



**BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE  
MINUTES OF THE MEETING OF THE QUALITY AND CURRICULUM COMMITTEE  
HELD ON MONDAY 15<sup>TH</sup> JUNE 2020 VIA ZOOM – VIRTUAL MEETING**

Present: William Baldwin (Principal), Gillian Hampden-Thompson (Governor and Chair of Q & C Committee), Neil Jones (Governor – Teaching Staff), Amanda Law (Governor – Parent), Ana MacEvilly (Governor – Student), Lynn O’Meara (Governor), Chris Piper (Governor), Jo Redfern (Governor), Lucas Watkin (Governor – Student)

In attendance: Alison Cousens (Assistant Principal – Student Services), James Moncrieff (Deputy Principal), Louise Pennington (Governance Director/Clerk) and Jacquie Punter (Digital Director)

The meeting was quorate.

***NOTE: FOR EASE OF REFERENCE QUESTIONS (AND RESPONSES) AND COMMENTS FROM GOVERNORS HAVE BEEN INCLUDED IN BOLD ITALICS***

*Governors had been invited to submit questions prior to the meeting and it was noted that 3 Governors had submitted questions which would be answered within the relevant agenda items and recorded accordingly. The questions have been incorporated into a schedule and circulated to all Committee members prior to the meeting., including page references and some responses from SMT.*

## **SECTION 1: ROUTINE AND STANDING ITEMS**

### **1.1 Apologies and Welcomes**

Apologies: None

Welcomes: Ana MacEvilly and Lucas Watkin – new Student Governors.

Nikki Fabry (Guidance Manager) – joined the meeting for item 2.1 Destinations’ Report.

### **1.2 Minutes of the Last Meeting held on 4<sup>th</sup> March 2020**

The Committee minutes were considered and approved by the Committee and the Chair authorised to sign them. **ACTION: Chair**

### **1.3 Matters Arising**

The contents of the actions’ schedule were considered and it was agreed that the updates would be recorded in the next version, noting also that the actions which had been completed since the last meeting, would be removed from the schedule. **ACTION: Louise Pennington**

The following updates were given:

**Item 2.1 CDP:** Emerging behaviour issue and staffing capacity for students’ support. The Assistant Principal updated the Committee, explaining that the Police Community Officers were due to visit BHASVIC, but that this had been deferred owing to lockdown. Arrangements will be made to have a police presence at some point on site, when Students return, next term. Currently tutorial focus has been upon issues such as county lines/Prevent/on-line grooming, student behaviour, anxiety and wellbeing. To

assist with the increase in cases of Students with anxiety and other issues, the College has extended the contracts of the current Welfare Assistants.

***Item 1.5 CIS Messaging blocked by some Students re unwanted catering messages:*** Catering Department will in future be using the BHASVLE to promote daily menu offers.

SMT invited Neil Jones and Jacquie Punter to provide an update to remote working and digital platforms during the lockdown and Jacquie Punter advised that a question had been included in the recent Staff survey regarding Staff confidence in using digital platforms. As a result of survey feedback, support has been put in place for anyone requiring assistance/further training. It was noted that the survey showed that 80% of Teachers were interacting live with Students at least once per week, 60 twice per week and 30% each lesson per week. Those staff who aren't interacting live is caused by childcare and other circumstances. Neil Jones reported on the clarification needed regarding the time required for tasks to be completed by Students as it appears that in most cases it takes longer to complete remote learning tasks.

