Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Tuesday 25th March 2025
At 17:30 on Teams

Present:

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

In attendance:

Maxine Bagshaw, Director of Governance
Victoria Cornwell-Lyon, Deputy Principal
Lorraine Jackson, Director of Essential Skills
Greg Haynes, Campus Director Southgate
Jon Long, Campus Director Barnet
Owen Dawson, Assistant Director: Behaviour and Student Experience

Item	Description	Action
1	**Preliminary items** **i) Apologies for absence** Apologies for absence were received from Kate James. **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	**Minutes of the previous meeting** Committee reviewed the minutes of the meeting held on 13th January 2025 and it was agreed that they were an accurate record. AGREED: to approve the minutes of the meeting held on 13th January 2025.	

	There were no matters arising. In terms of the reports to be discussed today Chair confirmed that the focus should be on the 'so what' and therefore it is not necessary to repeat the data and numerical information provided.	

3	**Deep Dive Report – Adult Essential Skills**
	
	Key matters highlighted were:
	• This is a high-risk area for the college.
	• Provision was graded as 'inadequate' in the last self-assessment review.
	• It is high risk because of the protracted absence of the curriculum manager and their experience. Individual has not been able to fully engage with improvement actions because of the absence.
	• Because of the highlighted risks college has invested in a full-time administrative assistant who will focus on:
	  - Ensuring all students are enrolled correctly for exams
	  - They will work across the three sites
	  - College has appointed an interim curriculum manager to mitigate, with this individual joining on Monday.
	• Main mitigations to the known risks are staffing appointments
	
	One governor asked what actions are being taken to improve the attendance rates. Staff advised that attendance and retention rates and data are not considered to be as accurate as the college would like because of the lack of management oversight.
	
	Committee asked whether performance clinics are supporting with improvements. Staff advised that they will be but, to date this has been restricted by the inability to carry out performance management activities.
	
	Committee asked what the first actions will be for the interim curriculum manager. Staff advised that this would include:
	• Checking that all students are enrolled for exams
	• Ensuring that all students will get the exam support that they need
	• Planning for 2025/26
	• Ensuring that students receive good quality feedback
	• Identifying students who are 'at risk' and ensuring that they have support plans in place. This was described as imperative over the next 4-6 weeks.
	
	It was explained that the college currently doesn't have management reports and robust tracking which must be addressed to ensure that at risk students are supported.
	
	Committee asked how long the interim curriculum manager will be in place. It was confirmed that this is until the end of the summer term and it may be longer to support maternity leave cover.	

	Committee asked what the timeline is for turnaround. Staff advised that there is currently no certainty on this and that the first step is to ensure confidence in relation to data on the system. College is seeing a high number of students taking higher paper entries which is a positive sign. Anticipation is that there will be a greater degree of certainty in one month. It was agreed that committee would receive a follow up report on this at the next meeting. This is to be a 1-page summary with headline data and key points (LJ, 9th June 2025). CEO asked who is processing the January exam claims. The Director of Essential Skills confirmed that it is her. CEO indicated that he would speak to the Deputy Principal in relation to this separately outside of the meeting (CEO, March 2025). CEO noted that there are 959 starts and asked whether any summer enrolments are anticipated. Staff confirmed that they are but explained that the February 2025 intake was limited because of space constraints. CEO asked whether the 959 are doing one or multiple qualifications. Staff advised that it is a mix. CEO expressed concern that there are a significant number of qualifications at risk, mainly at Level 1 or below. Committee asked what the turnaround time is for skills results. Staff advised that for Level 1 and 2 it is six weeks. Entry level is marked on site but the EVs/IVs have not yet been completed. Challenge from the CEO was that there is a resource discussion required in relation to this. Committee asked whether there is anything that the college can do to identify issues earlier and put in place earlier interventions. Staff advised that having the administrative assistant in post since the end of October will have been a benefit. Adults are in booster classes. Main issue described was a lack of confidence in managerial oversight. Committee asked whether quality monitoring could have picked up issues earlier. Staff expressed the view that this is unlikely. Challenge from the committee was to consider lessons learned for the future. Committee were advised that the staffing structure is also something to be addressed as well as staff recruitment. Challenge from the committee was to provide more assurance in the update paper to be provided at the next meeting. AGREED: to note the content of the report provided. (Lorraine Jackson left the meeting at 6pm)	* *
4	**Deep Dive Report – Foundation Learning** Key matters highlighted by the Barnet campus director were: • All three campuses have retention issues • This is a challenging area of provision	

