

**Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Monday 11th November 2024
At 17:30 on Teams
(Part 1)**

Present: Jenny Jarvis, Chair
Mark Taylor
Chalene Scott
Neil Coker, CEO & Principal
Tulay Rashid-Grant

In attendance: Maxine Bagshaw, Director of Governance
Victoria Cornwell-Lyon, Deputy Principal
Tracey McIntosh, Deputy Principal
Adam Goldstein, Chair of the Board
Phil Harding, Governor
Adam Morley, Governor
Cait O'Riordan, Governor

Item	Description	Action
1	Preliminary items i) Apologies for absence Apologies for absence were received from 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, however acknowledged that there would be opportunity for discussion on the next Ofsted inspection, with the college having received notification this morning that the inspection will take place next week. Chair reminded that all governors had been invited to this meeting, given that the single agenda item focus is the 2023/24	

	Self-Assessment Report (SAR). This will now be considered in conjunction with the inspection which will take place next week.	
2	Ofsted inspection CEO and Principal provided a verbal update with key matters highlighted including: • Ofsted will be inspecting next week. • This will be a full inspection with 14 inspectors on site between Tuesday and Friday. • College is now working hard to tie together all the plans which have been in place for some time. • College will have the same lead inspector as last time which should help to give some consistency and familiarity. • Senior team have met and briefed all college managers. • All staff communication email sent out. • Positive feedback from inspectors was that the 2023/24 SAR, even whilst in draft is available now. • Senior staff had a one-hour call with the lead inspector earlier in the day. • Timetable for the visit is now being created and will include several meetings with governors. • Governor's meeting are likely to be on Wednesday, with the anticipation being separate meetings for Elita Eliades given her safeguarding lead role and Adam Morley as the skills lead governor. • Areas of focus are likely to be: 1) <u>Programmes for young people</u> a) T Level year 2 plumbing b) Electrical, hopefully level 2 c) A Levels d) GCSE Maths and English e) Business 2) <u>Adults</u> a) ESOL – this is likely to be a challenging area during inspection given the huge scale of provision b) The sector-based work academies c) Adult maths and English d) Some Access provision 3) <u>High Needs</u> – this will be the whole provision in the centre. 4) <u>Apprenticeship provision</u> – because the college only has small provision, inspectors have asked for all student names. • College will benefit from a very experienced lead inspector AGREED: to note the content of the update provided.	
3	SAR 2023/24 The Deputy Principal provided a presentation summary which covered several aspects including: <u>1, SAR Methodology</u> Key matters highlighted included:	

