

**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee  
held at 4pm on Wednesday 9 November 2022  
Meeting via Microsoft Teams**

**Present**

Shakira Martin, Chair for the meeting  
Nigel Duckers  
Moriam Folawiyo  
Ruth Farwell, Chair of SBC Board (item 5,15 &16)

**Apologies**

Sue Dare (Chair)

**In attendance**

|                    |                                               |
|--------------------|-----------------------------------------------|
| Fiona Morey        | Executive Principal                           |
| Wayne Wright       | Principal LSBTC                               |
| Monica Marongiu    | Principal LGC                                 |
| Clare Dignum       | Director of Teaching & Learning               |
| Michael Smith      | Director of Student Engagement and Well-being |
| Deborah Johnston   | Pro Vice Chancellor Education                 |
| Jacqueline Mutibwa | Clerk to SBC Board                            |

**1. Welcome and apologies**

The Chair welcomed the Committee Members to the meeting and confirmed that the meeting was quorate. In the absence of the Chair of the Committee, the Chair of the Board attended the meeting to discuss the Self-Assessment report (SAR) 2021/22 and the updated Quality and Improvement Plan (QIP) for 2022/23.

**2. Declarations of Interest**

No member declared an interest in any item on the agenda.

**3. Minutes of the previous meeting**

The minutes of the meeting held on 21 September 2022 were approved as an accurate record.

**4. Matters arising**

The Committee noted the update on matters arising from the previous meeting.

**5. Final Achievement Data 2021/22**

The Committee received an updated results analysis on the full and final set of achievement data which was discussed as part of the SAR 2021/22 (item 15).

## 6. English and Math

The report gave an overview of 2021/22 achievement and retention in English and Maths. It outlined retention and achievement of Basic Skills and GCSE qualifications by age and qualification type compared to national averages (NA) and results in previous years.

The Committee discussed the 2021/22 achievement performance:

- Overall English and Maths achievement for all ages and levels was 63.4%, a decline by 7.3% from the previous year and 11% below NA.
- Overall GCSE achievement for all ages was 81%, 6% below previous year but above NA. GCSE English achievement overall was 79.5% and was below GCSE Maths achievement of 82% although high grades (35.4%) were higher than GCSE Maths (27.2%). GCSE English and Maths achievement rates for 16-18yrs was 80.5%, 6.5% below previous year and 2% below NA. High grades overall were 31%, 21% below the previous year but above NA. GCSE English and Maths achievement rates for 19+ was 82.5%, 10% below previous year but 1.5% above NA. High grades overall were 55%, 6% below previous year but above NA.
- Overall Functional Skills achievement was 54.5%, a decrease of 17.5% from previous year and below NA of 74%. Functional Skills English and Maths achievement rates for 16-18yrs was 60%, 4% below the previous year and 8% below NA. Functional Skills English and Maths achievement rates for 19+ was 60.5%, 7% below the previous year and 18% below NA. Functional Skills English achievement for both age groups dropped from previous year and compared to NA. Functional Skills Maths for both age groups improved from previous year but it was below NA.
- that overall retention was at 92.9% compared to 93.5% in the previous year (a drop of 1.7%).

The Committee was concerned about the significant gap in GCSE achievement between the 16-18yrs and 19+ and also the achievement gap between the Functional Skills and the GCSE qualifications which had declined since the pandemic. The decline in Functional Skills performance was mainly due to the poor attendance to both lessons and exams and had a significant impact on the overall outcomes. The Committee noted the improvement plan which included early interventions, attendance and the CPD programme would address the issues and improve performance in 2022/23.

## 7. Attendance

The Committee was provided with an update on attendance.

The Committee discussed the attendance performance which had declined; 16-18yrs was 71.9% (LGC was 70.4% and LSBTC was 74.7%). 19+ was 70.8% (LGC was 72.7% and

LSBTC was 76.4%). The performance was below the figures reported at the same period last year, below the 90% target and required improvement.

The Committee discussed the challenges and noted the improvement strategies and plan including the review of the attendance strategy. The SU President gave her views and that she would work with the Director of Student Services to help address the matter. The Committee was concerned about the attendance performance and that management needed to address the issues and improve the performance in 2022/23.

## **8. Recruitment Update**

The Committee discussed an update on 2022/23 student enrolment as at November 2022.

