

**Barnet and Southgate College Corporation
Quality of Teaching & Student Experience Committee meeting
held on Monday 8th June 2026
At 17:30 on Teams**

Present: Jenny Jarvis, Chair
Mark Taylor
Amy de Campos
Neil Coker, CEO and Principal
Fitwi Kebede (from 5.50pm)

In attendance: Maxine Bagshaw, Director of Governance
Kam Nandra, Deputy Principal: Curriculum and Quality
Tracey McIntosh, Deputy Principal
Torcato Coutinho, Director of Teaching & Learning and Quality
Chalene Scott, DSL

Item	Description	Action
1	Preliminary items i) Apologies for absence Apologies for absence were received from Tulay Rashid-Grant Chair welcomed everyone to the meeting. 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. The Committee agreed to vary the order of business to take the Safeguarding Report immediately after matters arising to accommodate operational commitments of the Designated Safeguarding Lead. This was agreed by members.	
2	Minutes of the previous meeting Committee reviewed the minutes of the meeting held on 28th April 2026 and it was agreed that they were an accurate record.	

	AGREED: to approve the minutes of the meeting held on 28th April 2026. In reviewing matters arising, attention focused on the previously requested analysis relating to protected characteristics, inclusion and learner group performance. The Deputy Principal reported that work remained ongoing to improve the quality and accessibility of the underlying data. While progress had been made, the information currently available did not yet provide the level of insight sought by governors. Members acknowledged the challenges associated with system development and data extraction but reiterated the importance of understanding achievement, retention and progression patterns across different learner groups to support the Committee's oversight of equality, diversity and inclusion. The Chair stressed that the Committee's request remained the correct one and that the issue should not drift simply because delivery was proving complex. Members agreed that the analysis had already begun to highlight useful lines of enquiry and would become increasingly valuable as systems matured. The Committee therefore resolved to retain the matter on the action log and continue monitoring progress into the new academic year. The Chair also informed members that she would be stepping down as Chair of the Committee at the end of the academic year and confirmed that Amy de Campos had agreed to assume the role. Members welcomed the appointment and noted the importance of maintaining the Committee's strong focus on inclusion, equity and learner outcomes moving forward. ACTION: Deputy Principal to continue development of protected characteristics and inclusion analysis and report progress to the Committee.	*
	Safeguarding Report The Committee received the termly safeguarding report from the Designated Safeguarding Lead and undertook a detailed discussion regarding emerging trends, organisational capacity and future development requirements. Members thanked the DSL for a comprehensive report and recognised the significant operational pressures currently facing the safeguarding team. The DSL highlighted a marked increase in safeguarding referrals and explained that the safeguarding landscape had changed substantially in recent years, particularly in relation to mental health concerns, complex vulnerabilities and multi-agency working requirements. Whilst reporting levels had risen significantly, she emphasised that this also reflected improving staff awareness and vigilance across the College. Members welcomed this assurance whilst acknowledging that increased reporting inevitably created additional workload and operational challenges.	

