Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Tuesday 26th March 2024
At 17:30 at Southgate Campus

Present:	Jenny Jarvis, Chair Mark Taylor Chalene Scott Tulay Rashid-Grant
In attendance:	Maxine Bagshaw, Director of Governance Neil Coker, Interim CEO Victoria Cornwell-Lyons (interim Vice Principal Curriculum and Quality) Elita Eliades, Safeguarding Lead Governor Lynette Tarr (for agenda item 2)

Item	Description	Action
1	**Preliminary items** **i) Apologies for absence** Apologies for absence were received from Cait O'Riordan, Lorraine Jackson (HTLQI) and Daniel Yilmaz. Victoria Cornwell-Lyons was welcomed to her first meeting and round table introductions were made. **ii) Declarations of interest** No specific declarations were made, and standing declarations were noted. **iii) Notification of urgent business** Director of Governance and the Chair confirmed that no matters had been raised in advance of the meeting.	
2	**Minutes of the previous meeting** Committee considered the minutes of the meeting held on 15th January 2024 and were content that they were an accurate record of discussions. AGREED: to approve the minutes of the meeting held on 15th January 2024. There were no matters arising.	

	Committee were content to note the updates provided on the action tracker.	
3	**Deep Dive – Adult Skills** Committee thanked staff for provision of the very detailed and helpful report. They confirmed that this had been a requested area of focus because of the position judged in the SAR, issues identified and the scale of provision. They noted that there were several cross-cutting themes to explore and were happy to take the report provided 'as read'. Committee asked why provision was judged as 'requires improvement' in the SAR. Staff indicated that there were several aspects including: • External validation by a current Ofsted inspector i.e that the college had been unable to convince him in relation to intent. • Breadth of the offer i.e. it is quite narrow. Committee asked how significant a leap is it to improve to 'good' and what timescales are required i.e. is it the short to medium term or longer. Committee asked what the college has done to improve since creation of the SAR. Staff expressed confidence that there is now the ability to articulate intent and that, overall there is plenty of evidence available to demonstrate a good offer. Committee asked what the value of this provision is in terms of destinations and progression given that it does include a lot of short courses. Committee all agreed that they would welcome an opportunity to look at this in more detail and hear about the tracking in place and how outcomes are monitored. Staff indicated that there is lots of very positive learner voice feedback and that this provides confidence that the college can improve provision to a good. College has been in dialogue with employers and DWP to ensure the offer is fit for purpose and responsive. Challenge from the committee was to ensure a clear line of sight into employment and connectivity. Staff advised that the college is exploring the introduction of an additional customer services course. Intention is also to weave in green skills more specifically into current provision. Committee were given assurance that the college is working hard to fill any gaps. Progression and destinations data is available, however there is a need to dig a little bit deeper e.g. is the employment obtained within the construction industry and is there longevity of employment. Challenge from the committee was that longevity of employment is important across all curriculum areas. Question and challenge from the committee was whether there is a narrative to explore in relation to inclusion e.g. that the provision is helping to support increased confidence, mental health improvements and providing a mechanism for reemployment. Committee noted that, whilst there were high achievement rates, there is only a low level of difference and therefore it is going to	

