



## MINUTES

### Meeting of the Quality of Education Committee Tuesday 17 November 2020 at 4.30pm Remote access via Google Meet

<b>Present:</b>	Signe Sutherland	<i>Committee Chair</i>
	Daniel Clawson	<i>Governor</i>
	Pippa Goodwin	<i>Chair of Corporation</i>
	Chris Lambert	<i>Staff Governor</i>
	Gillian May	<i>Principal</i>
	Gareth Osborn	<i>Governor</i>
	Frank Pitkin	<i>Governor</i>
	Janet Robertson	<i>Staff Governor</i>
	Jeremy Spooner	<i>Governor</i>
<b>In attendance:</b>	Anne Entwistle	<i>VP Curriculum &amp; Students</i>
	Tracy Reeve	<i>Director of Governance</i>
	Daniel Fairbairn	<i>Assistant Principal</i>
	Liz Hadden	<i>Assistant Principal</i>
	Laura Peters	<i>Assistant Principal</i>

#### **1/20 Welcome from the Committee Chair**

The new Chair of the Committee (SS) welcomed members to the first meeting of the Quality of Education Committee (QoE) since November 2019. The Director of Governance reminded the meeting that the timetabled March meeting was cancelled at late notice (after papers were circulated) due to the Covid-19 lockdown; an additional Corporation meeting had been held instead.

#### **2/20 Apologies**

No apologies had been received.

#### **3/20 Notification of any other business**

There was no other business.

#### **4/20 Notification of Members interests**

There were no interests notified.

#### **5/20 Minutes of the Quality of Education Committee meeting, 19 November 2019**

The minutes were approved and would be signed by the Chair as a correct record.

#### **6/20 Matters Arising from the Audit Committee meeting, 19 November 2019**

- ***i-GCSE qualification***

The VP informed the meeting that the College had investigated the option of the i-GCSE qualification for maths and English after it was suggested as an option at the last meeting. This suite of qualifications would meet ESFA conditions of funding but after taking feedback from BCA teaching staff the SLT had not taken this option forward. Anecdotal evidence had suggested that although the i-GCSE offered more flexibility in assessment it was no easier for learners to successfully achieve than the traditional English and maths qualifications.

## ITEMS FOR DECISION

### 7/20 BCA Self-Assessment report (SAR) 2019/20

The meeting noted and approved the first draft of the Self-Assessment Report 2019/20 which was structured to reflect the categories within the Ofsted Education Inspection Framework. AE confirmed that the final grades would be confirmed on this report after the Quality Review Boards took place week commencing 23 November 2020. AE confirmed that the data tables and associated graphs would be added to the report before it was presented to Corporation for final approval. Governors sought clarity on how the College SAR was written and were reminded of the 'bottom-up' process. Governor (FP) asserted the value of Link Governors looking at the departmental SAR during Link Governor visits; this gave a clear view of how curriculum areas were performing and provided a focus for discussions. AE confirmed that all curriculum areas had used the same BCA format for the 2019/20 SAR to ensure consistency. The narrative aspect of the report was considered, and the meeting appreciated its focus and clear highlight on strengths and weaknesses. AE highlighted that the impact of the pandemic was also threaded through all of the SAR sub-sections due to its impact on learners. The grade for Leadership and Management had been assessed as 'good' and the other grades would be confirmed after the Quality Review Boards. Summary judgements would be made for the following EIF categories:

- Overall effectiveness
- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management – grade 2 'good'

Continuity of Learning: The Vice Principal (AE) highlighted the new section of the SAR 'Continuity of Learning' which summarised the College response to the Covid-19 lockdown. The Principal (GM) reminded the meeting that the College was currently hosting an Ofsted Interim Visit to look at how the College had moved to online learning. The initial feedback had been very positive from the Inspection Team on the impact of remote working on teaching learning and assessment and student support during the Covid-19 closure. Governors would be notified of the formal feedback when the Interim Ofsted Visit concluded on Wednesday 18 November.