	- Pass rates are more of an issue at Barnet campus and are linked to the balance to be struck between retention and achievement. - Primary concerns are retention, achievement and progress - Many students on Foundation Learning are the most 'vulnerable' - Key issue is the 'at risk' learners - Best- and worst-case prediction provided - In relation to outcomes, anticipation is that they will be improved on the prior year - Key focus is the at-risk students to get them over the line - Staffing structure is not helping to secure improvements i.e. bought in services that sit alongside the permanent team which is quite small. - Core structures also need to be reviewed - Schemes of work/delivery models not always right for this type of learner - College also needs to look at how assessments are structured throughout the year - Actions being taken include: - Booster sessions for the GCSE packages as well as revision - Targeted interventions for the vocational packages Key matters highlighted in relation to the Colindale Campus were: - Some very similar issues as Barnet - A much smaller cohort of learners at Colindale - Generally, retention is good for both of the two cohorts i.e. September and January starts - Attendance is generally good, however there are more challenges with the 'back on track' January starts - There have been some staffing issues with only a small cohort of staff - Very experienced curriculum manager in post however there is a resource/capacity issue - High number of students with EHCPs as well as care leavers - Inconsistency of core structure and assessments - Intervention measures include: - Focusing on motivation and incentivisation for attendance and punctuality - Introduction of competitions - Good communication in place Key matters highlighted in relation to Southgate were: - This campus has a mid-size cohort - Students on four different types of courses - Retention good for the September starts however January starts are more challenging, with not as good engagement and attendance - Some students have severe mental health issues, and this negatively impacts upon attendance - More stable staffing this year when compared to last. There is still some servicing in however there are also permanent staff	

	• 14 EHCP students • 5 students in care • High level of behaviour issues which leads to a high workload for staff • Several students with high needs that haven't previously been diagnosed, with the college now having to make referrals. In terms of the review and analysis: • Two strands to the improvement journey: a) Short term - New curriculum managers at Barnet and Colindale. Both working hard with the teams. - Curriculum manager at Southgate continuing. There have been some serious incidents at this campus which have led to exclusions. b) Longer term work - Curriculum review – in terms of design and implementation. Team have identified several issues and therefore are planning a redesign/overhaul. - New offer for next academic year In terms of 2025 outcomes, staff expressed the view that they will improve however achieving national averages is a risk. Assurance was given that all curriculum managers have strong oversight and are working hard. Committee asked what issues the curriculum review needs to address. Staff advised that these include: • Intent not clear enough and doesn't shape the curriculum design • It is not meeting the needs or interests of the students. It needs to be more engaging and interactive. Delivery needs to be 'short and fat' and not 'long and thin' units. • Shaping the curriculum around behaviours and attitudes • Curriculum design needs a radical change • Staffing model needs to change as specialist staff are required to deliver Committee asked whether the qualifications would change. Staff advised that for some they will e.g. taking the GCSE package out of Foundation Learning at Barnet campus. In relation to curriculum intent, committee asked whether there will be a focus on what the courses are setting students up to do in the future. It was confirmed that it will, with intent aligning with pathways/next steps. Committee asked how the college will enable cultural change. Staff expressed the view that this needs to include: • Stopping the 'rollover' that has happened in previous years • Department needs to have cohesion and consistency	

	• Need for a solid Foundation Learning departments at all sites • Intent must be clear • College must have the right structure so as to be able to support. Committee agreed that, whilst there was lots of assurance provided in terms of management there was not so much in terms of impact and therefore asked for a 1-page update at the next meeting, with a focus on the detail provided today on the 'review and analysis' slide (GH/JL/KJ June 2025). Committee asked whether there is any consultation with employers regarding the skills agenda planned. Staff confirmed that there is. AGREED: to note the content of the reports provided. (Jon Long and Greg Haynes left the meeting at 6.35pm)	*
5	**Attendance Report – Implementation of the Strategy** Key matters highlighted were: • A reminder that a new strategy was introduced for 2024/25 • Implementation is mixed/bumpy • Attendance rates do remain a concern • College seems to be stuck in an inertia with attendance rates at the low 80%'s, with rates not moving either way. College seems to have 'hit a wall'. • This seems to be a national trend/issue that is being seen in all types and localities of college • A 50/50 split between areas of provision which are improving and declining • Data has been analysed to create a best- and worst-case scenario • Timetabling and enrolment review should make a significant impact • Data snapshot shows the improvers and the decliners - A Levels have the most consistent attendance - 2.8% increase in engineering - Modest and gradual improvements in Foundation Learning +2.3%, however there are some concerning percentages. A lot of which is at Colindale including: a) Construction - 7.1% decline b) UPS - 8.6% decline which is uncharacteristic. Staff explained that data has been pulled down by the sports academies. c) Sports – a high number of suspensions/exclusions which has negatively impacted Committee asked how the RAG ratings have been arrived at. Staff advised that what has been tested is strategy compliance. Staff gave assurance that, whilst nothing is being completely neglected there are elements which are not yet moving forward at pace.	