***The Deputy Principal said that curriculum leads have been encouraged to speak directly with students, and that student voice was really important. He said that the feedback that comes into CQT was really powerful, and it reflected the College's maturity as well as showing a growing level of confidence with blended learning.***

***The Chair of Governors asked a question about vulnerable students attending the college site. The Assistant Principal advised that 129 vulnerable students have been invited; 17 refused; 21 accepted; the rest haven't responded. Today there were 24 vulnerable students due in, 11 came. Last week only one student came in every day.***

***The Committee questioned whether there was any need for Year 12 assessments. The Deputy Principal said they are looking at the options and still working out how best to proceed, in consultation with curriculum leads. Generally, the steer is that there was no appetite for a mocks week and that diagnostic assessment in the autumn term looked more likely, not at the expense of lessons.***

***In response to a question regarding the final awarding of grades this year, the Deputy Principal said that the College might go down slightly overall compared to what we submitted because we based our value-added outcomes and grade proportions on last year's results and exam boards will be using a three-year average (BHASVIC value-added results have improved significantly each year for the last three years), though they are confident in the robust measures that have been taken in deciding grades and rank order. He also said that re. grade appeals/complaints, they might operate under a freedom of information type request. The Deputy Principal will be attending a conference about the is with the SFCA legal team.***

***A question was asked about whether BHASVIC would be over or under subscribed next year and the Deputy Principal reported that there were so many variables that it was difficult to predict, though current analysis suggests either 50 students under or 100 over. SMT advised that whatever happens, the College has contingencies in place and advised that it was very unlikely that the College wouldn't be able to top up any under-enrolment and therefore meet its target of 1600 A1 student enrolments.***



***In response to a suggestion by the Chair, the Student Governors shared some of their experiences of remote working over the last few months:***

Lucas Watkin said that he found communication between Teachers and students was good overall and that he thought that Teachers were doing all they could to support Students, based on his experience and that of his friends. However, he was aware that some offers of work, support etc from Teachers was not always taken up by some Students and that in some instances it was dependent upon the media e.g. some Students found live lessons and other live communications suited them better, whilst other Students were more motivated to follow up recommended non-live working/study at a time to suit the Student.

Ana MacEvelly said that she also thought the communication from BHASVIC had been good and that with regard to her subjects – Spanish and French, the Teachers were aiming to give Students appropriate experience various conversation classes and although not instigated yet, the intention is to combine this with Student orientated studies – until the latter commences, homework has been allocated, together with some live lessons; the impression given to Students is that Teachers have tried to make learning as normal as possible. She also explained that sometimes it was quite hard to motivate oneself, being at home in a relaxed, informal environment, with noise and distractions from other family members and Ana explained that she had to push herself to work hard enough. Most Students were getting used to placing less reliance on the standard structure of an on-site College timetable and adapting to a new way of working.

SMT welcomed the Student Governors' feedback and also explained that rather than a whole Student body survey, SMT had asked each Department to liaise with their Students to obtain feedback on what was working well and any particular learning aspects which were more difficult for some Students.

It was noted that feedback from the Heads of Faculty demonstrated that Departments were adapting their Teaching provision in light of feedback and by identifying what aspects work well for Students.

***Governor question referring to page 15 of the papers (full question included in schedule of questions provided to the Committee members prior to the meeting): The Committee, discussed an issue following a point raised during a recent AoC governance webinar in respect of Colleges' experiences of on-line learning provision and the quality assurance thereof, noting that some Colleges were having difficulties with the consistency of quality of remote teaching/learning. Based upon information provided by SMT, the Committee agreed that there were no specific areas for concern which had been identified at this point. It was noted that at some Colleges where quality assurance information was lacking, Governors had requested "links" visits to witness remote working with the various curriculum areas and it was agreed that this was not necessary at BHASVIC owing to the information provided giving assurance to Governors and that they would not wish to create additional work for Staff, where this was not needed. It was agreed that Governors should be kept informed by SMT after each new phase has commenced until the College returns to "normal". ACTION: SMT.***

***In response to a question from Governors regarding vulnerable Students (also listed in the questions' schedule), the Assistant Principal provided an update and gave some context in relation to the latest figures, noting that these were the hardest Students to reach and experienced nationally. To date the College has invited 129 Students into College and 17 had refused and 21 had accepted. Students are phoned and texted but sometimes without a response. Today 24 Students were due to attend College, but only 11 turned up. Last week which was in effect a trial run regarding space utilisation, 26 Students were expected but only 1 turned up. Going forward SMT estimates that the maximum attendance from the vulnerable Students' cohort is likely to be approximately 50%.***

The Deputy Principal also reported on another element of provision, whereby Departments are able to provide on a voluntary basis, options to offer additional contact with vulnerable Students and so far 8 or 9 departments have prepared a variation of offers, targeting Students who are struggling and finding it difficult to engage with learning during the lockdown. The latter options are there to complement the basic provision for vulnerable Students, as described above.

