

**Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Monday 17th June 2024
At 17:30 on Teams**

Present: Jenny Jarvis, Chair
Mark Taylor
Chalene Scott
Tulay Rashid-Grant (from 6.10pm)

In attendance: Maxine Bagshaw, Director of Governance
Neil Coker, CEO & Principal
Lorraine Jackson, HTLQI
Victoria Cornwell-Lyons (interim Vice Principal Curriculum and Quality)
Thomas Streater, Governor observer

Item	Description	Action
1	Preliminary items i) Apologies for absence Apologies for absence were received from Cait O’Riordan and Elita Eliades. 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. Chair took the opportunity to thank the HTLQI for all her contribution to the work of this committee, given that she is moving to a new role on 1st August 2024.	
2	Minutes of the previous meeting Committee considered the minutes of the meeting held on 18th April 2024 and were content that they were an accurate record of discussions. AGREED: to approve the minutes of the meeting held on 18th April 2024.	

	There were no matters arising. Committee were happy to note the content of the actions progress tracker.	
3	Learning Excellence Project Update Interim Vice Principal referred to the report circulated, and key matters highlighted included: • Project started by the CEO as part of inspection preparation. • Report summarises where the college currently is in relation to each aspect of the EIF. • There has been a division of work between each member of the executive. Each has been tasked with preparing a position statement on one or more of the nine areas referred to in the report. • Project has, over time, changed in terms of the initial intention. • Current position is in depth collation of evidence. Aim then is to create a series of short, sharp statements. • These will continue to be updated so that the college is 'Ofsted ready'. • Self-evaluation is not an exact science. It is complicated and the way staff approach it can vary. • Executive are trying to support as critical friends across the team. • Culmination will be on 5th July when final statements are expected and judgements will be tested, alongside the evidence base proposed and presented. • A really helpful and collaborative team approach. • Currently a work in progress. • Three samples given to provide an example of the current work underway. • Each aspect includes RAG ratings and evidence source. • Work will lead to creation of a July to September action plan. Staff will identify the actions which will have the most impact. Governors all agreed that it feels like a step forward in terms of preparation. Committee asked for further detail regarding the RAG ratings. Interim Vice Principal explained that this gives a view on the judgement reached and the evidence to support that judgement. She described them as a 'moving picture' following genuine debate and availability of evidence. In relation to each of the nine areas, governors indicated that it would be useful to be provided with key statements to share when interviewed (Executive, September 2024). Staff advised that they have a very clear idea of what governors will be asked and offered a workshop in the autumn term to work through these. CEO advised that there are two tracks running together, the first being	

	this committee and a need to give assurance regarding Ofsted preparation and the second being governor readiness which is broader than just this committee. In terms of feedback, committee all agreed that the strands and the proforma to be utilised looks appropriate. Mark Taylor advised that he had recently participated in an AOC Ofsted readiness training masterclass and it was agreed that the recording of this session and slides would be circulated to all committee members (Director of Governance, June 2024). Challenge from the committee was to have a 'so that ...' at the end of each statement and to make this very visible. One governor felt that the college could be more explicit regarding the crossover between other committees and an example given was why PSSG are discussing disposals, this being so that funds are available to improve the learner experience. All agreed that the clear timeline and next steps was helpful. Interim Vice Principal highlighted the fact that there are differences within the three samples provided and expressed the view that it is important to be able to pull out the differences and reach an agreed view. This enables a robust discussion, and she has purposefully not provided samples that are all RAG rated green. This should give confidence regarding the level of rigour being applied and the evidence based approach. She explained that this committee is seeing the 'workings out' before college can reach a succinct statement which gives the narrative to share with inspectors. One governor asked if there is a whole college communication plan being prepared. It was confirmed that there is and that this will be rolled out when there is a sense of 'getting nearer'. There are a range of manager meetings already taking place. Teachers just need to focus on the classroom and what they do best, although key messages will be shared with all staff. Aim is to retain a strong 'good' which is not always easy. College is also likely to be looking for several 'outstanding' features. Committee asked whether there are any discussions to be had and/or lessons learned from Waltham Forest College, given that they recently achieved an 'outstanding' grade. CEO advised that he met with their CEO last week and that there are more conversations planned, although he noted that their context is very different to BSC. Committee chair advised that she has also had conversations with their Vice Chair who also chairs the Standards committee and she agreed to provide feedback, particularly questions that governors were asked during inspection. Mark Taylor provided some highlights from the recent training completed including: • Some interesting potential questions shared • Themes in recent inspections included - Focus on quality of education	
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	- Case study examples of how governor discussions have had an impact on the quality of education - How do we ensure that we as governors translate predicted to actual outcomes - Explicit in terms of the how board seeks learner voice and what is then done - Outcomes more than just qualifications i.e. Skills, personal development etc. - How do we evidence governor impact - Random governors can be selected for interviews to triangulate It was agreed that the interim Vice Principal would summarise the predictions process and specifically how actions are then agreed. Agenda item for the next meeting is comparison between predictions with actuals for this academic year (Interim Vice Principal, October 2024). AGREED: to note the content of the update provided.	
4	Corporate Risks Review – a focus on current mitigation CEO referred to the three risks which currently sit on the corporate risk register and key matters highlighted were: • Focus at this meeting on mitigation • Quite high levels of assurance. • Robust discussions are taking place regarding the confidence level in relation to the quality of teaching and learning. • BSC is taking a 'leap of faith' regarding quality assurance processes. There are a range of ways to test and evidence but potentially not everyone is using it in the same way and the college may need to more. • Student outcomes will impact upon the risks. • The 'top 9' focus at a high level and sit alongside these. These have created a drive in relation to the areas which will have most impact. • Wider student experience is interesting as it is more than just qualifications. Staff are doing a lot of work in relation to this. Focus is on the level of student engagement with the offer. A lot of employer engagement work has been done. This is emerging as a strength, but more so in some curriculum areas than others. • Regular reports to this committee give assurance regarding strong processes and policies for safeguarding, whilst always operating in a challenging environment. • Important that reports are nuanced so that there is an understanding in relation to areas where there is strong confidence versus areas that require more attention. • Quality of teaching is not straight forward to assess, as it is not numerically driven following lesson observations and judgements. Challenge from the committee was that outcomes are what Ofsted will focus on and therefore this committee and the college needs	