	Question is how long to give the strategy to show impact. Staff expressed a view that there is a need to let the strategy breathe for a little while longer before full analysis. One view expressed was that the strategy needs to be given more prominence by the curriculum managers and that this could have helped to move things on more quickly. Committee asked whether the attendance percentages include English and Maths or just vocational. Staff confirmed that it includes both. Committee requested more detailed breakdown for the next report e.g. English and Maths, vocational programmes, tutorials etc. (OD, June 2025) Committee asked whether there is an attendance policy in place that sets out consequences. Staff confirmed that there is within the Positive Behaviour Policy, however college has to consider why students don't attend on a case-by-case basis. Committee asked what escalation looks like within the policy and whether there are department differences e.g. a high number of students for a lot of days or a low number of students with repeat absences. Staff advised that the picture is mixed but that there are a persistent hardcore number of poor attenders. Maths and English has the lower attendance rates. An observation made was that some students know how to 'work the system' i.e. what percentage will and will not trigger them coming under the spotlight. Committee were advised that some departments are having some successes but that it isn't always possible to replicate what they are doing and examples given were ICT and business and travel, however there are strands of the successes which can be shared. Staff advised that teacher tracking is having a positive impact and that this helps to support the work of the safeguarding team. Challenge from the staff governor was that all the interventions should be recorded on the central system as this really helps to build up the individual student picture. Challenge from the Deputy Principal was that the lack of compliance was just not good enough and that, in terms of next steps and recommendations there needs to be a senior management team response. Committee asked what will make the most significant difference. Staff expressed a view that Directors need to ensure that their management teams implement and comply. Committee asked whether there are any barriers. Staff suggested that the use of administrators is impactful i.e. all students to be contacted on the same day that they are absent. One governor noted that attendance for adults is lower and asked whether the college knows why i.e. what the challenges for adults are and how can the college support. It was explained that two areas have negatively impacted upon adult data. This is ESOL and Adult Essential Skills. Challenge from the CEO was a need to better understand any barriers that adults may face.	*

	AGREED: to note the content of the report provided.	
6	**Behaviour Report** Committee considered the detailed report provided and all agreed that the position looks positive. Committee asked whether there is a sense of cultural change. Staff expressed the view that there has been change with the college being described as 'calmer'. There has been a reduction in the number of incidents against staff and staff voice confirms this. Things seem to have 'settled down'. Committee asked whether the views of students are known. It was confirmed that this is the case and staff provided assurance that when referring to 'incidents' it is a minority. Students feedback that they are pleased when a resolution has been made e.g. the feel of the LRC, with feedback confirming that a reduction in disruption has helped to improve the learning environment. Committee noted the increase in the number of 'incidents' and asked whether it could be that the college is just being more alert to issues. Staff suggested that potentially this might be the case but that it would not be significant. Challenge from the committee was a need to continue to monitor the trends that appear to be rising. AGREED: to note the content of the report provided. (Owen Dawson left the meeting)	
7	**Report on Progress and Student Experience (PSE) visits** The Deputy Principal introduced this report, and all agreed that the key findings and next steps need to be the focus. Key matters highlighted were: • Overall feedback is positive in relation to group tutorials and one to one sessions, however attendance at the tutorials is not where the college wants it to be which makes such positive feedback inconsistent. • Students able to give positive feedback in terms of consequence if there is non-attendance • Parental engagement looks low • Level of interventions also looks too low • Improving tutorials is one of the headline AFI's and therefore it is important to get student feedback on them • Some work for the college to do in terms of how tutorials are used to improve attendance Committee asked whether tutorial packs are interactive and whether it is possible to prove whether students are engaging with them. Deputy Principal advised that student feedback would suggest that they enjoy the quality of support in one to ones and the topics discussed in group tutorials which are much more sociopolitical. Deputy Principal indicated however that it was not	