Overall Effectiveness: Governors noted the very positive learner comments in the section 'What is it like to be a student at this college?' (within Overall Effectiveness). ***It was suggested that there should be some more negative comments for balance.*** The VP informed the meeting that negative comments had centred on the fact that learners missed attending College during lockdown and preferred face-to-face delivery to online learning. This also reflected the additional benefits that young people got from attending College – it was not just about learning. ***The Chair suggested that the positive destination data needed to feature more strongly in the SAR.***

Quality of Education: The meeting was assured that the data outcomes were now at a level which would justify an 'outstanding' grade for Quality of Education but there were a few pockets of inconsistency which would make a 'good' grade more sensible. A lot of work had been done in this area post Ofsted in March 2019 to increase pedagogy within the teaching team at BCA but this approach to staff continuous professional development (CPD) was not yet 100% consistent. The Chair supported the recent changes to the lesson observation process which was now more supportive. AE confirmed that teaching staff were now more comfortable taking risks with new methods of delivery which was what was needed to reach and outstanding grade. Governors challenged the SLT on whether it was realistic to strive for

perfection but appreciated that the drive for the College to achieve outstanding status was the right objective. The meeting discussed the ongoing tension between quality of teaching learning and assessment and the cost of achieving outstanding status. AE confirmed that anecdotal evidence did suggest that Colleges with less cash did find it harder to achieve outstanding status; the majority of Ofsted Grade 1 colleges also had strong financial health.

*Behaviour and Attitudes:* The meeting was reminded of BCA's strong ongoing performance in this area; external stakeholders always commented on the positive behaviour and attitudes of BCA learners. This had also been a feature of the informal Ofsted feedback earlier in the day. Classroom behaviour was very positive, and staff were held up as good role models. The Chair sought, and was given, confirmation that the number of learners with 'behaviour plans' was very low. AE confirmed that the curriculum bubbles which were put in place at enrolment 2020 were also working well to ensure good learner behaviour; students were respecting the new Covid-19 rules and protocols for behaviour on campus. Attendance was very strong, but this also reflected the pleasure of learners being on-site for their learning and out of 'college lockdown'. Staff Governor (CL) confirmed that learner behaviour was good, and this was helped by the 'behavioural contract' which was strictly enforced during the 6-week window. Any problems with behaviour at this early stage would be met with timely intervention and support to try and minimise withdrawals but also to ensure that the right students were on the right course. AE informed the meeting that the College had two 'behaviour specialist' tutors that worked with any learner needing some additional intervention during the first weeks of the autumn term. JS informed the meeting that he had recently visited his Link Areas – Performing Arts and Foundation – and he had been impressed with how the students were engaging with learning. The Chair of Governors (PG) highlighted the danger of cyber-bullying during the period of online learning and asserted the positive feedback from learners during this period. AE highlighted the work that the College had done over the summer to keep in touch with progressing learners and new learners so that any gaps in learning were minimised and learners were able to engage effectively from the start of the academic year. Governors commended the strong performance in this area with the learner group including 480 High Needs learners; it was suggested that this needed to feature in future marketing material.

*Personal Development:* The meeting was reminded that learners had not suffered any disadvantage when work placements were halted during the Covid-19 lockdown. The College had re-organised the Information and Guidance (IAG) team at the College merging it with the Industry Placement team to form 'Beyond BCA'. At the moment equine learners, agriculture and a few motor vehicle learners were still able to go out on industry placements. There were also 7 High Needs Students currently attending supported work placements. The remaining block placements had been moved back towards the end of the academic year 2020/21. A new initiative 'Talking Futures' had been started which would be discussed later in the meeting. AE confirmed that the Ofsted Team were very impressed with the level of IAG activity that had been maintained during the College closure.

*Leadership and Management:* This had been assessed as grade 2 'good'. ***The Director of Governance suggested that governance oversight of the HE provision at BCA should be added to this section in order to meet OfS requirements.*** Governors commented that they had seen very strong L&M during Link Governor visits often accompanied by a level of humility at all levels of management. The SLT should take time to pause and reflect on the College success.