Teachers are tracking Students' progress on a weekly basis and can therefore see which Students may be having difficulty with remote working.

The Deputy Principal agreed to update the Committee members via e mail next week, with the number of Student participating in the above offer. **ACTION: James Moncrieff**

**Page 17 Question "will there be a need to run assessment for Year 12 Students who were awarded estimated grades this summer to check their understanding of the subject matches the grade they were awarded?"** - Teaching Staff and Management are continuing the consultation process through this half term to determine how best to assess Year 12 Students' learning during the Autumn Term; each department is reviewing this including delivery of lessons and assessment methods. The latest indications are that there is no appetite for cancelling lessons to run mock examinations, but that some form of diagnostic assessment needs to be carried out by each department during the Autumn Term. This may involve different models per department rather than a central structure. However, CQT (Curriculum and Quality Team) want to ensure a substantive and comprehensive review to ensure that UCAS grades are accurate. Regarding timing, it is intended that this would be completed before half term, noting the November first census date, which therefore gives the College time to manage the process. The Staff will also be focusing on the new first year intake and ensuring that each Student is on the right course by the census deadline.

It was also noted that the GCSE entry requirements will be taken as assessed in the grades awarded. As part of induction, departments will be assessing their new students to determine what they have learned or what aspects of the necessary subject matter needs attention.

**Page 17 Second Question "When will the College be informed that these grades have been awarded?"** This will be known by the College on the day before the results day, after which the College will analyse the grades submitted, including valued added and ranking etc and compare the college's submitted grades with exam board adjustments. It is anticipated that some grades may go downwards.

**Page 18 Question "have we mitigated for a potential increase in challenges over the grade assessments?"** Where there are concerns from Students will the College will be able to explain to the Student? The Deputy Principal made reference to a forthcoming SFCA webinar challenges. The College will need to revise some of its procedures and communicate these.

**Page 19 Question: "Admissions – concerns regarding public transport coupled with the recent Ofsted Outstanding inspection rating for the Chichester College Group (includes Haywards Heath) means that students might opt for their local provider rather than BHASVIC. If we lose more than we gain – what's the fall in numbers that would trigger financial/delivery concerns for us?"** The Deputy Principal summarised the issues which SMT were keeping under review including both potential over and under subscription and noting that at the management level there was a good system of monitoring admissions and projecting numbers, notwithstanding uncertainties in making predictions. He explained that as Deputy Principal, he would analyse and assess projections and pass these to the Principal for further testing in order to get the most reliable figures possible. Further challenges to the projections would be made at SMT meetings. It was noted that owing to this being an exception year caused by the pandemic, greater uncertainty is apparent – before lockdown SMT was predicting that the College would be oversubscribed, but taking into account that approximately half of the Students travel on public transport, it's unclear to what extent this will impact on recruitment. Regarding numbers, at present the College's



predictions are that we'll be between 50 under and 100 over. Presently SMT is working on gaining more information through managing the activities regarding on-going learning for the potential new intake and although there won't now be an on-site Moving on Day, the College is having to monitor more close during this 6 week learning period, how interested Students are in BHASVIC, in the first instance whether they have logged in to the BHASVIC website to set up an account to access the learning materials available which will give a better idea of engagement and commitment to the College. In the circumstances that the College is oversubscribed which remains a real possibility, Staff are liaising with the Students on the priority waiting lists to ensure that they are kept on board and informed, to better manage the situation, which could go either way. Currently the overall list of prospective Students for next year is 1,860, with 110 on the priority waiting list; there are another 80 where the College has made an offer which has not yet been accepted, and a further 200 on the waiting list. The College is seeking 1,600 maximum intake for next year. Governors were assured that SMT was keeping admissions under very close review.

