

**Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Monday 13th January 2025
At 17:30 on Teams**

Present: Mark Taylor, Meeting Chair
Tulay Rashid-Grant
Neil Coker

In attendance: Maxine Bagshaw, Director of Governance
Victoria Cornwell-Lyon, Deputy Principal
Tracey McIntosh, Deputy Principal
Lorraine Jackson, Director of Essential Skills
Cait O'Riordan, Governor (until 6.30pm)

Item	Description	Action
1	Preliminary items i) Apologies for absence Apologies for absence were received from Jenny Jarvis and Chalene Scott. ii) Declarations of interest No specific declarations were made and standing declarations were noted. iii) Notification of urgent business Chair confirmed that no matters had been raised in advance of the meeting.	
2	Deep Dive Report - ESOL Committee were happy to take the report provided as read. Key matters highlighted included: • Team is working hard to improve results • Several measures have been put in place to support • Report includes a section on risks • Adult provision is growing quickly and this needs to be sustainable and manageable	

	- College does have some space limitations which means that the growth focus needs to be at Edmonton Green as there is space and teaching capacity there. Committee asked whether learning mentors are having an impact. Committee were advised that each is on a fixed term contract for one year with one per site. Their focus on 16-18 year olds. All are qualified ESOL teachers. Most positive impact is in relation to dealing with behaviour issues and absence and following this up. Committee asked what the biggest risks are for this area. Staff advised that they are: - Space - Class sizes i.e. if they are too large then this puts students off - Teaching capacity Governors asked whether the college could expand in this area. It was explained that expansion is really about how the college uses its adult education budget envelope and hence the need to focus on Edmonton Green. Governors asked whether there is confidence regarding the quality of provision. Staff expressed confidence and indicated that there are the right plans in place including teaching and resit requirements. Staff advised that student targets are realistic and manageable. Governors asked what the key areas for improvement are. Staff advised diagnostic assessment and feedback to learners. Challenge from the committee was whether this is enough i.e. should there be more on improving outcomes. Staff provided assurance that this is included within the curriculum area quality improvement plans. Governors asked what activity will improve outcomes. Staff suggested: - Improved initial assessments i.e. getting the levels right first time - Timely diagnostic tests so that there is confidence in relation to starting points - CPD in relation to SMART targets i.e. what will make individual differences - Mentoring in small classes - Better monitoring and tracking CEO asked whether these elements are coming through in the quality review meetings i.e. is the college seeing impact and an example given was fewer in year transfers. Deputy Principal indicated that initial assessments have been a challenge this year and that by week 4 there were lower numbers completed than required. She advised that, since Ofsted there has been a significant drive and the percentage has increased, however the college is still not where it needs to be. She expressed confidence that management have improved their oversight and that there is	
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	now a more unified view in relation to what the problems are. She expressed the view that there is however still a long way to go before this is a 'strong area of provision'. Question and challenge from governors was a concern that provision is growing whilst at the same time there is a need to get the quality right and they asked whether the attendance position has improved. Staff acknowledged that there is a tension that sits alongside growing numbers and improving quality assurance processes. Deputy Principal indicated that during the Ofsted inspection they saw classes where teaching and learning was good and therefore the colleges focus needs to be on processes e.g. withdrawing students on a timely basis if this is necessary and an example given was because of age or a move out of the borough. Deputy Principal described ESOL as provision that is impacted beyond what happens in the classroom, with the elements to manage being complex. She indicated that, whilst the college may not hit national benchmarks this is not necessarily because of anything to do with the quality of teaching and learning. Staff described retention as problematic, however this is due to the wider socio-economic issues. What the college does have control over is the pass rates and the aim is to achieve national average pass rates, this was described as possible. Staff advised that teaching and learning is, in the main good but that outcomes are poor because of several factors, including: • Initial assessments • Management of the programmes and there is a need to overhaul this • Staff now have a much better oversight of key processes, and the management of assessment processes were described as critical. Governors asked for more detail on growth plans. Staff advised that college is looking at growth at pre-entry i.e. the tailored learning level which falls outside the achievement and retention data. Staff advised that in 2024/25 and 2025/26 the college is not planning for significant growth at level 1+ and is proceeding carefully. Staff provided assurance that the college does have capacity to do this and part of this will be through the multiplier funding. AGREED: to note the content of the update provided.	
3	Deep Dive – Maths and English Key matters highlighted were: • College is seeing an increase in the number of students who need to retake/resit Maths and English • In 2023/24 60% of 16-18 year olds needed to complete resits. This was described as high for the sector but not high for London. • Numbers are increasing on study programmes	