	be important to articulate meaningful impact. Challenge from the committee was to reconsider the branding of the courses offered and specifically how they can support individuals to get back in to work. One governor asked whether all staff have what they need to be able to pull the right levers and are there any barriers. Staff expressed confidence in relation to the assessment methods and workbooks utilised. Aim is to be more diverse in terms of assessments. View is that CPD provided to staff in this area could be more integrated with the main college and a more collaborative approach taken. All agreed that the areas identified for development were clear and committee asked whether some will be easier to achieve than others and they asked what the timelines for improvement are. Committee were given assurance that the team are working at pace i.e. broadening intent and introducing new courses. There is confidence that the team have things in hand and know what needs to be done. Intention is to bring this area in closer to main college e.g. attendance processes to ensure that there is consistency. College has better tracking systems now in place and there is quite a lot of synergy in other curriculum areas and example given was assessment for learning. In terms of staffing, the committee asked 'who do they belong to' i.e. is it college or agency and they asked how integrated and included they are. In relation to construction provision it was explained that the college delivers this in partnership with Sidir. Whilst staff are employed, they are on different contracts. Staff are involved in college CPD but they do not participate currently in the Grow Wednesday opportunities. Staff acknowledged that there is more that can be done to 'cross fertilise'. College is developing a platform to enable them to access the Grow Wednesday resources. In addition to this, some staff are subcontracted and therefore they do not have access to CPD however assurance was provided that they are observed with staff also conducting learning walks to gain assurance regarding quality. Committee asked how robust the quality assurance arrangements are for subcontracted activity. Staff referred to the report provided and indicated that the only subcontracted element is 'The Promise'. They complete their own observations, however staff at the college also conduct learning walks, observations and gather learner voice. This is done on a monthly basis. Committee asked how this work feeds into SLT discussions. It was confirmed that monthly meetings take place with The Promise with discussions recorded and noted. Feedback is then provided via the QIP to the HTLQI. For subcontractors, the observations are developmental which is different to direct delivery with subcontractors having a 'lighter touch'. Assurance was given that actions are created with implementation then tracked. Committee asked what assurance there is from a safeguarding perspective in relation to online activity. It was confirmed that safeguarding is always covered in the induction and via the	

	information provided when students start. Student voice gives confidence that they know the processes in place and how to report any concerns. Committee asked what the position is in relation to understanding prevent and fundamental British values. Staff explained that this comes through strongly right from induction and within the units that they cover. Learners can articulate and make the links themselves. AGREED: to note the content of the information provided.	
4	**HE – Risks and Mitigation** Interim CEO presented the short report and he explained that it was provided so that governors can consider effectiveness and assurance. Committee asked what the strength of the relationship is now? Interim CEO described it as strong and well established. That said, it is known that regulatory pressures are increasing and that Bolton University are themselves doing a review of their provision. Committee asked whether there is confidence that the relationship will continue. Interim CEO expressed as much confidence as is possible and explained that it is important to know their direction of travel. There are lessons to be learned from the Derby University partnership and that, whilst current relationship is strong this, cannot always be taken for granted. Challenge from the committee was that it is important to have backup plans in place just in case. Committee asked what the colleges appetite is for HE and whether or not there is a strategy specifically to support this e.g. a Higher Level Learning Strategy. They specifically asked where the direction of travel is in relation to the business curriculum area as OfS has a negative focus on this. Committee asked whether it is a London priority. Staff advised that provision recruits well and therefore the college would not stop delivery whilst there is demand. It is not a GLA or LSIP priority but there is a lot of social benefit, specifically for adults and a way for them to get a first degree. College still believes that there is a place for this to support social mobility. HE strategy was described as 'dormant' with no significant energy committed in recent times, however this is changing and is linked to a growing relationship with Middlesex University. College is offering two HTQs, however recruitment is difficult. Interim CEO acknowledged that the HE strategy currently lacks clarity. Challenge from the committee was that true lifelong learning needs to be a consideration. Committee all agreed that it was important to keep dialogue open with other providers and not just Bolton University. There is a need to understand their plans and agree mitigation to gain assurance. AGREED: to note the content of the update provided.	
5	**QIP 2023/24 Progress Report**	