	A major theme of the discussion concerned safeguarding capacity. The DSL explained that the team continued to meet the 24-hour response targets set out within policy but that maintaining this position was becoming increasingly challenging due to both the volume and complexity of cases. Particular concern was expressed regarding the number of learners requiring ongoing support throughout the academic year, especially within specialist provision where safeguarding cases often remained active for prolonged periods. Members heard that staff across curriculum, security, reception and student support services were increasingly involved in supporting complex cases and that safeguarding issues were often having wider impacts on learner groups and staff wellbeing. The Committee explored whether organisational arrangements remained fit for purpose in light of increasing demand. Members questioned whether alternative models and structures might be required and whether additional resources should be considered. The DSL advised that a review of safeguarding arrangements against the latest Ofsted toolkit and statutory guidance was already planned and that benchmarking activity with other colleges had identified alternative approaches worthy of further consideration. Governors recognised that any future review would need to consider both resource implications and organisational design. Members challenged leaders regarding allegations against staff (referrals to LADO) and sought assurance that learning from individual cases was disseminated effectively across the organisation. The DSL explained that curriculum leaders were involved in identifying themes arising from investigations and described examples where targeted training had subsequently been delivered to affected teams. Whilst governors welcomed this approach, they encouraged leaders to consider how learning could be more systematically embedded across the wider College. The Committee also discussed the distinction between safeguarding issues, welfare concerns and early intervention support. Governors explored whether a stronger preventative and pastoral model might help reduce escalation into safeguarding processes. Management acknowledged the importance of this agenda and referenced ongoing work relating to trauma-informed practice, safeguarding review arrangements and pastoral development. The Chief Executive Officer & Principal provided further assurance regarding organisational oversight. Members heard that regular safeguarding review meetings and case reviews were now informing wider learning and helping identify opportunities for service improvement. He emphasised that, whilst additional staffing might ultimately be required, organisational design, escalation thresholds, prevention and triage arrangements should also be considered before any	
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	conclusions were reached regarding future resource requirements. The Committee concluded that safeguarding remained an area of significant strength but recognised that increasing demand, greater complexity and changing external expectations required ongoing review. Governors requested a future update on the outcomes of planned reviews and any recommendations for future development. ACTION: Future report to include findings from safeguarding review activity, organisational design considerations and progress against the safeguarding improvement plan.	*
	Student Journey: The Throughput The Committee received a comprehensive strategic presentation examining the learner journey from first contact with the College through enrolment, teaching and learning, employer engagement, enrichment, progression and destinations. Senior leaders described the work undertaken to create a more coherent and personalised learner experience and set out how different stages of the student journey were now being considered as an integrated whole rather than as separate operational processes. Members welcomed the breadth of the presentation and noted that it addressed a longstanding Committee interest in understanding how the College attracts, retains and progresses learners across different demographic groups and curriculum areas. Governors recognised the significant progress made over recent years in enrolment processes, employer engagement, progression support and curriculum planning, whilst also acknowledging that there remained opportunities for further refinement and improvement. A substantial part of the discussion focused on the introduction of learner “personas” and the College’s emerging approach to tailoring recruitment and communication strategies to specific learner groups. Management explained that different cohorts engage with the College in different ways and that personalised communications, events and interventions were increasingly being used to improve engagement and conversion. Members explored in detail how this approach worked in practice, particularly in relation to so-called “career pragmatists”, learners who typically have a clear vocational destination and require information, guidance and support that differs significantly from that required by more exploratory or academically focused applicants. Governors questioned how prospective learners move through the various stages of engagement prior to enrolment. Management outlined the combination of open days, website engagement, applications, conditional offers, ongoing communications and curriculum-specific transition activities. It was explained that applicants were provided with conditional	

