

**Barnet and Southgate College Corporation  
 Quality of Teaching & Student Experience Committee meeting  
 held on Monday 13<sup>th</sup> November 2023  
 17:15 via Microsoft Teams**

**Part 1 SAR 2022/23 Validation**

**Present:** Jenny Jarvis, Chair  
 Mark Taylor  
 Chalene Scott  
 Sue Baker  
 Darren Mephram  
 Thomas Streater  
 Dianne Moore

**In attendance:** Maxine Bagshaw, Director of Governance  
 Neil Coker, Principal/Assistant CEO  
 Lorraine Jackson, HTLQI  
 Shirley Collier, ERG observer (from 5.45pm)

| Item     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Action |
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| <b>1</b> | <p><b>Preliminary items</b></p> <p><b>i) Apologies for absence</b></p> <p>Apologies for absence were received from Hannah Sheath, Daniel Yilmaz and Imelda Jackson.</p> <p><b>ii) Declarations of interest</b></p> <p>No specific declarations were made and standing declarations were noted.</p>                                                                                                                                                                                                                                                                                               |        |
| <b>2</b> | <p><b>SAR 2022/23</b></p> <p>Committee Chair thanked everyone for joining the meeting and to staff for the provision of information circulated in advance. All agreed that it had been really helpful to have the questions posed for governors to consider. It was agreed to circle back and review these at the end of the meeting following discussions. Intended focus for discussion today will be the proposed 9 priority areas and the judgements reached. All agreed that the structure and format of the SAR this year was much improved, giving clarity and a more concise review.</p> |        |