	• Last year saw the introduction of a new stepping stone qualification i.e. Maths level 1 award. This is a step into GCSE. • Functional Skills results are not where they need to be and are below national average • Intention this year is to convert all Functional Skills English to GCSEs with grades targeted for each year. Same will apply in Maths in 2025/26 • College will have streamed classes based upon ability. This will allow the organisation to hone in on what students really need. • Senior leaders have been looking at the department structure and how this can be changed and adapted • An extra push is needed in terms of attendance and the plan is to involve vocational staff on this more and not just Maths and English teachers. • Position for maths and English is different with maths being a 3-year improving trend but, by comparison, English is a 3 year decline. • College has a new curriculum manager in post for English and it is hoped that they will have a positive impact. • College needs to take a multipronged approach i.e. - Getting students into the classes - Assessments - Timetabling Governors were advised that there is very little percentage attendance difference between Maths and English. Governors asked whether the current attendance percentage is higher or lower than the same point last year. Staff indicated that it is between 4-5% lower than prior year. Governors were advised that the organisation took a centralised approach to attendance just before the Christmas break and that this has had some positive impact, examples given were letters being sent home to parents. All returners have been put into mandatory booster classes, which means that they can catch up with no peer pressure. Governors were advised that there are now explicit links with the vocational areas so that students can see the real relevance of maths and English i.e. content within the lessons. Question and challenge from governors were whether or not what the college is doing is transformational enough. Staff expressed a view that there is no single answer and no 'golden bullet'. What the college needs to do is 'keep chipping away'. Staff expressed a view that changing the qualification will have a positive impact in terms of outcomes. College has also introduced November resits for this academic year, with the aim being of trying to move students on more quickly. Challenge from one governor was to be very clear in terms of what is measured and specifically what will have an impact and make a difference. She suggested a need to be clear in terms of what success looks like and then have honest conversations regarding whether the college is getting there.	
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	Governors asked whether full mocks are completed. Staff advised that for English this is the case but that for maths part papers are completed. Staff provided assurance that progress checks are completed and that some of these are under exam conditions. Next set of mocks are planned for 22nd January which will allow staff to have an early focus on what each student needs. AGREED: to note the content of the report provided. (Lorraine Jackson left the meeting at 6.35pm)	
4	Minutes of the QTSE meeting held on 11th November 2024 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 11th November 2024. There were no matters arising. Committee were happy to note the action tracking document provided.	
5	Agenda item/reports deferred from the previous meeting 1) <u>Student Experience</u> Deputy Principal referred to the report provided and expressed the view that it is now a little out of date. Key matters highlighted were: • Since the report preparation college has had an Ofsted inspection • Report shows the strong breadth of cross college activities • College has seen a significant increase in the participation rates, however there is still more work to do in terms of longer-term commitment/participation rather than 'one off's'. • A very well run cross-college enrichment programme • College wants to increase the number of club participants One governor referred to the ambassador programme and described it as exciting. Question and challenge were whether or not there is a link to be made with attendance as an incentive. Suggestion was to use ambassadors to unpick with other students what the college can do to improve attendance. Governors all agreed that it was pleasing to see the participation rate increases across all areas and all age groups. Staff expressed the view that membership levels at clubs and societies needs to be the next focus. 2) <u>2024/25 Areas For Improvement (AFIs)</u>	