At this point it was noted that much of the discussion above also related to item 1.5 Covid-19 Q & C Update, below.

**1.4 Declaration of Interests** - None declared.

**1.5 Covid-19 Q & C Update**

Refer item 1.3 above when questions arising under matters arising relating to Covid-19 were raised, including questions from the schedule of Governors' questions, received prior to the meeting and circulated to Committee members.

**1.6 Re-Opening, including Risk Management**

Referring to page 21, William Baldwin introduced the papers (a – e) explaining that in addition to the risk assessment, the staff guidance and phased re-opening planning consultation papers had been included to ensure that Governors were fully informed.

Having considered the guidance from Government on re-opening, SMT decided to establish some core principles on which the College could focus, with a phased re-opening timetabled based on the College's own timeline, in order to test and enable the management of new processes, with fewer Staff and Students being on site, during the initial stages. Although the Government announced that Schools/Colleges should aim to open on 1<sup>st</sup> June to some Year 12s, SMT realised that this was not feasible; subsequently the Government revised its recommended start time to 15<sup>th</sup> June with added parameters, including 25% of cohort should be invited on site, public transport should be avoided if possible and teaching/learning for all Students would include remote working.

SMT calculated that there would be a 3 week window in June/July in which to potentially invite Students into College. This would require using CIS timetabling, creating an offer based on a combination of subjects with classroom teaching and parallel remote learning. However, SMT realised that within this timeframe and based on the increased pressure on the CIS Team anyway at this time (course assessment grades/progress reviews etc), that this would not work. Hence SMT made the decision to focus upon a September return to College in order to make a planned offer, based upon the existing College timetable structure, which would benefit both Staff and Students – the details for this are included in the Phase 4 Planning document. SMT has completed its work on the latest version of the document which will be sent out to all Staff and it was noted that there remains uncertainty, particularly relating to social distancing requirements and the likelihood that this may be reduced from 2 to 1 metre. The revised paper (v3) will be circulated to Governors with the draft minutes. **ACTION: William Baldwin/Louise Pennington**

The College is currently in Phase 2 and 3 of the Planning stages and Staff are learning from these phases in order to enable a scaling up for September, when more Staff and Students will be on site.

#### Questions:

- **Page 24 “Do you anticipate that the staff who are able to return on site will be reflected evenly across subject areas (ie are there any areas in which you are more concerned about in terms of face to face teaching)?”** The Principal explained that all Staff had completed a survey to identify any return to work issues, including health, vulnerabilities, shielding etc, from which HR has recorded that only 2 members of Staff are shielding and 27 are vulnerable. Regarding the latter, a further survey has been sent out to obtain more information and to establish actions needed to assist those who are vulnerable in return to College, if possible.
- **Engagement with Unions** – there are weekly meetings with the Unions who have been issued with all the planning consultation papers, prior to finalising the documents and circulating to Staff. There has been construction dialogue between Staff and Unions.
- **Page 28 “Has the Covid-19 Risk Assessment been published on the website”** – although it’s not been published yet, a pack of information will be uploaded to the website once Phase 3 has been established in order to report on the Phase 3 activities.
- **Page 29 “Are you keeping a record of all additional Covid-19 expenditure and noting that Schools are getting additional funding – are Colleges?”** SMT confirmed that the Finance Team were logging additional spending which the College is expecting to fund from the year accounts.
- **Observation from the Committee: - are the various suggestions and initiatives for operating in different ways etc being captured by SMT in order to investigate or make use of these should the situation arise?** SMT are documenting various ideas and when the current model for next year’s delivery is utilised, some of the better and workable suggestions may be introduced e.g. small delivery classrooms – investigate whether to avoid replicating lessons with the same content, by delivering to the entire cohort on line. The latter would free up time for Staff and enable departments to organise their time in a different way, and testing this, before making any permanent changes.
- **Follow up question regarding sustainability for Staff and what plans are in place if Staff need more support?** The Principal advised that any issues would become apparent over the next few weeks, as to whether SMT’s proposals are sustainable. So far the feedback from Staff indicates that they are appreciative of the efforts being implemented and offered and accepting that, notwithstanding the pressures placed upon Staff, the College has to make the best decisions for the Students’ success, experiences and wellbeing. At this point the Committee was reminded about the Corporation’s responsibilities as an employer and the need to ensure that it meets its duties towards Staff wellbeing and SMT agreed to ensure that Governors would be kept informed (reference also page 153 Risk Assurance and question from Governors). **ACTION: William Baldwin**