	necessarily a representative sample as the focus groups were made up of those who do attend. Committee asked whether tutorials are led by curriculum staff. Deputy Principal indicated that not all, with two different models being used. She confirmed that impact analysis for both models is part of the review to take place. Challenge from the committee was to look at impact when considering attendance, retention etc. AGREED: to note the content of the update provided.	
8	**Learner Voice/Views - Autumn Term** Committee having considered the detailed report agreed that there were two clear areas for improvement, however the report gives assurance in relation to positive satisfaction rates. AGREED: to note the content of the report provided.	
9	**2024/25 In Year Monitoring** Committee received information in the QIP, quality KPI's and Headline 9 AFI's. Key matters highlighted were: • Clear link between the content of the QIP and the 9 AFI's • A focus for this committee is the impact and not the actions. This will give the required sense of progress. • The success measures are the impact measures, and these are RAG rated and feed in to the 'overall' assessment • Three red RAG rated areas with least progress, all of which have been considered earlier in the meeting. They include - AFI 4 – Functional Skills, most of which sits in Adult Essential Skills provision - Attendance – particularly Maths and English. There is a particular gap between vocational and Maths and English attendance. - Consistent implementation of tutorials Overall, the college is making good progress and assurance was given that there is a huge amount of activity taking place. In relation to the 9 AFI's it was agreed that the Deputy Principal would email out a headline summary/table outside the meeting and then this would be discussed in more detail at the next meeting. (Deputy Principal March & June 2025) Committee all agreed that the QIP is very clear in terms of data and the distance travelled and that this sits along the new set of 9 AFIs for 2024/25. Committee asked whether destinations would remain within the 9 AFIs. Deputy Principal indicated that it was taken out of the 2024/25 AFIs as the college is looking for a new company to collect the data on its behalf, it being acknowledged that a better mechanism to collect and collate is required. It was agreed that	*

	there would be a destinations report at the next meeting. (Deputy Principal; June 2025) AGREED: to note the content of the update provided.	*
10	**Headline QTSE Corporate Risks** Committee were happy to note the content of the report provided and all agreed that it was pleasing to see the mitigating actions clearly identified. Committee felt assured that there is a strong oversight structure in place to ensure that risks are managed, and that the college is clear in terms of where the risks sit. Committee asked for more information in relation to the risk scores. Deputy Principal advised that the risks before mitigation would be high, however post mitigation they are considered to be medium. Request from the committee was to include the scores in the next report. (Deputy Principal, June 2025) AGREED: to note the content of the update provided.	*
11	**Centres of Technical Excellence** CEO provided a verbal update and indicated that the college was initially intending to use these as part of branding development however, at the weekend the government announced a more structured approach to what they see as Centres of Technical Excellence. CEO advised that a challenge received from one governor was not to self-award an excellence badge and that this has been considered. College intention was never to put a qualifying level on what constitutes a Centre of Technical Excellence and instead would simply be a marketing tool, however college has put a pause on any developments in this area until there is greater clarity from the government regarding their financial commitment to them. AGREED: to note the content of the update provided.	
12	**Sector/Policy Briefing** Deputy Principal confirmed that there was none for this meeting, with governors receiving a lot of detail on this at the development day on 20th March 2025.	
13	**AOB** Committee confirmed that there was none for this meeting.	
14	**Heatmap – Risks and Assurance** Deputy Principal confirmed that she would prepare a first draft to then be shared and approved by committee Chair. (Deputy Principal, April 2025)	*

15	**Reflection of Committee Meeting Against College Values** CEO reminded that within the 2030 strategy there are now 'guiding principles' rather than 'college values' and therefore it was agreed to use these going forward as the prompt to reflect on the meeting. Director of Governance was asked to incorporate them at the bottom of the agenda circulated so that they are easy to see when reflecting on the meeting. (Dir of Gov, each meeting) Chair then invited reflection on the meeting today. Key points made were: • Good level of probing and challenge • Right level of information provided to help governors • Agenda items tonight focused on the biggest challenges • Staff are very transparent in terms of strength, challenges and areas for improvement • Good to see wider members of the staff teams as this helps to add to the assurance QTSE can give to the board • It is important that QTSE is a helpful forum for staff • Good chairing given that there was a lot to get through on the agenda • Try not to cover so much in every meeting.	*
16	**Date and time of next meeting** This was confirmed as 9th June 2025 at 5.30pm. Meeting closed at 8pm.	