	• Use of comparative starting points • Extensive range of qualitative and quantitative data sets - Over 35 different sets of performance trend data across ages, levels, qualification types, departments versus relevant national rates. - External examination results - QRM/performance clinic records - Attendance trend data (internal and external) - Student satisfaction rates - CPD records - Behaviour incident reports/disciplinaries - Enrichment reports/data - PM records - Target setting data • 25 curriculum and support SARs/QIPs • QTSE minutes • AI Deputy Principal indicated that, whilst the SAR document has been proofread twice there are still some typographical errors to amend. She confirmed that there would be no content changes, subject to discussions today, and it was agreed that an update of the document would be circulated (Deputy Principal (VCL), November 2024). Governors indicated that, in terms of important areas to focus on for discussions today, these would include: • Assessing the proposed scores i.e. two's across the board • Impact section i.e. ESOL, Maths etc. • Governance section – where should governors focus during discussions with inspectors, particularly the issues and actions. • Comparisons with national averages even if there have been improvements • Role of the performance clinics and the impact they have had Question and challenge from one governor was, if self-assessing every aspect at a grade 2 is the college not celebrating success enough and/or is it not being critical enough. In terms of the methodology, Deputy Principal indicated that the use of comparative starting points is important as this says a lot about the level of disadvantaged, vulnerabilities etc. Majority of students come from highly disadvantaged situations with a starting point significantly below national averages. Research says that there has been a greater negative impact on the disadvantaged and the vulnerable. Challenge from the committee was whether the SAR makes enough of the contextual data available? Is the college context significantly more challenging than others in the sector? Staff expressed the view that it is. Deputy Principal indicated that, within the locality there are also very good and outstanding schools and therefore the college creates a critical pathway for the vulnerable and disadvantaged.	
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	Challenge from the committee was to compare the BSC position with other London colleges. One governor asked whether the college has a narrative to back up the information available on starting points e.g. the extent of interventions utilised to provide support. Deputy Principal expressed a view that pass rates are a real strength of the college and that there is no other reason for this other than strong teaching and learning. One governor asked whether Ofsted outcomes are known for other colleges who have similar outcomes/data when compared to BSC. Deputy Principal confirmed that she completed a comparison just before summer, with a specific focus on all colleges who secured a grade 2 good. She expressed the view that BSC is comparable. Challenge from one governor was that it is only Level 2 provision which is comparable with national average and therefore college will need a strong narrative around this and the other provision that is not at national. In relation to Level 3, Deputy Principal indicated that there are a number of important reasons for outcomes being below national average. This includes previous retention from year 1 to year 2 last year, however provided assurance that current retention is now significantly higher. Retention for A Level is 91% which is a 13% improvement. Governors were given assurance that Level 3 has improved and that there has been a lot of learning from last year. All staff put a lot of work into Level 3 provision from Easter onwards which has had an impact. Examples given were talking to parents, broad range of interventions etc. and not just performance clinics. When considering the content of the SAR, challenge from one governor was whether the thematic context comes out enough and they suggested that more narrative would be helpful. CEO advised that he has a 10-minute introduction with inspectors at the start of day 1 and that he will use this to share headline data. Deputy Principal confirmed that detailed actions to bring about improvements and the success measures associated with this will all be included within the QIP, which is scheduled for presentation and discussion at the January 2025 QTSE meeting. Challenge from governors was to focus on the actions in the SAR and particularly anywhere where there is currently evidence of impact. In relation to Level 3 data, committee were advised that the key issue is underlying retention from year 1 to year 2 and that the college believes it can evidence strong retention improvements in relation to this. Intention is also to refer to curriculum changes i.e. a move to 1+1 rather than 2-year linear programmes. Challenge from governors was to be clear why the college is doing this i.e. curriculum redesign rather than to address retention challenges.	
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	(Adam Morley left the meeting at 6.15pm) 2, <u>Areas for Improvement</u> Governors were then referred to the areas for improvement i.e. the emerging key areas for development. These fall into a number of headings including: a) <u>Quality of education</u> - Student outcomes at E3/L1, especially in maths and English, ESOL and foundation learning - The extent to which all students on level 3 programmes achieve and make strong progress - The extent to which teachers utilise effective adaptive pedagogical processes - The extent to which teachers and personal tutors make use of the target setting process especially for vulnerable students b) <u>Behaviour and attitudes</u> - Attendance rates across many curriculum areas especially for English and Maths classes c) <u>Personal development</u> - The number of external competitions students participate in - The consistency of enrichment opportunities across all departments d) <u>Leadership and management</u> - The extent to which teachers CPD and coaching activities further drives innovative and impactful learning - Effective collaboration between curriculum and support services in order to further improve student retention rates, especially for 16-18 students. - The efficiency and impact of key QI/QA processes to more swiftly identify and address underperformance. - The consistency and impact of the tutorial provision - The impact of student voice activities in some curriculum areas - The extent to which some business support areas effectively support curriculum managers - The outcomes of some vulnerable groups such as those students with high needs/EHCPS,LAC,CL's and those in receipt of college bursaries. When considering the slides shared there were several questions and challenge from governors, including: • In relation to personal development is the word 'consistency' appropriate? View expressed what that there should be opportunities to celebrate the great practices in the vast majority of areas • Are there any of the same areas for improvement that were seen at the last inspection. Deputy Principal confirmed that there is and gave Maths and English as an example. She provided assurance that the college knows why it remains a challenge and an area to improve and that there is strong evidence to show what the college has done to try and bring about the improvements.	
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	• Governors encouraged staff to look at the language used before sending the document to Ofsted. • Governors asked for more information in relation to the comment on student voice impact. Deputy Principal expressed a view that there are some curriculum areas where they could do more to ensure that student voice activities drive impact. • Is teacher CPD really an issue? Deputy Principal expressed a view that the college could do more and is doing more, and an example given was the launch of the teaching and learning excellence framework. College now has a drive for new and innovative practices which shows ambition. Committee were advised that the college has good evidence to show that the college is committed to teacher development. • Will the QIP break down areas for improvement by curriculum areas. Staff confirmed that it will. Challenge from governors was to narrow them down in the SAR and then reword for presentation. Governors were then invited to consider the proposed self-assessment grades; these are grade 2's in all aspects. Deputy Principal expressed the view that the quality of education grade in practice determines the leadership and management grade and that it is unusual for these two to be different. This also links into governance. Committee were given assurance that there were robust discussions regarding behaviour and attitudes and personal development in particular, with a good level of challenge and scrutiny. Governors were reminded that the attendance position sits within behaviour and attitudes which has influenced a grade 2 rather than a 1. (Cait O'Riordan left the meeting at 6.35pm) Challenge from governors was that the impact of actions taken in relation to personal development would be critically important, both at inspection and in the QIP. One governor asked whether the college considers itself strong in relation to skills. Deputy Principal confirmed that it does and indicated that how this translates at curriculum level is what is important. Inspectors will want to see the deep dive detail. Governors asked whether the self-assessment in relation to safeguarding could be stronger than currently worded. Staff explained that this was not possible as 'effective' is as good as it gets. Committee then asked for a timeline for finalisation given discussions today and further internal review. Deputy Principal indicated that the document needs to be uploaded to the Ofsted portal on Thursday and therefore any amendments would be made tomorrow and then recirculated to governors on Wednesday.	
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	Committee members then asked to provide any further amendments and feedback by Thursday. Challenge from the committee was to carefully consider the conversation with Ofsted regarding the SAR content, as the organisation would usually have more time to finesse and finalise with this being the first opportunity for committee/governor input.	
4	Date and time of forthcoming meetings Committee noted that the next meeting scheduled is 13th January 2025 at 5.30pm. Meeting closed at 6.45pm.	