#### 1.7 Termly Update – Student Governor Perspective

Ana MacEvelly and Lucas Watkin gave their report to the Meeting and the following points were made:

- a) **Quality of Remote Learning Experience**



Refer item 1.3 above. Additionally, the Student Governors reported that from their own experience and that of close friends, the Teachers were providing lots of resources to support Students and that they felt well-informed and engaged. Messages are received daily from Staff regarding work requirements, information etc

**b) Assessment and Feedback on Student Progress and how did Student Governors find the Progression Week (activities straight after half term)?**

Ana MacEvelly also reported that for Oxbridge candidates, for progression week, which is different from UCAS, information regarding the requirements were clearly set out for Students and organised by Neil Commin (Oxbridge co-ordinator), including tutorial times via Teams with regular updates, together with additional information shared with previous year's Students. Likewise, Lucas Watkin confirmed extensive assessment/progression information had been provided to all Students which they had found to be very useful.

Ana MacEvelly reported that with regard to Spanish and French A Levels, that a speaking assessment was due in the next few weeks and that regarding English A Level, Students were given assessment per topic studied and have been made aware of the structured assessment due when Students return next term.

Lucas Watkin stated that he had received a few telephone calls from some of his teachers, notably in Chemistry and Law, for feedback and to check that work commitments were progressing and that he was adjusting to remote working etc. He also reported that with regard to his third A Level, in Psychology, Students had been given mini-mocks.

The Committee was reassured that the Students' predicted grades were not solely based upon lockdown assessment and that more formal assessment would follow.

The Deputy Principal explained that prior to lockdown Tutors had 1 to 1 assessments with Students which had proved useful and that progression reviews had also taken place prior to lockdown.

In conclusion the Student Governors felt secure in their understanding regarding assessments and progression.

**c) Do Students feel well-informed and know what is going on, what is expected of them and what is happening next regarding their learning?**

Refer item b) above.

**d) Any other matters – none.**

## **SECTION 2: CURRICULUM AND GUIDANCE ITEMS**

### **2.1 Student Destinations' Report**

At this point, Nikki Fabry joined the meeting and reported on the report as follows:

- Front sheet was noted which included the headline data and the Assistant Principal explained that there were differences between the internal data and the DfE's destinations data, noting also that the College's own destinations data was the most up to date and more detailed, to which the

College refers to in most instances. The DfE data lags behind the College's data by approximately 3-4 years.