*Performance data:* The meeting discussed the 2019/20 headline data which was compared to the previous two years. The BCA overall achievement rate at 93.1% was now 6.4% above the National Average (NA) and increased by 2.4% on the prior year; the College was

definitely within the upper quartile for all college performance with no significant gaps in the QAR performance data.

- Overall retention for the year was 94.3% against the KPI target of 93% (NA 92.9%)
- Overall achievement for the year was 93.1% against the KPI target of 88% (NA 86.7%)
- Attendance for main programme was 94.1% for the year against a target of 92%
- GCSE English attendance was 90.3%
- GCSE maths attendance was 91.7%

The data by level was noted which showed that achievement rates had further improved across all course levels. Pass rates had improved for all except L1 which remained the same as 2018/19 (97%); all levels remained significantly above national average. Retention rates by level remained broadly in line with the prior year.

The age data demonstrated improved retention, pass and achievement rates for all but retention at 19+. The meeting noted that this related primarily to: 80% retention from a cohort of 21 Level 3 students (where 4 students were withdrawn) and 10% of 202 additional short courses not being completed.

The data by gender showed that a dip in male retention rates was linked to basic maths and English additional qualifications (as in the age data table). These qualifications were additional to the main qualification and were offered to entry level students who did not yet have the skills to access a full GCSE or Functional Skill qualification. The retention rate for these qualifications accounted for the gap in achievement between males and females.

The data showing the achievement data by ethnicity and LLDD confirmed that there were no significant achievement gaps. The meeting concurred that progress was being made in this area; this was due to the additional learning support which had been put into classrooms.

***The first draft of the SAR 2019/20 was APPROVED for submission to the Corporation with post-QRB grades and complete data tables added.***

- **Quality Improvement Plan**

The Quality Improvement Plan (QIP) for 2020/21 was noted; this was now a concise document which enabled the clear identification of areas for improvement (Afls). There were five areas for improvement during the current academic year:

- Develop a cross college Digital Strategy to enhance student and staff experience and to ensure GDPR compliance
- Review of our work-based qualification provision
- Increase staff confidence in pedagogy methodologies to include on-line delivery and preparation for delivery of new technical qualifications
- Ensure curriculum offer supports the changing local and national employment needs
- Create innovative opportunities to develop employability skills whilst national COVID restrictions remain and impact industry placement opportunities.

The Principal highlighted the key importance of the SAR and the QIP for the forthcoming FE Commissioner visit. The meeting discussed the ongoing need for the College to prepare learners for a very different job market after the impact of Covid-19.

***The Quality Improvement Plan 2020/21 was APPROVED; it would be recommended to Corporation for approval (9/12/20)***

**8/20 Format for in-year monitoring 2020/21**

VP Curriculum and Students informed the meeting that a data dashboard would be constructed to give governors access to up-to-date data. Current thinking that this dashboard would include: finance, curriculum, safeguarding and staff retention data.

**NOTED**

**9/20 Quality of Education Update**

- **Quality Assurance (awarding bodies triangulation)**

The AP Land (Liz Hadden) presented a paper which summarised feedback from all the awarding bodies used by BCA. Governors were reminded that the college used a range of Awarding Organisations (AOs) across all curriculum areas that required slightly different internal and external quality assurance (IQA and EQA) systems to be followed. The report summarised the requirements for each AO and highlighted any actions or feedback received for the academic year 2019/20. Governors were pleased to note that all BCA departments for all AOs remained on low or medium risk with either Direct Claims Status (DCS) or EQA authorisation for qualification claims. EH confirmed that all required actions were not significant and had been implemented within the required time frames. The meeting sought, and was given, confirmation that AO sampling activity had gone online during the Covid-19 lockdown. A dashboard of learners had been randomly selected, and their work was submitted and second marked by the relevant AO.