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|  | <p>It was agreed to take the document section by section, with governors having an opportunity to question and challenge whenever they consider appropriate.</p> <p>1) Context and profile</p> <p>Committee all agreed that this was self-explanatory with a comprehensive consideration of data available.</p> <p>2) Key judgements</p> <p>Committee noted the proposal that overall and each of the specific areas is 'good'. This replicates the prior year position. Page 8 of the document summarises the underlying assessment which leads to the conclusion that overall effectiveness is good. Comprehensive data is provided as well as links to several projects.</p> <p>One governor noted that the reference to safeguarding is that it is 'effective' and they questioned whether the college was underselling itself here and whether or not it should be rephrased as a strength. Staff advised that safeguarding has to be effective as this is a limiting element at inspection and that 'effective' is the best version of itself. Challenge from the committee was that, if safeguarding has to be effective as a minimum, then the college has a whole wealth evidence that it goes above and beyond this i.e. many areas of good/outstanding practice and they therefore questioned whether more could or should be included. It was noted that the board now has a safeguarding lead governor in place.</p> <p>Staff expressed the view that it is the right judgement to say that it is 'effective' but agreed to consider whether good practice could be elaborated upon by way of illustration. Principal reminded that Ofsted judge whether safeguarding is effective and that they don't grade it and that, in compiling the SAR, the team have followed the spirit of EIF. He confirmed that there is a separate safeguarding plan in place which is monitored regularly and is updated so that it is responsive. He reminded that the college QIP is focused on the headline areas that need to improve, with safeguarding not being an area of concern.</p> <p>In discussion it was suggested that, in terms of areas for development, there is potentially more that can be done in terms of leadership and management and also in aspects of personal development, with one example being given as prevent knowledge.</p> <p>3) Headline outcomes 2022/23</p> <p>Committee acknowledged that this was a factual section of the document.</p> <p>4) Quality of education</p> |  |
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|  | <p>Committee acknowledged that the judgement here is 'good'. Document sets out clear intent. Challenge from one governor was whether there is sufficient focus on the quality of teaching, with the view expressed that the organisation needs real clarity in relation to this. Staff indicated that, within the description there has been important consideration and focus on teachers developing the craft of teaching. It was confirmed that there has been really positive staff engagement in relation to this year with an evidence-based approach taken. College has some great case studies and student feedback in relation to this. Challenge from the committee was that, the work in relation to developing teaching and teaching practice seems to be strong, but that what is less apparent is the impact that this is having for students and student outcomes.</p> <p>Staff advised that learning walks are also completed which gives a qualitative look at teaching. Some of these are prescriptive however some departments have gone beyond this and have developed their own. Committee all agreed that this was an important aspect to contribute towards current discussions. One governor asked whether learning walks are taking place in all curriculum areas. Staff confirmed that they are. It was explained that in 2022/23 the learning walk data was however not collected centrally which means that a secure judgement in relation to this cannot be reached. In 2023/24 there is a learning walk calendar in place with some having directed topics and with paperwork associated with these being centralised. This should then allow for much more confidence in reaching a 'good' judgement at this point next year.</p> <p>Principal acknowledged that how outcomes link back to the quality of teaching and learning is an ongoing debate and he reminded that several aspects are frequently considered, including student voice. He acknowledged that the college will need to look closely at TLA practices to ensure outcomes improve, even if a review shows that TLA is as good as it can be.</p> <p>(Diane Moore joined the meeting at 5.35pm)</p> <p>Question and challenge from governors was whether TLA is sufficiently embedded within the 9 priorities proposed for focus this year or whether this needs more prominence.</p> <p>Committee Chair made reference to page 15 of the document at QoE4 where the comment is 'not all in class support is used effectively and in all lessons outside supported learning' and asked for more information in relation to this. Staff advised that a health check was carried out which showed an inconsistent approach and therefore cannot be considered as consistently good and therefore needs to be addressed. Governors asked what the development opportunities are for in class support. It was confirmed that there is a CPD offer and that departments have access to quality assurance tools to help monitor and support. This includes developing a set of 'standards' and clear expectations regarding activities and use in the classroom.</p> |  |
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|  | <p>5) Impact</p> <p>All agreed that there was a wealth of information provided here.</p> <p>6) Behaviours and attitudes</p> <p>Committee noted the reference to the 'mixed impact of progression and achievement coaches' and asked whether they are making a difference. Staff advised that this offer was in some ways negatively impacted in 2022 by some late staffing starts and also some staff churn. Position this year is now much more stable with greater confidence regarding quality, with some staff receiving external recognition. That said it is still a 'mixed picture' with staff requiring training. It was confirmed that coaching will continue in very similar areas this year to ensure that relationships are maintained. College has also reduced caseloads to improve impact.</p> <p>7) Personal development</p> <p>One governor referred to student competitions and asked whether or not the college is involved in World Skills. Principal indicated that not yet, but that it is being progressed and will be introduced.</p> <p>8) Leadership and management</p> <p>Question and challenge from the committee was whether the organisation has confidence regarding the curriculum strategy and specifically implementation of this. They also asked whether target setting is robust, given previous discussions regarding challenges in setting minimum target grades. Committee asked what governors need to focus in on i.e. what are the key measures.</p> <p>(Shirley Collier joined the meeting at 5.45pm)</p> <p>Principal confirmed that leadership focus is on outcomes. Challenge from the committee was whether this is articulated strongly enough within the document. Suggestion from the Principal was to include a statement on this in the QIP for 2023/24. It was agreed that the Principal and the HTLQI would review this outside the meeting.</p> <p>9) Quality Improvement Plan (QIP)</p> <p>Committee then went on to consider the QIP at page 38 and it was acknowledged that several aspects had already been discussed earlier in the meeting. Governors raised questions on a number of aspects, including:</p> <ul style="list-style-type: none"> <li>• QoE7 (page 41) - achievement target proposed is +5% i.e. 85% across college and they asked whether this is realistic given some retention challenges and too few learners gaining qualifications. HTLQI confirmed that it is possible, and governors then asked for a little bit more information regarding the underlying rationale for target setting. Staff</li> </ul> |  |