	offers, known internally as “golden tickets”, which sought to provide reassurance regarding progression into the College whilst maintaining necessary entry criteria. Members were assured that communication plans were increasingly differentiated according to learner type, curriculum interest and intended progression path. Discussion also explored the risks associated with learner withdrawal before and shortly after enrolment. Leaders reported that while significant numbers of learners successfully transition into study programmes, the College continued to experience a cohort of learners who either enrolled and never attended or withdrew during the earliest stages of the academic year. Members examined the reasons for this and recognised that it was often influenced by complex factors including multiple applications to different providers, changing personal circumstances, peer influence and alternative opportunities. Governors welcomed current work focusing on belonging, induction and transition arrangements as means of improving early retention. Particular attention was given to the importance of employer engagement as a distinctive feature of the College’s offer. Members heard that employer relationships were especially strong within technical, vocational and T Level provision and that some employers were making exceptional contributions to curriculum design, industry placements and learner progression opportunities. Governors welcomed examples of substantial employer investment and sought assurance that such opportunities were accessible across a wide range of curriculum areas. Management acknowledged that while employer engagement was strongest within technical pathways, there remained opportunities to further strengthen employer links within some non-vocational and ESOL provision. The Committee discussed the increasing competitiveness of the local education market and the need for the College to clearly articulate what differentiates its offer. The Chief Executive Officer & Principal highlighted the importance of developing a coherent identity and reputation that resonates with different learner groups whilst maintaining consistency of message. Members noted that the ongoing work around marketing, learner personas, employer engagement and progression pathways should help strengthen the College’s competitive position. Governors were particularly interested in the role of student voice within the model and discussed the potential for future learner engagement activities to be informed by learner personas. It was suggested that future student panels and engagement sessions could provide useful insight into how different learner groups perceive their experiences and what influences their educational choices. Members agreed that this could provide a valuable source of intelligence for future planning.	
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	The Committee commended officers on the quality of the presentation and agreed that an annual review of the learner journey would provide a useful strategic opportunity to assess evolving risks, opportunities and performance. ACTION: Deputy Principal to provide a future update on learner personas, conversion effectiveness and employer engagement intelligence arising from SAR activity.	*
	How Are We Delivering Against the Quality Strategic Pillar? The Committee received a reflective assessment of progress against the College's Quality Strategic Pillar. Members noted that the paper provided a high-level overview of the key success measures underpinning the strategic objective and sought to provide a realistic assessment of current performance against each area. The Deputy Principal reported that evidence gathered through learner surveys, external quality reviews, learning walks and quality assurance activities suggested that teaching and learning remained broadly positive. However, he emphasised that current evidence remained fragmented and that implementation of the Learning Excellence Framework would allow a more systematic assessment of teaching quality over time. Governors welcomed this candid assessment and recognised the challenge of providing reliable organisational measures of quality in the absence of more sophisticated performance indicators. A significant discussion took place regarding value-added measures and progress from starting points. Members noted that, while overall achievement remained important, future inspection and quality judgements would increasingly focus upon learner progress and the extent to which high-quality teaching enables learners to exceed expectations. The Deputy Principal advised that the College was progressing plans to introduce a more sophisticated target-grade and value-added system which would support a much richer understanding of learner progress. It was anticipated that meaningful performance data would become available later in the next academic year once sufficient assessment evidence had been accumulated. The Committee also examined retention, attendance and progression indicators. Members heard that retention levels had improved significantly compared with the previous year and that attendance continued to show positive movement despite remaining below desired levels in some curriculum areas. Governors welcomed these improvements whilst recognising that achievement outcomes would ultimately provide the definitive measure of overall success. Members further discussed the importance of aligning quality initiatives across the organisation. The Chief Executive Officer & Principal described work underway to ensure that the Learning	

	Excellence Framework, digital strategy, trauma-informed practice, learner belonging initiatives and pastoral development were integrated into a coherent framework rather than perceived as separate initiatives. Governors welcomed this approach and emphasised the importance of maintaining clear links between operational activity, strategic objectives and organisational culture. The Committee noted that destination outcomes continued to require further development and that progression data remained an area requiring closer scrutiny. Members challenged whether all ratings within the self-assessment were sufficiently robust and encouraged management to continue critically evaluating judgements as further evidence became available.	
	Predicted Achievement The Committee received an update on predicted achievement outcomes for 2025/26. Members were advised that the forecasts represented a cautious, risk-adjusted assessment rather than an aspirational estimate and should therefore be viewed as a prudent evaluation of likely performance. Management highlighted areas where improvements were anticipated, including Engineering, IT, Adult Essential Skills and Beauty. Positive progress was also expected within ESOL and adult GCSE provision where curriculum reforms and changes to qualification delivery appeared to be supporting stronger outcomes. Despite these improvements, members noted continuing concerns relating to 16–18 achievement rates and a number of curriculum areas where performance remained more fragile. Particular attention focused on Southgate campus, Foundation Learning, Electrical and Sport provision. The Deputy Principal explained that staffing instability had been a significant factor in several of these areas and that recruitment challenges and interim leadership arrangements had affected consistency of provision. Governors acknowledged the challenges but sought assurance that corrective action remained underway. Members questioned whether lessons had been learned from identified staffing issues and sought assurance that current interventions would prevent recurrence. Management explained that not all recruitment challenges had yet been resolved and that work remained ongoing to secure permanent appointments and reduce reliance on temporary arrangements. It was acknowledged that quality improvements were being delivered despite these challenges, although leaders accepted that fully stable staffing arrangements would provide greater confidence moving forward. Governors noted that achievement remained the most significant quality measure and agreed that close monitoring would be required as final outcomes emerged.	