	to keep revisiting this. Important for governors to understand the wide range of quality assurance processes in place. (Tulay Rashid-Grant joined the meeting at 6.10pm) One governor asked how the college can measure the impact of employer engagement e.g. cocreation and delivery. Staff indicated that there are several measures including progression, destinations and student discussions regarding the impact of student experience e.g. work experience, placements etc. Some departments can give concrete examples of what has changed because of employer engagement, however there is not yet a consistently strong picture. Deputy Principal has a very clear set of actions between now and September on this and then college will reach an evidence based view. Committee were given assurance that there is a lot of activity currently happening. AGREED: to note the content of the update provided.	
5	Deep Dive – Assessment and Feedback Interim Vice Principal introduced this item and confirmed that the report summarises key quality improvement activities. These include: 1) Inspire up project - This involves the central quality team working with departments - Focus on maximum impact strategies - Resources for staff and students - Good feedback 2) Reflective practitioner approach - Time specifically allowed for staff for this - It is used in different ways 3) Use of 'how to' resources - Evidence based resources - Very interactive, both internally and with other colleges Focus now is gathering evidence to seek assurance regarding impact. 1) Three learning walks completed this year - Quality has definitely improved but there are still concerns regarding consistency of feedback, particularly written feedback. - Evidence is quite nuanced - Still some progress to be made 2) Student voice - Strongest source of positive evidence - Some really positive levels of satisfaction - College knows the less strong areas which it can now focus on 3) Mark books	

	- Used to demonstrate progress and achievement, however current testing shows that evidence from the system is not robust. This is because the start of year set up was not right. - Data inaccurate as it had been rolled over from 2022/23 to 2023/24 and therefore not measuring over the right timeframe. Staff are having to review area by area to ensure that the September 2024 position is accurate. - Currently the college can use markbook to look at individual students but not the department percentages. Governors all agreed that this committee and the board appreciate the transparency regarding the missing quantitative data. One governor noted that, in the SAR assessment dates were identified as a key action and asked whether there is a correlation and whether there is a training need in relation to this. Interim Vice Principal confirmed that there are very clear assessment dates scheduled, however because the data has been rolled over this negatively impacts on the accuracy of progression statistics. Unfortunately, this cannot be resolved for 2023/24 but it can be addressed for September 2024. Currently it is the central system that is not being used consistently and effectively. It is the management tools that need to improve. Committee were given assurance that the college gathers a significant amount of student voice and that the satisfaction rates which are consistently above 90% are really positive. AGREED: to note the content of the report provided.	
6	Deep Dive – Attendance Detailed report was considered, and a number of matters highlighted including: • Unfortunately, no national benchmarks are available however some data is commonly acknowledged across the sector. • In GFE there are real sector challenges. This is not an excuse, but it does need to be acknowledged. • Schools are having attendance challenges with a significant increase in mental health issues: • Key data included shows: - For maths and English it is low and in some areas lower than expected. - Campus differences for some departments. - It is now a matter of better understanding the 'why' there are these differences. - Team have completed a September 2023 to now comparison. - Attendance has declined but this would happen in any college. - Team is keen to unpick the start of year data as there are some areas lower than expected. This raises some questions regarding enrolment and induction.	

