nd October 2023
17:30 via Microsoft Teams

Present:	Jenny Jarvis, Chair Mark Taylor, Governor Chalene Scott (From 6pm) Adam Goldstein Sue Baker
In attendance:	Maxine Bagshaw, Director of Governance Neil Coker, Principal/Assistant CEO Marco Macchitella, Interim Head of Centre Barnet Campus (for agenda item 4) James Duckworth, Co-Curriculum Manager (for agenda item 4)

Item	Description	Action
1	**Preliminary items** **i) Appointment of the Committee Chair for 2023/24** Governors were happy to reappoint Jenny Jarvis as the Chair. **ii) Apologies for absence** Apologies for absence were received from Cait O'Riordan, Darren Mepham, Daniel Yilmaz and Lorraine Jackson. Committee Chair confirmed that it is going to be important, via recruitment of new governors and committee co-optees to establish membership continuity and that this will need to be a focus following the new governor recruitment exercise currently underway. **iii) Declarations of interest** No specific declarations were made and standing declarations were noted. **iv) Notification of urgent business** Director of Governance and the chair confirmed that no matters had been raised in advance of the meeting.	

2	**2023 Headline Outcomes** The Principal provided a verbal update and indicated that he was not yet confident regarding the data available and, as a result, was not in a position to provide a full report to this meeting. He explained that there were still some results not being pulled through on to pro monitor/pro achieve and that this is because of a system 'mismatch' which is currently being worked on. Data available would suggest that the college is 10-20% short against all measures when compared to the prior year, however it is known that all data is not yet available to underpin this. That said, he explained that the expectation is that the overall position for 2023 will be lower than 2022 and therefore the 2023/24 focus has to be improving data availability i.e. monitoring student progression. He confirmed that there needs to be a real focus on data monitoring so that attainment can be improved, which also includes retention rates. He agreed that he would present a report to the main board on 17th October 2023 (Principal, 17th October 2023). Principal indicated that the colleges systems are constraining some of the analysis required. Question and challenge from the committee was whether the issue is more fundamental than systems and they asked for a better idea of how significant the problem is. Principal described the organisation as 'data rich but information poor'. He explained that data availability and use is variable and not strong enough and, as a consequence, the college is investing in additional resource to look at solutions. This will be a short piece of project work. Current thinking is that it is a matter of how better to access the information/data in a much more timely way. Challenge from the committee chair was that lower attainment/outcomes seems to be a performance issue rather than systems and she asked whether the organisation fully understands where and why there are performance issues. Principal provided assurance that this is known, with some subject areas having self-assessment grades which have declined. All agreed that what is important for this committee and the board is to be able to challenge the staff in relation to what more and/or different is going to be done this year to bring outcomes up. Principal confirmed that when all data is available staff will be able to fully analyse and breakdown and then create action plans. He confirmed that the data is anticipated within the next two weeks which would allow a more fulsome report to the board. Committee challenged on a number of aspects, including: • A need to see where there are any gaps between predicted and actual grades, and • A forensic look at the performance of key areas which had underperformed/declined. Principal confirmed that one of the areas of focus this year is how to make accurate predictions to ensure that they are robust and better align with actual outcomes. Challenge from the committee was, rather than simply weighing and measuring what is now more important is what staff do with information and data available i.e. interventions, support and solutions.	

	Committee acknowledged that there was an important balance for governors to strike in relation to the level of data reported. Principal confirmed that governors will have access to a larger suite of data which will allow a greater focus on some rather than other areas, but all acknowledged that too much information would be a distraction. Challenge from the committee was that data available should drive the delivery and actions required to improve. Principal provided assurance that data is being is collected, collated and used however the issue is timeliness and accuracy. Some issues are as a result of compliance and an example given was that attendance data requires register completion by staff. He advised that there are some systems that don't perfectly align with each other which limits confidence and that this then leads to the creation of bespoke localised systems which undermines the need for compliance. Challenge from the committee was that the college really needs to address this issue as it appears to be an extended problem. They agreed that, to give assurance to governors, it is important to know what is key and then what actions are being taken to address. Governors asked whether national averages have been published. Principal indicated that it is unlikely that these will be available before the board meeting but he confirmed that he would make reference to any benchmarking information that is available. Governors asked whether there will be any financial impact of a decline in outcomes. Principal indicated that there may be some reduced achievement funding, however this would not be significant. He expressed the view that any likely impact would be in relation to recruitment/student numbers. AGREED: to note the content of the update provided.	
3	**Curriculum area self-assessment position** Committee were happy to note the content of the report provided by the HTLQI. Principal confirmed that any triggers that would move an area of provision into performance clinics would be following the self-assessment meetings and will be immediate. Principal then provided a specific update in relation to engineering, with key matters highlighted including: • Student experience survey results are improving in many areas • Student satisfaction rates are significantly improved • Level of assignments submitted is improving • Improved resources in the department • Recruitment is still a challenge with two vacant positions however, to offset some of this there is stability in relation to agency staff engaged. (Chalene Scott joined the meeting at 6pm)	

