

**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee  
held at 4pm on Wednesday 4 March 2020  
Lambeth College Executive Principal's Office**

**Present**

Sue Dare (Chair)  
Adesewa Ogunyomi

**Apologies**

Shakira Martin  
Nigel Duckers

**In attendance**

Fiona Morey	Executive Principal
Hassan Rizvi	Vice-Principal
Philip Cuniffe	Assistant Principal Curriculum & Learner Services
Monica Marongiu	Assistant Principal Curriculum & Performance
Clare Dignum	Head of Teaching & Learning
Jacqueline Mutibwa	Clerk to the SBC Board

**1. Welcome and apologies**

The Chair welcomed the Committee Members to the meeting and confirmed that the meeting was quorate. It was noted that Maighread Hegarty, LSBU Deputy Director Quality & Enhancement had left LSBU and was no longer a member of the Committee.

**2. Declarations of Interest**

The Committee noted the following declaration of interest: Fiona Morey is the Chief Executive Officer of SBA (subsidiary of LSBU).

**3. Minutes of the previous meeting**

The minutes of the meeting held on 6 November 2019 were approved as an accurate record.

**4. Matters arising**

The Committee reviewed the action sheet from the previous meeting. It was asked that the Committee was provided with a short summary report on 'Talk Back'

(Complaints handling policy) with the type of complaints received and actions to be undertaken to address them.

## **5. Deputy Principal's Report on Student Perception of the College Survey Report 2019/20**

The report provided an update on the outcomes of the student perception of the College (SPOC) survey on various aspects of the College life and experience and actions to address the concerns and key themes.

The Committee noted that the overall SPOC was at 86% and discussed:

- that the perception on 'I use LRC (learning resource centre)' was low at 74%. It was noted that the figure was not accurate as Brixton campus did not have a library and there was a misunderstanding on the students' response. It was asked that the report was improved to provide more detailed information such as; a column showing percentage figures of the respondents from each campus i.e. Clapham and Brixton, a breakdown of students profile (age group, ethnicity and gender analysis) and the figure in relation to the questions asked which would be more helpful.
- the least satisfied aspects of the College life for all students which were 'I use LRC', 'I access e/learning books' and 'I receive written feedback'. It was noted that the dissatisfaction with 'I use LRC' was due to investment as most students use online reading as they cannot access the books. It was noted that the way in which the matter was being addressed needed to be demonstrated in the report. It was asked that the cause of the dissatisfaction on 'I receive written feedback' was investigated and reported back to the Committee.
- that the outcomes of the survey had been shared with the Heads of Faculties in order to drill down to departmental level and ascertain the causes of dissatisfaction. An action plan had been prepared to address the areas of concern.

The Committee would be provided with a summary report with an action plan on how the college and the sector would address the concerns raised.

## **6. In-Year Achievement Report (including Retention, Attendance and Student Survey)**

The report provided an update on predicted achievement, retention and attendance.

It was noted that various quality improvement and assurance systems and procedures had been introduced for the academic year 2019/20 to facilitate robust monitoring of students' progress. MIS had improved the reports designed to support students' progress and achievement by early intervention on high risk students and checks on retention, attendance and predicted achievement.

The Committee reviewed the performance as at 31 January 2020 and noted:

- that the overall predicted achievement was at 85.5% which was 3% below last year's outcome of 88.5% and against the National Average (NA) of 85.9%. Performance was positive though below the previous year's performance. 16-18 students was at 81.2% which was 1% below last year's outcome of 82.3% and against the NA of 82.8%. Adults was at 87.8% which was 2.3% below last year's outcome of 90.1% and against the NA of 90.1%. Apprenticeship was at 73.3% which was 13.2% above last year's performance and against the NA of 60.2%; timely achievement was at 55.6% which was 3.7% above last year's performance and against the NA of 51.9%.
- that in year retention was at 97.9% which was in line with this time last year performance and against the NA of 92.8%. 16-18 students was at 97.1% and in line with this time last year and against the NA of 91.2%. Adults was at 97% and 1% above this time last year and against the NA of 94.5%. Apprenticeships was at 82.6% and against the 2018/19 end of year performance of 72.5%.
- that in year attendance was at 84% which was 3% better than this time last year. The attendance for 16-18 students was at 84.2%, adults was at 84.2%.
- that the two key areas of concern were English & Maths and ESOL Brixton (adults). The Committee noted the interventions and initiatives in place to address the challenges and improve the outcomes.

There was discussion about the attendance table (page 27) and it was asked that future reports should be split by age. The Committee noted the drop in performance from Term 1 to Term 2 and that attendance remained a challenge.

## **7. English and Maths**

The report gave an overview of the current English and Maths progress at Lambeth College and the impact of the strategies on improving student attendance and outcomes. The Committee noted:

- the poor results that were achieved in the GCSE mock papers for both English and Maths and that attendance was extremely poor.
- that attendance had improved (by 6%) since 2019/20 and remained at 80.1% which was below the 87% target figure. It remained an area of concern, particularly for GCSE 16-18 classes.
- that retention was strong at 97%.
- the CPD work and various initiatives that had been undertaken to support the improvement of teaching, learning and assessment and develop teachers. The findings from the recent student survey showed that satisfaction was good in the area of teaching, learning and assessment.