The meeting was given additional detail on the arrangement with Pearson (BTEC) where the Head of Sports and PS at BCA (NO) acted as the 'super IV' across BCA with a lead IV in each curriculum area. The meeting noted that NO liaised with the standards verifier and BCA was on the lightest touch in terms of monitoring. The importance of the College maintaining Direct Claim status with City and Guilds was noted. The Chair (SS) questioned the usefulness of the NCFE/ CACHE action that group work should not be submitted; this seemed counter intuitive when the ability to produce group work was an essential skill required for students progressing into Higher Education.

The Principal highlighted the strong level of assurance that this very detailed report provided for SLT and Governors. She asked EH to pass on thanks to all the College internal verifiers for their efforts in securing strong external verifier outcomes.

***The report was NOTED and RECEIVED***

- **Learning observations process 2020/21**

AE presented a paper which outlined the new process for lesson observations which had been developed for BCA. The meeting agreed that formal, graded lesson observations alongside targeted CPD had developed and improved pedagogical practice at the College; teaching teams now had the skills and confidence to produce good or better lessons most of the time. However, in order to move towards consistently good or outstanding lessons the SLT had recognised that a different approach was needed.

BCA had now moved to a system which was more supportive and which encouraged staff to take risks and to ask for guidance when required without feeling judged. Lessons were no longer graded but feedback and actions were recorded on the BCA Learning Walk app. AE confirmed that when lesson observations and learning walks identified areas for improvement this informed plans for staff development.

The meeting was reminded that whilst the majority of our teaching staff were experienced practitioners the College also had some industry professionals who were new to FE and, in some cases, teaching. The College continued to encourage professional dialogue between staff where they could develop the confidence to explore different teaching methodologies, to

share best practice and challenges. AE highlighted how the recent move to remote learning an online delivery had been an excellent example of how this sharing of good practice had worked within curriculum teams. The online delivery had given staff the opportunity to take risks and try new teaching activities and methods.

In line with Ofsted's inspection framework the focus for observations had moved away from what the teacher was doing and was now directed towards what learning was taking place within the session. AE highlighted that staff needed to feel confident if asked to explain:

1. **Intent** of the lesson. Where does this lesson fit into the curriculum - why is this subject being taught at this point and how does it link to prior and future learning?
2. **Implementation.** Why is the lesson structured like this and why has the teacher chosen that particular method of delivery? Does the sequencing of learning support long term understanding and knowledge retention?
3. **Impact.** Final impact is seen in achievement data but also in what has been learnt in that lesson and what has been retained from prior learning.

The meeting noted that Heads of Department and SLT links carried out regular walk through observations. AE confirmed that all learning walks were recorded for auditing and quality assurance purposes. Any staff new to teaching and all staff who are not yet graded as 'good' were given a teacher development plan and would be subject to further formal lesson observations. Governors sought confirmation on how progress against the areas for improvement in this area would be monitored. AE confirmed that the impact of the above training would be measured through further learning walks, regular student voice, ongoing assessments and attendance monitoring.

#### **NOTED**

- **Staff Development and Training – encouraging pedagogy**

Assistant Principal Laura Peters presented a paper which outlined the provision of CPD for all of BCA's teaching and curriculum support staff for the academic year 2020/21. The CPD detailed in the report was not an exhaustive list of the training provided to staff since the start of the academic year, and more would be organised throughout the year including mental health first aid training.

The impact of the Covid-19 pandemic had forced SLT to review ongoing training needs and the delivery of internal and external training. Effort had been put into being able to offer staff the right training at the right time and SLT had listened to staff and student feedback around teaching, learning and support development needs. In August (pre enrolment) and November (inset days) two timetables of training were offered. These were designed to upskill BCA staff to ensure that they had the confidence and tools to provide high quality teaching and support on campus and remotely. In addition, staff regularly attended online Landex, Education and Training Foundation (ETF) development sessions and Association of Colleges training which also included focus groups.