	- Retention, achievement and progression is still not good enough - There are some strong destinations data - This is still an intended area of growth, including T Levels and HTQ's It was agreed that the Principal would circulate the full Engineering report provided to him outside of the meeting (Principal, October 2023). As an overview, committee made the observation that there appeared to have been a lot of ground work which has taken place however there is not yet sufficient confidence to move the area out of 'inadequate' and because of this it was agreed that a further update would be provided at the November meeting (Principal, November 2023). Principal confirmed that the HTLQI is currently working on the whole college SAR and that part of the process includes external rigorous support. There is confidence that the self-assessment grades are accurate at curriculum level. He confirmed that the college always reviews the self-assessment processes to ensure that everyone involved is asking the right questions to the right people to support improvements. Committee agreed that there should be a special meeting arranged which has a sole focus on the 2022/23 SAR. It was requested that this be scheduled for 1.5 hours with all governors to be invited to join as an open meeting. AGREED: to note the content of the update provided. (Marco Macchitella, interim Head of Centre at Barnet Campus and James Duckworth Co-curriculum Manager for A Levels joined the meeting at 6.10pm)	
4	**Deep Dive – A Levels** Committee Chair welcomed staff to the meeting and round table introductions were made, including the Principal setting out the context for roles and responsibilities. He confirmed that the college remains committed to delivering A Levels but that this is not without its challenges, including the need to improve outcomes and grades. Committee considered the detailed report circulated in advance of the meeting and a number of aspects were particularly highlighted by staff, including: - This area really allows a number of students to access A Levels when otherwise they would not be able to, - It is an area where the college sees the potential for growth, - It is important to acknowledge the current position and drive forward improvements, 2022/23 results do identify issues however this appears to be a 'blip', - Section 7 of the report sets out the plan for 2023/24, - There is confidence that the team in place can put this right,	

- There is a good plan,
- Staff believe that the 2023/24 cohort is strong and they show evidence of being committed,
- Aim this year is to realise the potential of the department.

Challenge from the committee was that the key for governors is what will be different this year to maximise opportunities i.e. what are the key and critical aspects to get right. Staff indicated that, whilst there is an initial assessment undertaken for every learner to ascertain whether A Levels are right for them, there has in the past been an issue to overcome in terms of moving students on to other courses and/or curriculum areas. One member of staff described some curriculum managers acting as a 'gate keeper rather than a bridge' and for her, being able to move students to a more suitable area of provision quickly is a key area of improvement required.

Committee were advised that a foundation year for A Levels is being offered to those students who are just not ready for A Levels and that the early assessments have identified these. These assessments have, in some circumstances, led to some challenging conversations with both students and parents. This sits alongside probationary periods so that staff can test student ability. Committee were advised that there has been better communication with parents this year to ensure that they are fully informed and know quickly if there are issues, this applies for the current first year A Level students. College also now has a new tutorial programme in place with a focus being on 'ready to learn'. College also has a new disciplinary policy which includes a clear set of expected behaviours.

One member of staff described last year's cohort as a 'perfect storm' with outcomes impacted by:

- Smaller cohorts,
- Centre assessed grades, and
- Poor engagement which negatively impacted upon attendance and retention

Staff expressed the view that now is a really crucial point in the year and that there is a need to take a collegiate institutional approach. He expressed the view that there needs to be a really triangulated approach, including:

- Curriculum managers
- Heads of centre
- Parents
- Careers advisors

There needs to be an informed decision made on the basis of each individual student's skill set and, if achieved, this will lead to better student buy in. Challenge from the committee was to ensure that any lessons learned are shared across the curriculum areas.