The Committee expressed their concern about the unsatisfactory report and that the contributing factors to the poor performance set out in the report should be addressed.

There was discussion about the interventions and initiatives that were in place to address both the poor attendance and performance at GCSE.

## **8. Apprenticeship**

The Committee was provided with a progress report on the key actions completed or being progressed in 2019/20 on the apprenticeship delivery.

The Committee noted that the achievement on apprenticeship was improving (50.4% from 44.8%) and on track to meet the National Benchmark in 2019/20. It noted the key actions and developments that had been undertaken to improve the apprenticeship outcomes in 2019/20.

## **9. Work Experience**

The Committee was provided with a progress report on work placement with KPIs and actions taken to improve the work experience outcomes in 2019/20.

The Committee noted

- that the Ofsted Inspection feedback in May 2019 recommended an increase in the number of 16-19 students undertaking external work placements in order to allow students to apply what they had learnt in college to the workplace. A KPI target was set at 90% of all 16-19 students completing an external work placement of 40 hours. Performance had significantly improved as 73% of 16-19 students had been placed or completed a work placement.
- that the quality of the work experience should be relevant and linked to the study programme in order to provide continuity to the next stage of learning.
- whether adult students (19+) were included in the programme. It was noted that all students on vocational courses needed to have work experience to prepare them for the workplace.
- the risks to improving work placement outcomes to date which included: the reluctance from employers to work with students below Level 3 (as only 25% of 16-18 students are studying at Level 3) particularly in the construction sector, requirement of a DBS certificate and childcare application process. It was noted that Coronavirus was an additional risk which would impact work placements.

The Committee noted the key actions and developments that had been undertaken to improve the work placement outcomes in 2019/20. It was noted that the College would work closely with LSBU and its employment agency to improve the work experience outcomes.

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

The Committee was updated on the outcomes of lesson observation and CPD activity.

The Committee discussed the lesson observations on teaching and learning against the 19 EPIC model teaching standards and noted:

- the 601 strengths and 89 areas for development and that 38 lessons (39%) had no areas for development identified.
- that the average attendance in lesson observation was 81%.
- that the quality of student learning was identified as good or better in 85% of lessons observed.
- that the teaching standard that needed to be improved was 'lessons should extend learning beyond the classroom' (a strength in 18% of lessons). It was noted that the College needed to undertake more work on ensuring that opportunities for students to learn outside the classroom are designed and promoted.

There was discussion about students' access to Moodle materials on the IT learning platform (recommended to students to use). It was noted that the matter would be investigated and consider ways of monitoring students' access to the learning platform.

The Committee noted that the outcome of the observation was positive but identified some areas for development which were being addressed.

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

The report gave an overview of the College's safeguarding provision and impact for Term 1 of 2019/20 academic year.

The Chair of the Committee who is also Lead Trustee for Safeguarding noted her concern about the lack of DBS disclosure checks on some members of staff. It was asked that the Committee was provided with reassurance that all teaching staff have undertaken the statutory check (a confirmation email would be circulated to the Committee).

## **12. Ofsted Inspection 2020**

The Committee was provided with a report on progress made against the Ofsted identified areas of improvement. It was noted that a monitoring visit from Ofsted was expected before the end of the academic year to monitor the progress made since the last inspection (May 2019) in particular the 6 areas requiring improvement.

The Committee noted:

- an updated improvement plan which detailed the progress being made and impact achieved to date against each area for improvement (AFI) identified during the inspection.

- that the report assessed ‘significant progress’ in four AFIs which were: support offered to students in English and Maths, meeting individual needs based on prior attainment, feedback on student progress and implementation of strategies to improve the quality of teaching & learning. Two AFIs were assessed at ‘reasonable progress’ these were: support to apprentices & timely achievement and improvement in attendance. It was noted that the issue concerning the class profile on promonitor for teachers to facilitate planning for learning and support needs of individual student had been resolved.
- that the key evidence used to assess the impact included: OLT reports and MIS reports on attendance and retention.
- that English and Maths was still an area of concern.

### **13. Updated Quality Improvement Plan 2019/20**

The Quality Improvement Plan (QIP) set out the College operational objectives that must be achieved within the academic year along with the progress made. The plan addressed areas of improvement identified in the College Self-Assessment Report (SAR) for 2018/19 (produced in October 2019). The plan was a working document, which would be regularly updated to include identified areas for improvement.

The Committee reviewed the plan and asked that the presentation should be improved so that it was more helpful when monitoring the progress made. The recommendations included: better use of RAG rating to indicate areas/actions that were progressing and those that posed a risk (green for progress, red for risk); two columns for RAG rating and impact of the actions put in place. It was noted that the QIP should demonstrate how it links with the Ofsted action plan.

The Committee noted the updated Quality Improvement Plan 2019/20.

**Date of next meeting  
Wednesday, 3 June 2020**

Confirmed as a true record

..... (Chair)