- **Page 37 question – “I wonder if there are lessons and ideas to be captured from this time and maybe added to a discussion around future thinking?”** In response the Committee were informed that Governors had brought in measures to provide a progress score (a value added score) and during the first year, the College scored “zero” overall which is equivalent to being average; this reflects that a significant proportion of the College's Students' prior attainment was at a high level. The College will be investigating this analysis in more detail going forward and intends to compare this with other S7 Colleges, noting that the new progress score should not be taken as a reliable indicator at this point until a few years' scores have been calculated for better comparison purposes.
- **Page 59 Question from the Committee regarding impact of gap years/deferrals to University etc and data on Students planning to defer:** In response, Nikki Fabry explained that the advice was unchanged regarding deferrals and that she participated in a working group with Liverpool (Uni?) and also that since lockdown BHASVIC has shared information with SFCs and FE Colleges and Universities, which has proved useful. To date the College has not seen a significant increase in deferrals, despite the initial projection that more Students would defer owing to the likelihood that Universities would offer remote working only. However, as Students are unlikely to be able to travel or find work in the current climate, it's likely that they will accept their University places. Some Students have been applying to University later than usual owing to the current uncertainties. Universities are also experience financial pressures owing largely to a loss of the valuable International Student market. Students are being advised by BHASVIC to liaise with their University offers if they want to defer as many are now no longer offering any more deferral options. Account was also taken of pressure on University places in the following year, reflecting an increase in demographics, hence deferrals may be limited and applications generally in that year may be more competitive.
- **No. 35 (ESOL Students), Page 114 – Governors requested more information behind the College's strategy?** In response Nikki Fabry explained that this year ESOL Students finish in June and comprehensive data has been included in the report which goes to all staff. This is the first year in which ESOL data has been included in the Destinations Report and reflects well on the College's provision. At this point the Deputy Principal reported that 31 Students were progressing to meaningful FE/HE destinations, whilst 15 were continuing their studies at BHASVIC. ESOL traditionally does not necessary provide a future pathway to further BHASVIC course, but to continuing education elsewhere e.g. business courses. The nature of the College's predominant provision – A Levels, does not necessarily suit ESOL Students' needs, but instead the College acts as a stepping stone to future educational providers and a different funding stream. Often ESOL Students are also older than our traditional 16-19 base which also explains why they move on elsewhere.
- **Question regarding page 71** Referring to section 1 (19) of the report and regarding support for ex-Students, Governors queried how sustainable this support was? In response Nikki Fabry advised that it was sustainable and explained that the general office did much of the work and provides references for ex-students. The College also liaises with parents of ex-students to answer questions about university choices, re-sitting exams etc More information has been uploaded to the BHASVIC website, including a specific icon on the home page for ex-students to follow.



The College aims to continue to develop this area which will almost certainly boost the College's reputation as a provider of an all-round service.

- Referring to page 73, Governors congratulate the Staff and Students for their excellent record in progressing to HE.
- Referring to page 83 of the papers, Governors observed the significant increase in Students option for Computer Science, bearing in mind the current skills gap in this area.
- ***Regarding the question arising from page 85 and the statement regarding chemistry and physics, SMT advised that the figures had been revised and confirmed that these were accurate.***
- **Check – other points re chemistry and physics – made change**
- Page 88 – note was drawn to the university choices and the UK map (provided by UCAS for the first time) highlighting these with Bristol being the most popular destination.

Nikki Fabry left the meeting and was thanked for report.

## 2.2 College Development Plan (CDP) 2019-2020

- a) **Outcome for Learners, including Quality Dashboard**
- b) **Quality of Teaching, Learning and Assessment**
- c) **Personal Development, Behaviour and Welfare**
- d) **Leadership and Management**

The contents of the document and front sheet as presented by James Moncrieff were noted and the following discussion recorded, including questions from Governors submitted prior to the meeting. Owing to the pandemic which has had a significant impact on the College's plans, many projects have had to be suspended for the time being with only key priorities being taken forward.

- **Section 1 Outcome for Learners, including Quality Dashboard**

There were no questions from the Committee in respect of section 1 Outcome for Learners, including Quality Dashboard.

- **Section 2 Quality of Teaching, Learning and Assessment**

Referring to the question raised earlier regarding vulnerable learners and curriculum provision and to the question included in the pre-meeting questions (page 36) regarding the confusion from curriculum staff around the vulnerable learner offer etc, the Assistant Principal added that in the initial stages of the lockdown, when curriculum Staff were made aware of the decision to invite vulnerable learners into College from 8<sup>th</sup> June, some individual vulnerable learners were being referred into College by Staff inappropriately, as a punitive measure or were being referred to additional 1:1 support as they weren't able to engage with remote learning. This was not the purpose of this provision and the College did not have the capacity at that time to offer many places for Students other than vulnerable learners. The staffing at that time was being provided by staff volunteering from across College (teaching and support areas), to supervise and help support vulnerable learners in independent study space. This initial misunderstanding was communicated to Staff, after which only vulnerable learners were able to come on to the site for supervised study. The vulnerable learner offer has filled quickly.