	Deputy Principal explained that this links closely with the report on the 24/25 Quality Improvement Plan and therefore it was agreed to discuss this next. (Cait O’Riordan left the meeting at 6.30pm)	
6	2024/25 Quality Improvement Plan Feedback from governors on format was that it is accessible and therefore helps them to focus. All agreed that they liked the monitoring approach and the use of national indicators. Challenge from governors was the need to always focus on impact and not the actions i.e. focus needs to be on the success measures. Deputy Principal confirmed that she has tried to make these as quantifiable as possible with three or four success measures identified for each area requiring improvement. Each AFI is RAG rated and directly linked to the success measures. The document includes both in year and end of year measures. Request from the committee was that all future reports should link to the success measures including what the current position is (all report writers 2025). Governors agreed that there was the right focus in the document and that it was helpful not to be ‘buried under 1000 actions’. Governors asked whether the QIP incorporates Ofsted feedback. Deputy Principal provided assurance that it does and expressed the view that staff know the college well and governors can take assurance from the fact that Ofsted did not identify any unknown areas for improvement. Deputy Principal indicated that several elements have been added since the version shared with Ofsted. These include: • Need to improve curriculum links with business support i.e. the processes • Student progression – this is data processes and systems that need to be improved so that there is better in year knowledge. This has been included as a leadership and management AFI because there needs to be better systems in place and better reporting. Intention is to utilise a new reporting tool which all agreed would be a ‘game changer’. All agreed that there is a need to be able to monitor effectively and robustly before change can be driven. Deputy Principal then referred to the AFI’s proposed and specifically highlighted: • A need for continuing focus on achievement and specifically ESOL, foundation learning and maths and English. These are all large areas of provision and improvements would therefore have a significant impact. • Progress – this is systems, processes and monitoring One governor asked whether there needs to be a continued focus on Engineering and A Levels. Staff expressed the view that Engineering is currently a grade 3 and that, whilst achievement has improved by 20% points there is still more to be done to get to a grade 2. A Level provision has self-assessed as a 2 however	*

	overall achievement rates in 2024 were grade 3. This is based upon 2-year programmes with poor retention, however retention in 2024/25 has been good which should lead to improved achievement. AGREED: to note the content of the update provided.	
7	Teaching, Learning and Performance Report Deputy Principal provided a presentation and indicated that it is intended to summarise where the organisation is now, including: • Implementation of the new TLA excellence framework – this has five core components including: - Adoption of cognitive science and neuro psychological approaches to TLA - Teacher led CPD underpinned by the above approaches - Published calendar QA/QI activities - Top 10 steps to innovate an impactful TLA - VA strategy • BSC approach to TLA and CPD – evidence-based pedagogy underpinned by cognitive science and neuro psychology and teacher led CPD. - GROW Wednesday schedule commenced after October half term - Ofsted inspection - Training events delivered on the key components and key insights of cognitive and neuro psychology and how they relate to how students learn. - All teachers have chosen an area of focus relating to their reflective practitioner projects. Two most popular areas are: a) Stretching students thinking b) Improving students' memory - Overall – good and improved quality and line management oversight of the process, through consistent compliance and ownership. - Currently no impact measures, though QRM processes will aim to agree the success measures • Quality assurance and quality improvement activities are comprehensive Governors asked how staff are responding to greater expectations in relation to 'holding to account'. Deputy Principal indicated that staff are responding well, and that one challenge however was managers having the confidence to have the conversations with some being fearful. In relation to quality assurance governors were advised: • Ambitious calendar of quality assurance and improvement activities throughout the year, consisting of 80 scheduled QA or QI activities involving a wide range of curriculum quality and support colleagues. • Range of QA checks • Inspection • QIP planning and monitoring including the use of AI	