	Committee agreed that it was really pleasing to see the progress and the actions, with the document feeling like it has really moved on since the last report. It was acknowledged that, whilst there are some overdue areas it feels as if there has been positive moves forward. In relation to the line on 'prevent being embedded' the committee noted that the progress comment is 'not enough analysis and not enough impact'. It was explained that there are some inconsistencies evident, with some schemes of work much clearer than others and that this needs to be addressed. There needs to be consistency across all areas in schemes of learning in main programmes. One governor referred to page 37, section 8 which gives a progress comment on work expertise. It was explained that this action is aimed at EHCP students. Question and challenge from the committee was the level of impact. All agreed that, for the next update, it would be helpful to know how the actions agreed will make an impact on achievement. Staff expressed the view that actions will help to support confidence, self-esteem etc. and also improve attendance. Committee were advised that skills expertise very much feeds into the skills agenda. Committees' attention was drawn to the update on achievement with key matters highlighted including: • Significant work happening to ensure that students achieve well. • College has broadened the category of 'at risk' learners. • Catch up plans are in place for over Easter. • Smart targets set on pro monitor. • Letters have gone out and will continue to go out to parents. • A lot of support is being provided. • The at-risk learners fall in to two categories, including not achieving and not achieving targets. Committee asked what the proportion of 'at risk' is. Staff advised that it is a relatively small amount i.e. less than 10%, however this could make a significant difference and therefore individual interventions are taking place. Committee asked how the 'less than 10%' compares with other FE providers. Staff expressed the view that it is fairly comparable and that there are higher percentages in some of the weaker areas of provision. Committee asked how the impact of activity will be assessed. It was explained that there are various forms of intervention in place and that this includes meetings with curriculum managers to discuss at risk students on an individual basis. There is now a much greater focus on data and the intention is to have a constant 'shadow' over this after Easter and one example given is for A Levels. College is seeing that the Heads of Centre and Curriculum Managers are better using the data available. There is a greater focus on the number of students and not just percentages as it is easier to spot check in relation to this. Committee asked whether there are likely to be any achievement 'shocks'. Staff expressed the view that the risk area are students	

	on a 2-year programme who are in their second year. For some, achievement will be capped because of the year 1 position. Current year 1 are looking strong and staff are working hard to plan to avoid anyone identified as at risk dropping out. Focus is on ways to address any gaps that they have in knowledge so that they are confident to continue. Risks are some vocational and A Level 2-year courses. Committee asked what the position is in relation to employer engagement. Staff described this as a little bit of a mixed picture. Construction and engineering is strong. Aim is for every area to have three employers that they are working with to ensure co-design, intent and co-delivery. Challenge from the committee was that this must be at all levels e.g. level 1. Staff confirmed that the college has increased capacity to be able to support this as a focus. It adds more layers to the sources of assurance. Committee noted a comment of limited progress regarding professional understanding of safeguarding and they asked what and why. Staff explained that this was not a concern regarding safeguarding or feeling safe but instead it is more of a contextual issue e.g. safeguarding consideration when you are working in someone's house as an electrician or a plumber etc. Learners were unable to articulate this. Staff indicated that, it may be that all of the schemes of work have now been updated and that this was a point in time issue, given that the expectation is that lessons would cover this. Challenge from the committee was to make this element a focus in learning walks. Committee asked what the current position in relation to competitions and asked whether the college is engaging with World Skills. Interim CEO confirmed that staff are working on it in the background, but that limited progress has been made so far. He confirmed that he knows that this needs to be a focus and that some curriculum areas have been identified to progress this. College has started with internal competitions. One member of the committee suggested that there is an opportunity to arrange an intercollege clash with Barking and Dagenham College. It was agreed that the interim CEO would follow up on this. Committee were advised that the January vocational exam results have now been received and that, whilst some are performing well there are a few who have dropped back e.g. Level 2 Engineering and Business. Staff indicated that it is not known how many curriculum areas use January exams as mocks and that maybe students were not prepared well enough for these. Staff confirmed that Engineering is a red flag area. Committee observed that this is provision that has been subject to performance clinic intervention and they therefore questioned the effectiveness/impact. It was agreed that a report on this would be provided to the next meeting (Interim VP, April 2024). Challenge from the committee was that, if progress is not as it should be there needs to be clear mitigation in place. AGREED: to note the content of the update provided.	*