	Monitoring Report 2025/26 The Committee received the termly Monitoring Report and Quality Scorecard. Governors welcomed the increasing sophistication of the reporting framework and the focus on key indicators including attendance, retention, assessment completion and learner satisfaction. The Deputy Principal reported that overall indicators continued to move in a positive direction compared to the previous year. Retention had improved materially, attendance was showing positive movement and assessment completion remained strong in many areas. Members acknowledged that these indicators suggested the College was broadly travelling in the right direction. Governors nonetheless focused significant attention on areas of continued risk. The Committee examined attendance performance across curriculum areas and noted that some areas remained substantially below desired levels despite recent improvements. It was recognised that improving attendance from a low baseline remained encouraging but that significant work was still required to achieve the College's aspirations. Discussion also focused on learner satisfaction and the findings from learner surveys. Members reflected on recent learner engagement sessions and noted recurring themes regarding feedback, progression advice and support with future planning. Leaders reported that these issues were already informing tutorial review work and wider improvements associated with the Learning Excellence Framework. Governors welcomed this responsiveness and encouraged continued focus on improving learners' understanding of their next steps. The Committee discussed curriculum areas where satisfaction remained weaker, noting that these generally corresponded with areas already subject to focused improvement activity. Members were therefore reassured that emerging concerns were already being recognised and addressed through established quality improvement mechanisms. Particular concern was expressed regarding externally assessed qualifications. Leaders advised that some programmes remained vulnerable due to lower-than-expected examination outcomes and that additional support interventions had been implemented to improve likely success rates. Governors requested continued monitoring and recognised the increasing importance of examination performance as qualification structures evolved. The Committee noted the report and welcomed the overall direction of travel whilst maintaining focus on those areas requiring further intervention and support.	

	Update on Learning Excellence Framework Implementation The Committee received a progress update on implementation of the Learning Excellence Framework (LEF). Members welcomed the pace of development and recognised the significance of the framework as a key strategic mechanism for improving teaching quality and learner outcomes. Leaders advised that significant work had been undertaken since the Committee's previous consideration of the framework. Consultation had taken place with curriculum managers, directors, senior teaching practitioners and wider colleagues, and further refinement was continuing in advance of the planned August launch. A steering group was overseeing implementation and detailed work was underway to develop practical evaluation tools, quality indicators and supporting professional development materials. The Chair challenged leaders on how success would be recognised over time. Members explored what visible evidence would demonstrate that the framework had become embedded across the organisation. Management explained that successful implementation would be reflected through consistent professional language, stronger alignment between CPD and classroom practice, clearer quality indicators and increasing evidence of the framework being referenced within everyday conversations about teaching, learning and improvement. The Committee also discussed the timescales associated with cultural change. Governors recognised that meaningful implementation would not occur immediately and that the framework should properly be viewed as a multi-year programme rather than a short-term initiative. Members acknowledged that although early indicators would begin to emerge during the first year, full impact would take considerably longer to realise. The Chief Executive Officer & Principal reiterated the strategic importance of the framework and the ambition for the College to become recognised as a sector-leading organisation for teaching and learning. Members welcomed this aspiration and emphasised the importance of regular reporting on implementation progress, staff engagement and impact. ACTION: Governors to receive regular updates on LEF implementation, staff engagement, quality indicators and emerging impact measures throughout 2026/27.	*
	Continuous Professional Development (CPD) and Senior Teaching Practitioner Impact The Committee received an update on the College's approach to professional development and the contribution of the Senior Teaching Practitioner (STP) model to the delivery of the Quality	