During phase 3 more Staff and Students are coming into College and more curriculum departments have registered to provide the additional but voluntary limited provision for some Students during this stage.

**Page 137 Question concerning attendance monitoring:** The Committee was informed that at the start of lockdown, Student registers, which record Student attendance, were suspended. However more recently, since the week after the commencement of the Summer Term, Staff are now tracking Student engagement in remote learning which has not been straightforward as the attendance system has had to be altered. The new system is based upon a once a week recording of each Student's engagement in a learning activity in respect of the first lesson, on one particular day during the week. Student "attendance" via this means has been compared to the traditional attendance monitoring pre-lockdown and compares similarly, although it was accepted that this wasn't a true comparison taking into account the once a week, one lesson, record now being taken during the lockdown. However, it was noted that approximately 10% of Students were currently not engaging in remote learning and SMT and Staff are working on ways to resolve this and support the Students concerned. Regarding the latter, the Deputy Principal explained that most of the Students who weren't engaging via remote learning, were also not always engaging with on-site lessons; hence there has been no real change in the percentage of Students not engaging.

On another matter, the Deputy Principal reported that owing to the pandemic, the College may see more Students than usual starting and not finishing their second year of A Level/BTEC, bearing in mind the fact that formal progression exams are not taking place. Each Department is focusing upon supporting those Students who have been identified with having potential issues in order to avert any problems and get them back on track to succeed in completing. Starting next week and through until the beginning of the Autumn Term, Staff are completely a thorough review of each Student's likely performance as prior to October there are options to transfer to recovery courses for Students otherwise likely to drop out in November.

- **Section 3 Personal Development, Behaviour and Welfare**

**Page 138 - Question arising from the recent Prevent Duty webinar provided by BHASVIC for Staff:** The Assistant Principal agreed that Governors should be provided with a copy of this. **ACTION: Alison Cousens**

- **Section 4 Leadership and Management**

This section has been revised to reflect the latest Ofsted updates.

**Page 153 (section 38) Question regarding Capita and whether any key products are resting upon the LMS (Learning Management System) Strategy review 2020 (which doesn't include the ILR)?** The Digital Director responded to this question reporting that she and the CIS Manager, Tara Davies, will be completing a strategic review of products which the College has provided by Capita and comparing this to where the College wants to progress its systems. It was noted that there were other options within this market and also that the College has recently recruited some good developers, providing potential to develop some of its own products.

**Page 150 Question regarding the impact which the Haywards Heath campus being developed for sixth form provision,** in addition to the points already recorded earlier in the meeting, the Principal added that the College was confident in its outstanding provision and also thought that Students and Parents considering Haywards Heath for next year, would understand that although it has an "outstanding" Ofsted grade already owing to Chichester's inspection, being within the same College group, Haywards Heath as a new sixth form provider, does not yet have any Students or Teachers. Much will depend upon whether



students wish to travel from the Haywards Heath area to an established outstanding provider in Brighton, providing a high quality overall experience. The College is continuing to focus on its marketing to ensure that the emphasis is clear on what the College is offering.

The Student Governors advised that they wouldn't have a problem using public transport and that masks would be worn anyway to protect travellers.

The CDP was noted by the Committee.

## 2.3 Strategic Plan

The Principal presented the latest Strategic Plan to the Committee which was self-explanatory and recognised the current circumstances created by the pandemic.

There were no questions from the Committee arising from the Plan, which was approved by the Committee and recommended to Corporation.