6	**Progress with Headline Improvement Areas (Top 9)** Interim CEO presented the report and explained that it summarises the current position. He indicated that, as many will be measured at yearend staff are currently working on milestones. This report is an assessment of 'where we are now' with the 9 elements divided in to 3 areas including: • Achievement • Value added/progress • Moving 'good' provision to 'outstanding' In relation to achievement, key matters highlighted were: • Senior staff have met with all managers in underperforming areas. • There have been some very frank and open discussions. • Staff are still hopeful that achievement rates can be improved to 'good', however the year 2 A Level results are an exception to this. In relation to value added/progress, key matters highlighted included: • Whilst here are several issues to address there is a fabulous culture in place at BSC with a one team approach including staff and management • A very open culture • Shared vision • Staff know what needs to improve in terms of value-added measurements/measuring • There is a need for better data reports • College is considering the use of 'one grade'. Whilst this system won't solve the problem it will give more granular detail which will help to ensure the right focus • There is staff buy in to the vision but there is a long way to go in terms of processes • Aim is to have better systems in place for September 2024 • College needs to be able to assess more detailed impact measures • There are some really creative pedagogical projects taking place • It is believed that rapid progress can be made if the right systems and processes are in place In considering the report provided there were several challenges including: • A need to see three key aims and how the 'Top 9' fit in with these • Timeframes – what is reasonable and achievable • What will the changes look and feel like from September 2024 • Creation of a Value-added Improvement Strategy including milestones over the next 12 months	

	Committee asked for an update in relation to A Levels. Staff expressed confidence that the college has 'a grip on current year 1'. Focus for year 2 is maximising achievement as retention will mean that the position is capped. Any students who are at risk of only achieving a U or an E are a focus. Focus is very much on student pass rates. Question and challenge from committee was that assessments and feedback are appearing as a key thread in all reports to improve. In addition, student feedback on these is lower in terms of positive responses. All agreed that data visibility was critical and committee asked for a report on assessments at the next meeting (Interim VP, April 2024). In relation to destinations, committee asked whether this will be captured and recorded via a centralised process or whether it will be devolved to curriculum areas. Staff advised that there are several reporting mechanisms which are being reviewed. An external review is being completed which will lead to a series of recommendations. Challenge from the committee was the importance of seeing the vision so that staff and governors can then reflect back. Reflecting on discussions, committee all agreed that there was confidence in terms of staff looking in the right areas and knowing what needs to be done. View expressed was that the 'tough stuff' is being covered and that there is sufficient time remaining in the academic year to pull everything together. Staff acknowledged that there was still more work to do in relation to 'moving good provision to outstanding' i.e. attitudes and behaviours. Challenge from the committee was to consider what the college wants to be famous for. All agreed that student happiness and the college being a welcoming place is a factor. AGREED: to note the content of the update provided.	*
7	**Teaching, Learning and Performance report** Committee were referred to the content of the report which was described as for information. Governors were invited to reflect on whether the Padlet approach is working for this committee. Committee acknowledged that this is just one aspect to measure and that, the information provided covers 'how we can improve' i.e. the mechanisms in place but the position is not improving. Governors commented that there may be a better way to gain assurance and all agreed that a fresh perspective may be helpful. It was agreed that there are several ways to triangulate, with a scorecard approach being more rounded however this is more complicated. Committee agreed that they find it helpful to see a series of building blocks e.g. student voice, outcomes, learning walks etc. They described this report as a useful reference point but questioned whether it is possible to be more thematic throughout the reports and agenda items, so as to give a more	