	• College has a detailed plan regarding lines of enquiry on a department by department split. Report shows RAG ratings for each department. • One question is why there is so much red RAG rated in September, this requires real analysis. Team is looking at the differences in departments to better understand. • Good attendance at the start of the year is critically important. One governor asked whether this would lead to inflated retention. Staff suggested that it would be quite the opposite and that current view is that attendance is likely not to be as bad as data currently shows. Committee asked what attendance levels were for maths and English exams. Staff advised that maths attendance was higher at Barnet than Southgate and Colindale, with attendance percentages of between 69% and 85%. English attendance in general was higher at 83%. One governor noted that in a recent meeting with students they suggested that some lessons are provided on teams, and he asked whether attendance data includes teams or is just in person. Interim Vice Principal advised that the vast majority of classes are face to face, particularly for 16-18 year olds, however there may be some hybrid sessions for 19+. Most educational research suggests that face to face is the most effective way to teach, particularly for 16-18 year olds. Students however can opt to dial in and there is a separate attendance code for this. Interim Vice Principal indicated that, whilst English attendance is lower than vocational programmes, achievement and the percentage of high grades is higher than national average which shows that effective support arrangements are in place. Challenge from committee was that it is important to understand whether the issues are technical, quality or both. Staff advised that current position stems from technical issues but provided assurance that there are a range of ways to check and measure. One governor noted that learning walk data for maths and English does not appear in the SAR/QIP update and challenged whether this should have been more of a focus. Staff acknowledged that this is the case and that there is more data that can be captured. In relation to the rise of mental health issues, one governor noted that there is a lot of training provided by the local authority and virtual schools in relation of how to tackle attendance avoidance. Suggestion was that tutors, where there is lower attendance, have appropriate training. Assurance was given that training has been provided but it was acknowledged that this needs to be constantly revisited. Governors indicated that they would like a 'findings follow up report' at the next meeting i.e. where do the current lines of enquiry take us (Interim Vice Principal, October 2024).	
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	AGREED: to note the content of the update provided.	
7	QIP HTLQI introduced this item and key matters highlighted were: • Report provides a summary of the direction of travel • It includes reference to any deterioration against anticipated direction of travel • Team have tested the impact expected • There is an overlap with the TLA report scheduled later on the agenda • A consistent and united approach to ensure triangulation and evidence • Deterioration areas include work with employers in relation to co design and delivery. Whilst the college is not in a bad place, it is just not yet where it expected to be. Governors asked whether a database exists of all employers that the college works with and the numbers. It was confirmed that there is and that this is managed by the WEX team. Challenge from the committee was that some of the data currently available would suggest the direction of travel in relation to quality of education elements is not aligned and they therefore questioned whether the direction of travel assessment is correct. Staff acknowledged that this is a good challenge and explained that there is an overlap with the TLA data which shows: • Predicted achievement has improved significantly • Engineering and electrical provision predictions have also improved • Evidence is recorded on microsoft planner. Challenge from committee was that it would be helpful to also include this information in the QIP narrative. Governors asked whether the 'reasonable' progress arrow is showing that the provision/area is where it was expected to be. It was confirmed this is the case. Committee Chair asked what will happen to the actions currently allocated to the HTLQI when she moves to her new role. It was explained that these will be at a senior level, with the structure underpinning them strengthened. 2023/24 QIP will be signed off as part of the SAR process in the autumn term. The structure in place for this means that nothing gets missed and assurance was given that there are no risks in relation to this. AGREED: to note the content of the update provided.	
9	TLA Report Committee were happy to note the content of the report and asked whether any aspects of the heatmap will be a focus for the next staff development day. It was explained that: • Early sessions during the day will be sharing best practice	