## 2.4 Risk Assurance

The Deputy Principal presented the paper and the following points and questions were recorded:

- ***Page 158 Question arising from Risk KS1 "Do we have any indication of a potential drop in applications in numeric terms? Has any financial modelling been done to reflect this?"*** It was noted that this had already been discussed and recorded above, but additionally the Deputy Principal reported that no financial modelling had yet been carried out by SMT but that current expectations based on the College's existing projections, and previously used mitigating strategies when undersubscribed indicated that the College was likely to achieve its target numbers for next year. At this point, the Principal provided the Committee with additional assurance, referring them to the confidential document provided in response to a request from the previous Corporation Chair and Resources Committee Chair, regarding financial adjustments which the College could make should the financial circumstances place the College in deficit. The Principal reported that in due course SMT would be reviewing options to reduce costs next year anyway, in light of the fact that lettings and catering income will be impacted negatively owing to the pandemic, although the ESFA funding being on a lagged basis, would provide some funding consistency for next year.
- ***Governors also questioned when the Student numbers would be known and if fewer than expected, what action would the College take to follow up applicants who hadn't yet responded.*** The Deputy Principal referred to the discussion held earlier in the meeting confirming that the College was maintaining contact with those Students on the priority waiting lists to ensure that they are kept updated with progress. It was noted that should the numbers be down by the 50 Students estimated as the worst case scenario (refer above), this would equate to £250K. At the point when this scenario manifests itself, Governors will be informed and an urgent Corporation (or EGC) meeting would be convened to discuss contingency measures, noting also that many Colleges were in similar states of uncertainty.

The document was approved.

## 2.5 Safeguarding Link Governor Role Description

The role description was approved and recommended to Corporation. Thanks were recorded to Lynn O'Meara (Governor Safeguarding Lead) on her safeguarding work.

At this point Lynn O'Meara advised that she had participated in various training webinars on safeguarding including covid-19 safeguarding training. As a result, she had prepared a safeguarding checklist of tasks which she'd discussed with the Chair of Governors. She informed the Committee that she had also met pre-lockdown with the Safeguarding Staff Lead (Alison Cousens) and Emily Andrews, the HR Manager to and via Zoom in May discuss safeguarding issues included within the checklist. Topics discussed at the May meeting included the support that is in place during lockdown for vulnerable Students, checks on engagement, safeguarding issues report to the Board and provision to meet the needs of some Students (lap tops provided to approximately 20 students) and risk assessment for returning to College.

The Committee was also informed that all Governors needed to be aware that the current Prevent threat level is 'Substantial'.

At this point Alison Cousens confirmed that the input from Lynn O'Meara was very helpful and that the outcomes from their meetings were passed on to relevant safeguarding staff.

The Committee suggested that it would be helpful to have a record of all safeguarding training carried out by Governors and Louise Pennington confirmed that this was already recorded and provided annually to the Search and Governance Committee in the Autumn Term.

### **SECTION 3: CONSENT AGENDA**

The following items were taken as read and endorsed where necessary, subject to the questions included in the items and recorded below.

#### **Policies and other Documents**

##### **3.1 Admissions Policy**

James Moncrieff advised of the changes to the policy to cover students with an education, health and care plan, requests to transfer from Varndean College and clarification about enrolment as part of the admissions process. The policy was recommended to Corporation for approval. **ACTION: James Moncrieff**

##### **3.2 Safeguarding and Child Protection Policy**

The policy was recommended to Corporation for approval. **ACTION: Alison Cousens**

### **SECTION 4: OTHER ITEMS**

#### **4.1 Any Other Business**

None.

#### **4.2 Committee Self-Assessment and Review of Terms of Reference**

The Committee members considered the questions and also the current terms of reference and it was agreed that no changes to the latter were necessary.



The Chair suggested that should any Governors have further observations or comments which they'd like recorded, to submit these to the Chair within the next couple of days.

**ACTION: Louise Pennington**

**4.3 Date of Next Meeting – to be advised**

**SECTION 5: CONFIDENTIAL BUSINESS – refer to confidential minutes**

**5.1 Confidential Minutes from the Last Meeting**

The draft minutes were approved and the Chair authorised to sign them.

**5.2 Matters Arising**

There were no matters arising.

**5.3 Any Other Business (Confidential Business)**

None

Chair.....Date.....