	holistic approach. Committee agreed that what is important for them is impact. Committee indicated that they would like to hear more about innovation, the really good practice and the great stuff rather than just focusing on what needs to improve. It was agreed that a short report on this would be provided at the next meeting (Mina Tana, April 2024). Staff confirmed that the igloo immersive technology suite has been launched at Colindale and all governors were invited to visit. AGREED: to note the content of the update provided.	*
8	**Safeguarding/Exceptions report** Safeguarding lead governor confirmed that she has been working with the DSL, specifically on the governance audit questions. Through this work it has been possible to identify some areas of strength alongside opportunities to develop and improve. Committee were referred to the update report provided for the period covering 12th January to 6th March. Audit work has shown that in most areas the bases are covered, however there are a number of highlighted areas for potential further consideration, these include: • Governors to be more aware of the leadership forum e.g. organisational chart to show roles and responsibilities. • Potential lead governor for Wellbeing and Positive Mental Health • Single Central Register SCR) to be scrutinised by a governor and signed off. There is further work to be done on the SCR in terms of alignment with HR. • Explore who needs safer recruitment training. • Governor training register to be collated to ensure compliance. Committee acknowledged that all the actions were achievable which gives assurance. Committee were advised that digital standards have also been considered including: • Reviewing the Impero system – specifically monitoring trends in terms of filtering and monitoring. • Curriculum resources – to be checked to avoid any bias. • Online safety policy has been reviewed. It was explained that online audits are conducted monthly by the DSL and the Head of IT. All aspects are currently RAG rated as green, however there is more that can be done to embed digital standards and to ensure that content is age appropriate. In relation to the Impero system, view is that more can be done to collate trends so that more staff can access data available. Training in relation to this is to be broadened. One member of the committee asked whether students report online bullying. It was confirmed that they do, with the highest	

	number of incidents reported by LLDD students. Committee asked whether staff know where the issues are. It was confirmed that they do and that there is more work required to broaden student knowledge in relation to Prevent issues. Committee asked how recommendations are turned into actions. It was confirmed that HR are progressing safer recruitment training. Single Central Register will be reviewed externally and this will identify actions to be taken. AGREED: to note the content of the update provided.	
9	**Sector/Policy Briefing** Interim CEO advised that he is part of the AOC's reference group for curriculum development and an aspect recently discussed was Advanced British Standards and these have prompted rethinking in terms of maths and English resits. Also debated is the context of unitised assessments so that students can build up achievements early. Committee were advised that the annual strategic conversation between the college and ESFA/FE Commissioner is scheduled for this week. This links to the Accountability Statement which is connected to the duty to review i.e. how the college is responding to national and local priorities. This very much links in with strategies in place and being developed. Committee asked what the college gets out of the annual strategic conversation. It was explained that this is a discussion forum and an opportunity for the college to identify strengths and challenges. It is a way for regulators to obtain assurance and is an opportunity to positively influence their view of the college. Interim CEO highlighted a number of potential political shifts including: • Bootcamps • Relaxation of the levy rules • Relaxation of SMEs paying for apprenticeships AGREED: to note the content of the update provided.	
10	**Headline QTSE Corporate Risks** When considering this, committee agreed that it is important to identify what the real risks are in terms of achieving mission, vision and values. Committee asked whether there are any new risks emerging. Interim CEO confirmed that the risks currently on the register include: • Achievement • Ofsted • Safeguarding Committee acknowledged that they had heard a lot today in relation to achievement which was important. Interim CEO confirmed that he has recently spoken to the lead inspector for Ofsted and explained the staff changes and turbulence, given that	

	BSC is in scope for inspection. College is setting up the Learning Excellence Group which will have a focus on Ofsted preparation. Committee indicated that it is important to know the governor role early i.e. being prepared and ready for interview/conversations. Suggestion was that this be scheduled as a discussion item for the next chairs meeting (Chairs Group, May 2024).	*
11	**AOB** There were no items of additional business.	
12	**Reflection of committee meeting against college values** Committee agreed that this had been an in-depth meeting with lots of aspects covered. Key observation points included: • Very learner centred reports and discussion • Committee sufficiently challenging without being difficult • A very respectful and inclusive approach • Clarity in relation to what to do next • Real honesty and integrity • Great teamwork evident • May be more that the committee can do in future meetings to delve in to equality with a cross cutting theme being the importance of belonging	
13	**QTSE Assurance Card/Heatmap** It was agreed that an additional hexagon would be added to give assurance in relation to innovation and development.	
14	**Date and time of next meeting** This was confirmed as Thursday 18th April 2024 at 17.30pm. Meeting closed at 7.45pm.	