	• AI sessions and specifically AI use in various areas will be provided e.g. assessments, teacheramics and prompts for teacher questions. • Collaborative problem solving across all areas • Theme is a 'one team approach' with the aim being to bring cross college functions together • Next staff day is 10th July and governors are welcome to attend. It was agreed that executive admin would email out an invite and schedule for the day to governors (Exec admin, June 2024).	
10	Safeguarding 1) In year update report Committee were advised that the report is provided for information and gives an overview of current trends. Key matters highlighted included: • Prevent and Martins Law – this hasn't been passed and is currently on hold and therefore information is just for noting • Prevent local context – BSC is part of the Barnet prevent team and is therefore able to access data • In terms of safeguarding, there are more male cases • Barnet campus tends to be where the majority of safeguarding cases occur, with the majority being 16-18 year olds • 'Protect' is a new website with a focus on prevent. It gives current threat levels. It helps to ensure focus and plan for next year, for both staff and students. • Plan created for each academic year and the 'Grow Wednesday' sessions are used as an opportunity for focus. • HR now focused on completion of mandatory training. • Some new risks have been identified e.g. drones. There are also business risks relating to prevent guidance. • Ways to mitigate risks when students are off site is also now a consideration • The safeguarding assurance table has been reviewed following the positive introduction of the Safeguarding and Wellbeing committee, however discussions are not yet consistently implemented. • Report summarises the 2024/25 areas of focus e.g. Online safety, embedding British values, gender questioning in education settings etc. • Mental health issues increasing • A high increase in the number of students being victims of crime this year • Slight decline in the number of prevent referrals Committee agreed that they, and governors more broadly, were reassured that the college is always at the top end of best practice. Board is content regarding the knowledge of changing circumstances and the ability to respond.	

	In relation to the increase reported in the number of male victims of crime, committee asked whether this is on or off campus. Staff advised that it is more off than on, however there is more that the college can do in terms of evacuation if there is an incident, this is in terms of staff confidence and how to respond. One governor noted that following his recent tour of the Southgate campus, it is clear that there are lots of 'nooks and crannies' and therefore it is positive that there are a low number of issues. Staff advised that the rise of the right is a concern. In France college age groups are a targeted group. This practice could be replicated in the UK. It was confirmed that this had been a topic of discussion at the Barnet prevent partnership and therefore college is aware of it and is monitoring. There have been no prevent cases this year relating to the far right, all relate to the conflict in Palestine and Israel. All agreed that there was a need to keep an eye on any currents coming out of potential change in UK political environment. 2) External review outcomes/actions CEO advised that the full report has not yet been shared as internal rollout has not been completed. Review identified areas of strength and then also areas to look to develop. One was access at Southgate. Additionally, there is more to look at regarding offsite provision at sports academies. AGREED: to note the content of the updates provided.	
11	9 headline AFI's - update Key matters highlighted by the CEO were: • Not a great deal of change at this point in the year • A lot of work done on predicted achievement which gives greater confidence • In relation to A Levels, outcomes are likely to still be under national average however they are negatively impacted by year 1 to year 2. There is greater confidence regarding current year 1's which should improve provision to a grade 2/good. • Engineering should be secure good • Electrical significantly above national average and with very positive student feedback • Evidence would suggest successful focus on the 9 AFIs and how governors have had an impact • Eight areas of predicted improvements • ESOL target/ambitions not likely to be achieved. College has to consider the context and therefore may need to review the measures of success. • Governors all agreed that it was really pleasing to see expected improvements in engineering and electrical given that they have been a focus for some time. AGREED: to note the content of the update provided.	

12	Student Governor Report Committee all agreed that it was really pleasing to see positive evidence of enrichment available. It was agreed that this report would be provided as an annex for full governors at the July board meeting (Director of Governance, July 2024). AGREED: to note the content of the report provided.	
13	Sector/Policy Update CEO confirmed that there was none for this meeting.	
14	Committee Annual Review Director of Governance introduced this item and indicated that this was an opportunity to consider: • 2023/24 heatmaps provided to the board – process to be self-assessed • Terms of reference • Membership • Meeting dates 2024/25 • Work plan 2024/25 There was good debate by the committee on the benefits of having a student on this committee. It was agreed that it was not necessary to have a student governor given time constraints and that other options should be explored to facilitate student co-option. Committee agreed that they were always supportive of 'freshening membership' wherever possible. Feedback provided included: • Heatmap useful format when presenting back to board • QTSE always a very busy meeting in terms of content • Deep dives have been helpful with other members of staff attending • Heatmap allows the committee to check that all areas are covered • Committee needs to retain flexibility as and when extra time is required to cover the content necessary AGREED to: a) Continue to use the heatmaps as a way to present a summary and overview to the board b) Continue with terms of reference unchanged c) Recommend to the board that 2024/25 membership be Jenny Jarvis, Mark Taylor, Chalene Scott, Tulay Rashid-Grant, Elita Eliades, Neil Coker and a student. d) Note the meeting dates planned e) Approve the 2024/25 work plan as presented.	
15	AOB There were no items of additional business.	

16	Reflection of committee meeting against college values Comments made included: • A real focus on improvements/improving • Meeting very learner centred • Sufficiently challenging in a professional way Staff observed that, culture very much starts at the top and felt that the committees approach was very respectful and student centred even when there are challenges issued.	
17	Date and time of next meeting This was confirmed as 6 th October 2024 at 5.30pm. Meeting closed at 7.35pm.	