	Strategy and emerging Learning Excellence Framework (LEF). Members recognised the significant investment that had been made in strengthening teaching and learning capacity and welcomed the opportunity to consider early evidence of impact. Officers reported that the CPD programme was increasingly being aligned to strategic priorities, with particular emphasis on pedagogy, inclusive practice, trauma-informed approaches, digital learning and the successful implementation of the LEF. Members heard that the intention was to move beyond compliance-based training towards a developmental model that supported reflective practice, collaboration and professional enquiry. The Committee welcomed this approach and noted its consistency with the College's ambition to establish a culture of continuous learning and improvement. A detailed discussion took place regarding the role of Senior Teaching Practitioners and how their effectiveness was being evaluated. Governors acknowledged that the STP model represented a significant organisational investment and sought assurance that robust mechanisms existed to demonstrate the value generated. In response, management advised that formal reviews of STP activity were being undertaken and that a combination of qualitative and quantitative measures would be used to evaluate impact. This would include staff feedback, engagement data, evidence from professional development activities, observations of practice and, over time, links to learner outcomes. Members challenged how the College would distinguish between activity and impact, noting that high levels of professional development participation did not automatically translate into improved classroom practice. Officers recognised this distinction and advised that the implementation of the Learning Management System (LMS) would significantly strengthen the College's ability to monitor participation, track engagement and evaluate the effectiveness of development interventions. The Committee was advised that more sophisticated reporting would become available once the system was fully operational. Governors also explored the extent to which professional development was influencing learner experience. Reference was made to recent student feedback, which highlighted positive experiences in relation to careers education and wider support but also indicated that some learners would welcome more developmental feedback on their academic progress and clearer guidance on next steps, particularly those aspiring to higher grades and progression routes. Members reflected that these themes aligned closely with the aspirations of the LEF and should therefore inform future CPD priorities. The Committee concluded that the foundations for a stronger professional learning culture were becoming established but agreed that demonstrating measurable impact would remain a key area of focus during 2026/27.	
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	ACTION: Future reports to include evidence of the impact of Senior Teaching Practitioner activity, utilisation of the LMS, staff engagement levels and links to learner outcomes where available.	*
	Policy and Sector Developments The Committee considered emerging policy and sector developments relevant to the work of QTSE and reflected on how these should shape future committee business. Members noted the rapidly evolving national landscape, including continuing discussions regarding curriculum reform, social mobility, learner participation, progression and the implications of national reviews relating to young people who are not in education, employment or training. Governors discussed the importance of ensuring that committee assurance activity remained forward-looking and strategically aligned. Members were keen to avoid an over-reliance on historic performance indicators and emphasised the need for future reporting to support strategic consideration of learner participation, curriculum relevance, progression and inclusion. The Deputy Principal highlighted the College's receipt of Inclusive Mainstream Funding and outlined the opportunities this presented to further strengthen support arrangements for vulnerable learners. Members welcomed the additional investment and stressed the importance of understanding the impact of interventions funded through this allocation. The Committee agreed that future reporting should provide visibility of how additional resources were contributing to improved learner experiences and outcomes. Governors commented that external developments should continue to inform the annual planning cycle and expressed support for maintaining a committee workplan that balanced statutory responsibilities with emerging strategic priorities. ACTION: Future committee workplans to reflect significant national policy developments and provide updates on the deployment and impact of Inclusive Mainstream Funding.	*
	Committee Terms of Reference and Annual Review of Effectiveness The Committee undertook its annual review of effectiveness and considered proposed amendments to the Terms of Reference. Members reflected positively on the contribution the Committee had made during the year and noted that discussions had become increasingly strategic, particularly in relation to learner experience, quality improvement and organisational culture. The Director of Governance outlined opportunities to further strengthen alignment between the Committee's remit and the	