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|  | <p>advised that there are a number of influencing factors including the fact that current retention of year 2 level 3's is good with the majority being on track. It was confirmed that targets will be lowered if retention levels decline in the next few months. Challenge from one governor was that the college must be confident regarding maintaining attendance to be able to hit the targets proposed.</p> <p>HTLQI expressed the view that the college should set targets which are challenging but that, if they are not met, it is then important to know why so that aspects can be addressed and improved. One governor asked whether there should be caveats attached to the targets which take in to account the variables. Staff indicated that they were not particularly favourable of this approach as it is not sufficiently ambitious and could lead to ambiguity.</p> <p>One governor asked when the national average data is released to the sector. It was confirmed that for NARTS it is March 2024 and that for everything else the college is using the 2021/22 averages. One governor asked what the position would be/will be if the 2022/23 national averages decline and would a 5% increase on 21/22 then be realistic. Staff indicated that, in this situation, it is likely the percentage to improve upon would go above 5% if 2022/23 shows a decline. Committee were advised that a decision must be made in relation to ambition when setting targets with the view being that if the organisation 'shoots for the moon' it is then more likely to 'land on a star'. Senior staff acknowledged that the targets to be set are very much on the basis of 'going for it' but acknowledging that if they aren't achieved there will be reasons for it and that these need to be clearly understood and then worked on to address.</p> <p>Question and challenge from one governor was whether or not the national averages/benchmark is aspirational enough. Staff indicated that to achieve this it is currently a stretch which is a comfortable position to be in. College does want to go further but the national has to be the context and the starting point.</p> <p>Challenge from the CEO was to turn the targets around and not simply focus on percentage points but instead to look at who is and isn't achieving i.e. 90% means that 1 in 10 is not achieving.</p> <p>Committee were then invited to consider the proposed gradings within the SAR with all aspects being 'good'. Committee all agreed that there had been a robust process completed to reach these judgements/gradings which included external challenge. On this basis, committee agreed that they were happy to recommend the gradings as proposed for full board approval.</p> <p>Committee Chair then circled back to the questions posed for governors within the executive summary, particularly:</p> <ul style="list-style-type: none"> <li>• Are the grades appropriate?</li> <li>• Is there alignment with the QIP and analysis undertaken?</li> <li>• Are the actions planned sufficient?</li> </ul> |  |
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|  | <p>These questions were considered alongside the proposed 9 priority areas. Principal explained that the 9 priorities sit above the QIP and that, if the college raises outcomes in the high volume cohort areas, then there will be a significant positive impact on the overall position i.e. there will be a critical mass that moves outcomes forward. Principal confirmed that the next step is to review the success measures for the 9 priorities which will be monitored at key points in the year. Challenge from the committee Chair was to make the link between the 9 priorities and where they sit against the tiles in the heatmap.</p> <p>Committee all agreed that the focus for governors needs to be on improving outcomes and how this is being done, and one example given was the impact of the performance clinics.</p> <p>As an overview, committee all agreed that they felt that QIP was ambitious and that the 9 areas, if they do improve, will have an impact. All agreed that there was a clear correlation between the areas requiring improvement and the data available.</p> <p>Question and challenge from the committee chair was that she would like to see this committee, during the year, explore more about what growth should or could look like e.g. a focus on new provision and the new qualifications landscape. Challenge from the committee was whether or not the 9 areas of focus have enough detail/content relating to this i.e. future aspirations. Principal expressed the view that 'meeting skills needs' sits within curriculum intent and also leadership and management and that the accountability statement is the vehicle for monitoring this. It was confirmed that Ofsted will look at and test this in more detail at the next inspection.</p> <p>Question and challenge from one governor was whether or not there is more to say in relation to governance. Principal agreed to review whether a more specific reference/statement is needed. Challenge from the committee Chair was to consider and weave in aspects relating to equity, access, sustainability, green skills etc.</p> <p>Question from one governor was whether there are enough areas for development identified in personal development. It was agreed that the HTLQI and Principal would consider this outside the meeting.</p> <p>Challenge from the committee was whether or not the organisation is doing enough staff CPD to support the actions identified in the QIP i.e. is the college making sure staff have the right skills to deliver the improvements required. Suggestion was to include a leadership and management action regarding staffing including; skills, support, resources etc. so as to be able to deliver the changes needed to make improvements.</p> <p>In conclusion, committee all agreed that it was clear to see the correlation between each of the aspects in the SAR and QIP.</p> |  |
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|          | In terms of next steps, it was agreed that the HTLQI and Principal would review again outside the meeting and update in line with discussions. Governors were invited to email any further points for consideration within the next 48 hours. Director of Governance was asked to propose a timetable to ensure that QTSE has one more opportunity to review the updated document before it is presented to the December board meeting for approval. |  |
| <b>3</b> | <p><b>Dates of forthcoming meetings</b></p> <p>Committee were happy to note these.</p> <p>Meeting closed at 6.15pm.</p>                                                                                                                                                                                                                                                                                                                              |  |