One member of staff indicated that some work and research has been undertaken in relation to attendance and implementing new approaches and one example given was demystifying what exactly is illness i.e. it is not a runny nose or dizziness. Challenge again from committee was to make sure that anything identified as working to improve attendance is shared across the curriculum areas.

Committee then discussed the specific data provided and all agreed that retention at 76% and A*-B achievement at 14% are an issue and that there is a need to better understand both. There were a number of questions from governors, including;

- What are the interventions being put in place,
- What is the quality of teaching,
- What more can be done to improve IAG to ensure that the right student is on the right course first time around,
- Any key themes arising from observations which could lead to quick wins,
- How is the college embedding study skills.

In relation to the quality of teaching, matters identified by staff included:

- College has completed a lot of walkthroughs which provides an opportunity to see teaching in practice,
- There are quite a lot of staff who have been in post for some time which gives confidence regarding grading their abilities,
- Lots of reflective practitioner work has taken place,
- This department does have staff who are poached which again gives confidence regarding abilities,
- Where required, effective performance management has taken place.

In relation to the retention rates, staff reminded that there had been a considerable negative impact following the move of modern foreign languages to another organisation.

Staff acknowledged that there were a number of staffing issues in a number of subjects in 2022/23 and that attainment and retention etc. will have been negatively impacted by staff recruitment challenges.

In relation to information, advice and guidance, a number of matters were highlighted by staff including:

- Student interviews now take place when GCSE results are known,
- Department does have grade criteria for entry,
- Grade 6 is required in relation to the subject to be studied so as to give confidence regarding relevant ability,
- College works hard to try and balance entry criteria alongside being inclusive,
- Staff try and look at what is right for each individual student,
- CAGs and TAGs have made it difficult to accurately assess ability.

Committee were advised that information obtained via student voice has been used to look at teaching, with students being generally happy. Committee noted that in section 7.5 of the report

	an area identified by students as requiring improvement is teacher feedback. Staff advised that every learner has an 'assessment for learning' folder which includes qualitative comments on how to move forwards. Students also have a reflective section within this folder at key points in the year. Committee, whilst acknowledging that these were in place, all agreed that it was important to reflect upon what students are saying and to act upon it. In relation to the quality of teaching, it was confirmed that leaders also undertake moderation and standardisation. In relation to information, advice and guidance, committee indicated that they would like to see opportunities created for triaging before rather than after enrolment. Recommendation was to try and front load the process wherever possible to ensure that students are on the right course as early as possible. In relation to feedback, committee asked whether students have been asked how they would prefer to receive this rather than taking a one size fits all approach. One governor asked whether the in-year monitoring processes are robust for checking progression. Staff advised that three quality assessments are completed in the year and that these feed in to an 'at risk register' where actions are identified to get students back on track. Challenge from the committee was that the college needs a strong system of IAG support, with it being available throughout the year. Staff indicated that it is also important to work with the welfare teams to really understand where a student may be facing challenges and difficulties. Challenge from the committee was that they need assurance regarding the systems and mechanisms in place for monitoring the quality of teaching and learning and that this should be based upon empirical quality checks. Committee also asked what CPD opportunities are available for teachers. Principal indicated that the college takes a trust-based approach to development based upon ETF standards. Staff reflection does take place once CPD has been completed. Organisation is moving to a more robust performance management and performance enablement system this year. Part of this will be the creation of teacher dashboards where each teacher will have relevant data available so that they, and managers, can better understand the profile. Data will include: • Student attendance • Level of students submitting work on time • Quality of student work submitted etc. Staff are able to use the six assessment points in the year and these will be a mechanism to compare progress and projections against actual results. Challenge from the committee was that it is important to have a way to check and challenge any trends. Question from the committee was whether there is enough activity and action planned to move the department out of 'requires improvement'. Staff expressed the view that the teaching profile	