The Committee discussed:

- the 2022/23 current overall enrolment figures. 16-19 year olds (ESFA) recruitment figures had improved compared to this period last year and though still below budget target it was expected to be achievable through in-year recruitment. On adult provision though there was an improvement compared to this period last year, there was a risk that the budget target may not be achieved. The recruitment tables were noted.
- the enrolment figures at LSBTC. Despite the delay in the opening of the new College, there was an increase in 16-19 year olds in particular those enrolled on level 3 courses (15% growth) in line with the strategy to increase numbers at this level which would support progression to level 4 and 5 provision as well as to degree level.
- the enrolment figures at LGC. The LGC business plan includes in year recruitment across a range of programmes. The College had secured £1.2m funding from the GLA for the Multiply project to support upskilling on maths for hard to reach groups and 14-16 year olds. The College was working with local stakeholders to promote the new offer.
- the apprenticeship recruitment which was low due to the delay in the opening of the new College. The offer would be re-launched as it was a key component of the new College.

The Committee noted the range of programme offers which were being marketed and would have a positive impact on the enrolment performance.

## **9. Quality KPIs for 2022/23 and Review 2021/22**

The Committee was presented with the proposed Quality KPIs and targets 2022/23 and performance against target for 2021/22.

The Committee reviewed the College's performance in 2021/22 against the agreed targets and expressed their concern about the student achievement and attendance which were below the KPI targets and that the performance needed to improve in 2022/23. The Committee approved the proposed Quality KPIs and targets for 2022/23.

## **10. Review how well the College's education/training meets local needs, new FE governors duty**

The Committee discussed the new Ofsted Local Skills Needs requirement (new FE Governors duty). A new section had been added to the Ofsted education inspection framework (EIF) that would consider colleges' response to meeting local skills needs through a skills measure that would include a performance dashboard measuring how colleges match local needs and the role the Board plays in supporting this.

The committee discussed:

- SBC's work with the GLA, local authorities and employers to ensure that there is a strong alignment between its offer and the local skills needs. The College was well represented on a range of employer and stakeholder skills boards.
- SBC estates strategy and the creation of a two college model i.e. the gateway and technical college was specifically designed to support key regional and local skills needs as outlined by the GLAs Skills for Londoners strategy and Lambeth Authorities education and skills strategy.
- the significant work on qualification development which was underway i.e. employer linked qualifications including apprenticeship, new T level pathways and a level 2 transition programme.
- the College's engagement with those groups identified as key areas for engagement in particular those from racially minority groups, over 50s, those with disabilities, looked after children and care leavers.

The Committee noted how SBC's curriculum supports key regional and local skills needs as outlined by the GLAs Skills for London strategy and Lambeth Council's education and skills strategy.

The report would be presented to the Board at its meeting in February 2023.

## **11. Review of the IT systems in place to support the Learning Strategy**

The item was deferred to the next meeting in February 2023.

## **12. Safeguarding and Prevent Monitoring Report**

The Committee received an update on the College's safeguarding provision and its impact for Term 1 of 2022/23 academic year.

The Committee discussed the Safeguarding and Prevent activity at the College during term 1 2022/23, feedback received and the College's response to emerging issues. The Committee noted that mental health remained the highest disclosure type and discussed the work being done to support and address the issues.

### **13. Teaching, Learning & Assessment Report**

The Committee was provided with an update on Teaching, Learning & Assessment work undertaken as of October 2022.

The Committee discussed:

- the Digital induction and work being undertaken on the development of digital learning i.e. skills, knowledge, qualifications and pathways.
- an update on learning walks. Despite the impact of the strike action, the quality of learning observed across all areas was good. A theme on attitude towards lateness to classes would be considered. The new Observation of Teaching and Learning 3-year plan set out in the report had been launched at the CPD day on 31 October 2022.
- an update on the CPD programme. This year's CPD programme had been designed based on the concepts of the '9 Elms' educational framework. The programme included T levels in preparation for delivery from September 2023, feedback provided by teachers to students, Learning Glass, a new tool which would support the creation of blended learning materials for students.

The Committee noted the work being undertaken on teaching and learning.