	• Introduction of quantifiable success measures to monitor progress. In relation to quality improvement and assurance: • GROW Wednesday cross-college/departmental CPD delivered by LTE's • Cross-college learning walks • 33% increase in the number of classes visited. Standardised documentation. • Very high coverage and compliance. • Strong quality oversight. • Cross college report and departmental feedback. Term 1 learning walk findings include: • Key strengths - Most students, including a large level 3 cohort, demonstrated a strong understanding of core structure and career pathways, reflecting readiness for future success. - Effective use of engaging resources and practical activities to drive progress and achievement - Good developmental and supportive feedback - Effective use of adaptive TLA resources - Effective communication between teachers and SSA's • Key areas for development include: - Consistent use of lesson objectives - Timeliness of initial assessments - Insufficient stretch and challenge in several lessons - Need for more targeted questioning - In class target setting for vulnerable students Governors were advised that for the key AFI's there are particular elements that relate to ESOL and Maths and English. Governors were then given an overview of the 10 steps in place for innovative and impactful learning. Deputy Principal described a need to focus on adaptive TLA strategies rather than adaptive resources. This is required to close the achievement gap. College now has a value-added strategy which covers 2024-2027. This is all about progress and driving student progress forward. One governor asked whether the college would use a platform to measure progress and examples given were ALPS and ALICE. Deputy Principal confirmed that they will be using software via One Grade. Governors' attention was drawn to the seven key components of the strategy with five of these currently RAG rated as amber. There are two elements RAG rated as red because work hasn't yet started on them. In relation to data systems, college does not yet have the software needed in place. This strategy was launched this term. Challenge from governors was a need to carefully manage it to ensure that staff are engaged and fully committed. College has several progress and student experience visits which are due to commence in January. These will have a specific focus	
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	on progress and the wider student experience, both for those who have an EHCP and in the mainstream provision. It was agreed that an update report in relation to these would be provided at the next meeting (Deputy Principal, March 2025). AGREED: to note the content of the presentation provided.	*
8	Curriculum and Growth Report (Current year enrolment and planned growth in 2025/26) Deputy Principal presented her detailed report with key matters highlighted including: • 16-18 year old position is 105% against allocation • College has seen 21% 16-18 growth over 3 years i.e. 600+ new learners. • In a competitive market the college needs to fight for every learner • Adult position in 2023/24 was 103% • HE numbers are pretty static • Good curriculum alignment with local, regional and national priorities • Significant growth in LSIP priority areas • For 2025/26 the planning meetings have already started with a programme in place to the end of January, however this is not just an 'annual review' activity. • A sector and college challenge was the level 3 'pause and review'. This led to a lack of clarity in relation to which Level 3 provision would and wouldn't be funded. • College is planning some new partnerships and one example given was in relation to Level 3 aviation • In relation to HE, college has been working with Middlesex University on foundation programmes. Aim is to have joint foundation year delivery, both in terms of sites and resources. Programmes are currently going through validation. • College is looking to provide an Early Years foundation degree with Greater Manchester University (formerly Bolton University) • Growth is not just new provision and comes from existing courses One governor asked whether any HTQ's are planned. Deputy Principal indicated that two were offered last year but that neither of them recruited. Governors were reminded that the college did secure capital funding to develop HTQ's and there may therefore potentially be clawback. Governors were advised that there is a national recruitment challenge in relation to these. Governors were advised that the intention is to now revisit T Levels given that the outcome of the pause and review process is known. There is potential that the college will reduce its T Level offer whilst increasing BTECs given the continuing funding. Governors were advised that the detailed curriculum review meetings start on 27th January 2025 and it was agreed that the	

	timetable would be circulated to governors with an invitation to attend any that are of interest (Deputy Principal, January 2025). Deputy Principal then referred to the position in relation to Free Courses for Jobs and reminded that these are Level 3 qualifications. She explained that college has struggled to secure the numbers planned and that this mainly due to interested students not having the entry requirements. AGREED: to note the content of the report provided.	*
9	Safeguarding – Exceptions report In the absence of the Designated Safeguarding Lead committee were happy to take the report for noting.	
10	Headline QTSE Corporate Risks Committee were happy to note the content of the report and invited the Deputy Principal to highlight anything not already discussed in the meeting. Deputy Principal confirmed that there was nothing new to mention.	
11	AOB As a matter of additional business CEO confirmed that college has now received the first draft of the Ofsted inspection report. College is providing feedback on accuracy and then the report will be published.	
12	Date and time of next meeting This was confirmed as 25th March 2025 at 5.30pm. Proposed deep dive topics include: • Foundation learning, and • Adult essential skills Committee were happy to approve these as topics and also requested an attendance update given the challenges with a focus on implementation of the strategy. As requested at the December board meeting also to be provided is a short report on behaviour. Governors all agreed that it should be brief and not too onerous to prepare and deliver. Meeting closed at 7.55pm.	* *