	hasn't changed and that there are good teachers employed. View expressed was that having an additional co-curriculum manager in post will be a real positive. Staff expressed the view that actions are known and set out in terms of what requires improving and that what is now needed is a relentless focus on driving the actions forward. Committee all agreed that inclusion is really important for the college but that this has to link closely to a collegiate approach. Suggestion was a need to better understand whether and/or to what extent prior attainment contributes to performance. Given that this area has self-assessed as requires improvement committee all agreed that it was important for them to touch base on progress at a future meeting and it was agreed that one-page updates would be provided throughout the year (Curriculum Managers, 2023/24). (Marco Macchitella and James Duckworth left at 7.05pm)	
5	**Previous meeting** 1) Minutes of the QTSE Committee meeting held on 20th June 2023. The minutes were reviewed and it was agreed that they were an accurate record of discussions. AGREED: to approve the minutes of the meeting held on 20th June 2023. 2) Matters arising Committee reviewed the actions tracker and a number of matters were discussed/agreed including: • Line 1 – complaints report to the November meeting • Line 9 – curriculum strategies/plans - to be provided on sharepoint. Principal confirmed that original dates envisaged were just too ambitious and the expected deadline is now the first week after the October half term. • Lines 14-20 – committee chair expressed disappointment that no progress comments had been provided and it was agreed that there would be no blank lines in future. Principal provided verbal updates, including: - Line 14 – this information will be included as part of the overall achievement analysis, - Line 15 – completed, - Line 16 – this will be included within the QAR report, - Line 17 – Principal is working with staff governor Chalene Scott to better understand the percentage of completed mandatory staff training i.e. prevent. There is confidence that this does not present a safeguarding risk. - Line 19 – no information is available at this meeting on the off the job apprentice percentages.	

	Committee, whilst happy to note the content of the update, reiterated that all lines should include a progress comment at each future meeting.	
6	**Safeguarding, Prevent and EDI – reporting by exception** DSL was thanked for her detailed report and it was acknowledged that governors have a lot of faith in this area. Governors specifically asked if there was anything the DSL wanted to flag by way of awareness raising. Committees' attention was drawn to the assurance heatmap and points raised were: • The college is fully compliant, whilst acknowledging that there is always more that can be done to improve effectiveness, • One red RAG rated area currently is a review of the Single Central Register (SCR), • Systems and processes need to continue to be robust, • Amber RAG rated areas are clear and the narrative provided explains what needs to be done to move to green, • There is a need for the organisation to be aware of and address new changes, • College is already working towards the actions identified, • The green text includes aspects to consider, • At next inspection there will be a focus on complying with Keeping Children Safe In Education and this needs to be a cross college approach and one example given was IT and HR in relation to filtering and monitoring. • College needs to be confident regarding offsite provision e.g. ACL and subcontractors with robust processes in place to provide assurance and early indication of possibly what else can be done. Question and challenge from governors was whether or not the actions identified in relation to the Single Central Register are sufficient to move it from red to amber. Governors also queried which subcommittee has oversight of online/cyber security. In relation to the SCR the Principal confirmed that he has met and discussed with the Head of HR and OD and there is confidence that the information is all available, however the system used is cumbersome which means that data is not 'at your fingertips' and can't be accessed quickly. Committee were advised that an entirely new HR system is being purchased and implemented in April 2024, albeit it was acknowledged that the SCR needs to be an area of focus and therefore one member of the HR team has been asked to fully review this over a two week project period so that there is confidence. In relation to online safety, staff expressed a view that the college has always had a focus on this and does do a lot and it was acknowledged that this is slightly different from cyber security which is considered by the Audit and Risk Committee. Governors agreed that they would like to see a simple online safety report for the next meeting. It was agreed that a joint report would be created by Chalene Scott, from a safeguarding perspective and	