### **14. Update on Lambeth Gateway College**

The Committee received an update on developments at LGC i.e. the focus and design plans for the new College. The Committee discussed how the College's provision aligns with the design of the building and puts students' needs at the centre of the plans. The Committee noted that meeting the local community needs and improving life chances were key drivers for the College in developing students' essential skills for study, life and work beyond college.

### **15. Self-Assessment Report (SAR) 2021/22**

The Committee discussed the draft 2021/22 SAR which was being finalised. The document reviews and self-assesses the College's performance during the preceding academic year for recommendation to the Board. It also identifies the College's strengths and areas for improvement.

The Committee discussed:

- the SAR for 2020/21 (prepared in October 2022) which had been reviewed and validated by the Chair of the Board, Chair of the Quality & Improvement Committee, the College Leadership Team and external validation from an Ofsted inspector. It was agreed that the overall effectiveness continued to be rated as 'Good' in line with the outcomes given by the Ofsted Inspection in March 2022. The Education Inspection Framework grades remained the same as last year except for the Personal Development grade which was good rather than outstanding.
- the final 2021/22 achievement data which would be included in the SAR. Overall achievement had declined by 2% from 87% to 85% below predicted results, below previous years and national average. 16-19 was at 78% previous year was 79%, adult was 86% previous year was 89.5%. Pass rates had declined. The reintroduction of externally assessed qualifications had an impact on achievement as previous years were teacher assessed grades (TAGs). This was particularly the case for functional skills qualifications with also the introduction of a new more challenging curriculum and the changes in leadership and management all had an impact on performance. Performance was not only about the achievement outcomes but also progress made by learners on their current courses and progression after college. Retention rates was 96.6% and had slightly dropped compared to 95.8% in the previous year.
- the performance of apprenticeships which had dropped significantly low at 20%, an area of concern which required intervention and improvement. The poor performance was mainly due to furlough and redundancies associated with the pandemic and changes in leadership and management. The recruitment of the director of apprenticeship was noted.
- the attendance performance which was low (75% against a target of 90%) and that the strategies in place needed to be reviewed and more work done to improve the performance.
- the approach that would be taken to address the decline in achievement and attendance. There were strategies and an improvement plan to address the issues. Actions included accountability via the faculty performance reviews, early interventions (sharing information with LSBU on how to deal with these issues) and being able to provide reasonably accurate predicted achievement data.
- the key areas of strength, improvement and development. Key areas of concern included improvement in achievement outcomes, attendance and a revised approach to addressing the matter was being considered; the achievement for apprenticeships and that the quality of provision required improvement; tracking for learners on high needs discreet provision needs to be more accurate to enable them to better plan their next steps in education and work; the quality of feedback provided by teachers to students needed to improve so that the latter are clear as to how to improve their work.

The Committee noted that there were some positive developments in the SAR but management needed to turnaround the achievement and attendance performance for 2022/23, more accountability from the Faculty Performance Reviews and more effective strategies and improvement plans to address these matters.

It was noted that the key areas for improvement identified in the SAR 2021/22 would be addressed in the updated QIP 2022/23. The draft 2021/22 SAR would be updated to reflect the comments received from the Committee and the Ofsted inspector (who has been working with the college). The updated document would be presented to the Board for approval at its meeting in November 2022.

**16. Updated Quality Improvement Plan 2022/23 and Review Plan for 2021/22**

The Committee noted the updated QIP 2022/23 which was being finalise. The plan was discussed as part of the SAR 2021/22 (item 15) discussion. The updated QIP would address the areas for improvement identified in the College’s SAR 2021/22 and actions that had been brought forward from QIP 2021/22. The Committee recommended the updated QIP 2022/23 to the Board for approval subject to comments received from the Committee.

**17. Quality Assurance Audit 2021/22**

The Committee discussed the BDO internal audit report on quality of education.

The auditors gave a substantial level of assurance for both the design of the controls and the operational effectiveness of the controls in place for quality assurance at SBC. One low risk had been identified which relates to Quality Improvement Plan actions not having due dates allocated to them which could impact on the timeliness of them being achieved. The Committee thanked the College Leadership Team for the positive audit report.

**18. Committee Annual Work Plan 2023**

The Committee noted the annual work plan for 2023 and future meeting dates.

**Date of next meeting  
Wednesday, 8 February 2023**

Confirmed as a true record

(Chair)