	College's strategic framework. Members discussed whether the current structure adequately reflected key areas of emerging importance, including the student journey, the Learning Excellence Framework, learner inclusion and changing regulatory expectations. There was broad support for refreshing the Terms of Reference to ensure the Committee remained strategically focused and capable of providing effective assurance against the College's evolving priorities. [File>BSC...ocx</File> Word] The Committee considered the balance between operational and strategic reporting. Governors agreed that future agendas should continue to prioritise assurance relating to strategic risks, learner outcomes and organisational performance, whilst ensuring sufficient visibility of factors affecting those outcomes. Members also recognised the importance of maintaining strong links between committee discussions, strategic objectives and risk reporting. Discussion further highlighted the value of learner voice, governor challenge and evidence-based assurance during the year. Members agreed that these elements had strengthened the Committee's effectiveness and should remain central to future practice. The Committee agreed that revised Terms of Reference should be developed for consideration as part of the wider governance review cycle. ACTION: Incoming committee Chair, Deputy Principal and Director of Governance to prepare revised QTSE Terms of Reference and workplan for consideration within the annual governance review process. Committee Self-Assessment and Forward Planning Members reflected on the effectiveness of the Committee over the academic year and discussed priorities for 2026/27. Governors recognised that the Committee had overseen a period of significant development and change, including implementation of the Learning Excellence Framework, progression of quality improvement activities, increased safeguarding demand and continued efforts to improve learner outcomes. The Chair observed that the Committee had benefited from a culture of openness, transparency and constructive challenge. Members agreed that officers had demonstrated a willingness to engage with scrutiny and provide balanced assessments of both strengths and areas requiring improvement. Governors considered this to be a significant contributor to effective governance and evidence-based decision making. Discussion identified several areas that would warrant continued attention during the coming year. These included measuring the impact of the LEF, analysing learner outcomes through a more sophisticated value-added framework, strengthening	
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	understanding of protected characteristics and learner groups, evaluating safeguarding capacity and reviewing progression and destination outcomes. The Committee agreed that these themes should remain prominent within future agendas. Members also reflected on opportunities to utilise committee evaluations, minutes analysis and feedback processes to inform future governance development and enhance meeting effectiveness. FUTURE AGENDA ITEMS IDENTIFIED: • Learning Excellence Framework implementation and impact. • Value-added and learner progress measures. • Protected characteristics and inclusion performance analysis. • Employer engagement outcomes. • Safeguarding capacity review and service model development. • Progression and destination outcomes. • Impact of Inclusive Mainstream Funding.	
8	AOB The Committee received no items of urgent business requiring formal consideration. Members took the opportunity to reflect on the significant contribution of the outgoing Chair. Governors and officers expressed their appreciation for the leadership provided throughout her tenure and recognised the positive impact she had made in supporting challenge, strategic discussion and continual development of the Committee. The Committee welcomed the incoming Chair and expressed confidence that the forthcoming transition would provide continuity whilst creating opportunities to further develop the Committee's work during the next academic year. Members noted the importance of maintaining the positive culture of robust but constructive challenge that had become a defining feature of the Committee's meetings. The Chief Executive Officer & Principal thanked members for their commitment and support throughout the year and highlighted the valuable contribution governors had made in strengthening quality assurance and learner outcomes.	
10	Date and time of next meeting Members noted the schedule of meetings for the 2026/27 academic year.	

	In closing the meeting, the Chair thanked members and officers for their contributions throughout the year. She reflected positively on the quality of discussion, the openness of debate and the collective commitment to improving learner outcomes and experiences across the College. Members agreed that the Committee had maintained an appropriate balance between support and challenge and that this would remain critical as the College entered the next phase of its strategic development. The meeting closed with thanks recorded to all participants and best wishes offered to the incoming Chair for the commencement of her term of office Meeting closed: 19:55	
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