	Costas Calcanis from an IT perspective (Chalene Scott/Costas Calcanis, November 2023). Committee acknowledged that it was important for the college to be cognisant of all of the challenges that students are facing. Committee asked whether there are any trends that governors need to be aware of. DSL indicated that there is a focus on those students who have either been victims of crime or are perpetrators. Assurance was given that police have a regular weekly presence on sites. Also flagged was the fact that run, hide and tell processes need to be more embedded and an example given was more practice sessions. Given concerns flagged regarding the SCR it was agreed that a short update report would be provided on this to the next meeting (Phil Pepper, November 2023). AGREED to note the content of the update provided.	
7	**Data reporting** Principal confirmed that there is a new set of KPI data that staff are working on. Key aspects will be allocated to each of the different committees and will include clarity regarding the frequency of reporting i.e. some will be annually whereas some can be monitored throughout the year. He confirmed that for QTSE it will include all of the score card items. Intention is to enable each of the committees to drill down in more detail than ever before. Intention is to obtain governor and committee feedback on what exactly are the right things to focus on and what is the right amount of information to be provided in relation to each. He confirmed that there is a suite of 87 KPIs to be considered. Challenge from the committee was to be really clear in terms of what counts and how it is being used. It was confirmed that a full report on this will go to the October board meeting (CEO, October 2023). AGREED: to note the content of the update provided. (Mark Taylor left the meeting at 7.30pm)	
8	**Qualification reform** The Principal was thanked for his informative video circulated before the meeting, particularly the four key questions posed. All acknowledged that potential implications are significant and just one example given was marketing considerations. One governor asked whether there will be any impact in relation to staff skills required to be able to deliver. Principal confirmed that there will, and an example given was for T Levels. He confirmed that there are lots of resources available to assist development and that funding is available to support. This also sits alongside very detailed guidance from awarding organisations. He expressed a view that new equipment and new resources may be a challenge,	

	as will bringing everyone up to industry standards. He confirmed that BSC are learning from colleges who have been in the earlier waves of delivery. One governor asked whether the organisation knows what competitors are doing in relation to T Levels. Principal confirmed that he is very close to Barnet Education Learning Services which gives him clear sight regarding other organisations offering T Levels. Digital and health are very popular with schools. He advised that Sarrasins have successfully recruited to the digital T Level whereas BSC hasn't which is disappointing. He provided assurance that senior staff continue to try and influence but acknowledged that the college has very little control over what schools offer. Committee asked whether a change in government, if it occurred, would have an impact. Principal confirmed that no one is suggesting a T Level U-turn but that there is sector pressure which has led to a slight relaxing in defunding plans in some areas. All agreed that, at a suitable review point, it would be helpful to have a better understanding of the competition and/or collaboration landscape. Challenge from the committee was to always have a mind to link into local needs and skills requirements in the borough. Challenge from the committee was that the organisation ought to be able to politically influence choices regarding delivery regionally and locally and that all efforts should be made to 'put our best foot forward'. Committee encouraged consideration of USPs when rolling out T Levels but acknowledged that there has to be a careful balance between demand when looking at niche provision. Principal confirmed that the LSIP has to a large extent played back the GLA priorities which is not a surprise and examples given were green skills and creative inducstries. He expressed a view that the challenge of T Levels means that students have to narrow their choices much earlier than before which does mean a change. All acknowledged that marketing to parents in relation to T Levels was critically important. Challenge from the committee was to make sure that the IAG offered is really clear in terms of pathways and the suggestion made was to market this using real life case studies. Principal acknowledged that there are potential collaboration opportunities and committee identified a number of aspects to consider, including: • Understanding the landscape • Staff skills and training • Strategic options • Impact on other strategies i.e. curriculum and property • Curriculum delivery plans • Alternative academic qualifications – does the college want to offer them. Challenge from the committee was whether or not there is more that the organisation can do via the local authorities in terms of Year 12 options and pathways. One suggestion was the development of a regional version of the Skills London event.	

	AGREED: to note the content of the update provided.	
9	**Committee planning for 2023/24** Committee considered the summary note of agenda items considered in the prior academic year. It was agreed that: • Consideration of the 2022/23 SAR would be at a separate, meeting, • Deep dive report for the next meeting to be on curriculum strategies, • HE report to the next meeting, • Complaints report to the next meeting, • Reports identified earlier in the meeting to be scheduled on the agenda e.g. SCR and online safety.	
10	**Reflection of committee meeting against college values** Observations made included: • A very student-centred meeting • Clear focus on improvements • Maybe more we can do to hear about inclusion • Maybe more the committee can do in terms of better understanding the quality of teaching and learning. In relation to this, suggestion was, as a starting point, to list all of the ways that governors get assurance i.e. - Heatmap - Deep dives - Attendance reporting - Progress against the development plans - Scorecard - Student views	
11	**AOB** There were no items of additional business.	
12	**Heatmap** It was agreed that the Principal would populate the heatmap based upon discussions at the meeting and then provide to committee chair for feedback in advance of circulation to board next week (Principal, October 2023).	
13	**Date and time of next meeting** This was confirmed as 13th November 2023 at 5.30pm. **Meeting closed at 8pm.**	