LP highlighted that in previous years staff had the opportunity to submit yearly and ad-hoc offsite training requests. The meeting noted that these opportunities had decreased for 2020/21 due to funding and pandemic restrictions, however requests were still considered on a case by case basis.

Governors were given confirmation that support staff were also invited to join any in-house CPD training outlined below in addition to specific sessions. The meeting noted the wide range of training for individual roles which included: Passport to Teach at BCA (teaching staff); Passport to Support at BCA (support staff including LSAs); Inset Day Training;

Learning Walks; Learning Support Assistant (LSA) learning walks; Level 5 Professional teaching qualification; and Landex membership peer review.

Governors sought additional detail on the difference between a level 4 and a level 5 teaching qualification. LP confirmed that level 5 for fully qualified teacher status and level 4 was more aligned to practical teaching skills. The meeting noted that for 2020/21 BCA currently had 7 members of staff who had been given the opportunity to complete a L5 teaching and learning qualification. These staff members had either completed a L4 qualification previously and were ready for the next steps in their teaching career or had been teaching at BCA for at least one academic year.

The meeting commended the very strong feedback from staff on the training opportunities made available during August 2020 and the November half-term. Staff Governor (CL) highlighted the digital training to support online delivery provided by the Assistant Principal Digital as being particularly useful.

***The CPD Report was NOTED***

- **Student Voice: feedback on induction and online delivery**

The meeting noted a report presented by Assistant Principal Digital (DF). He confirmed that BCA would continue to capture Learner Voice feedback throughout the year using a series of voluntary micro surveys using the student App and homepage. This would produce live reports for HoDs and CLT who could use the data to guide students to internal or external learner choices surveys and provide accurate external feedback on College experience.

The meeting noted that the first Learner Voice of the 2020/21 year had asked students to reflect on the first term, and asked questions around induction and online learning. The meeting noted that out of 416 responses 95.2% of students felt safe at College in comparison to 92.8% in December 2019; DF informed the meeting that this figure had now increased to 96.6% due to some additional responses. This increase was even more commendable with the ongoing potential adverse impact of the Covid-19 pandemic on learners feeling safe. The positive response when asked if the College had taken precautions and learner comments were noted as follows:

*“the college has made appropriate measures to make it safe on campus however I strongly feel the coaches need appropriate action taken to become safe”*

*“It is hard to open a college during a pandemic so you are doing really well.”*

The one area of ongoing concern was safety on the college transport but SLT were monitoring this very closely to try and allay any concerns for learners or parents.

The meeting was reminded of changes to the induction process for September 2020 to accommodate the new Covid-19 guidelines. BCA had continued its blended approach to induction with the aim to reduce induction time by 2 weeks and allow teachers to focus on subject specific content. General induction resources and instructions were distributed digitally to students from enrolment. Staff established College communication channels with students and parents/guardians using the College App, Google Classroom and Gmail. The meeting was pleased to see that 88.4% of students stated that they knew who to go to for advice and support, whereas in 2019 83.2% of students knew who to go to in college if they were feeling worried. This confirmed that the online delivery of information was efficient and effective. DF highlighted that the College had addressed digital poverty by loaning equipment to students; 20.1% of students surveyed this year had benefited from an equipment loan.

The meeting commended the strong response rates with positive views.

***The Student Voice report was NOTED***

- **Apprenticeships**

The Principal (GM) presented an update report which had not change markedly since the report to Corporation in September 2020. The meeting noted data for apprenticeship enrolments and the known pipeline by curriculum area. The College currently had 169 apprentices on roll. GM highlighted that many of these apprentices should have been signed off but due to Covid-19 there had been delays with the End Point Assessments (EPA); the College was waiting for these to resume. The meeting noted that Ofsted had now recognised this issue and stated that “the temporary flexibility suspending the funding rule requiring level 2 apprentices to study towards, and attempt, level 2 functional skills assessments has been extended until 31 March 2021”. There were 15 apprentices at BCA who had been or were still in ‘Gateway’ since lockdown, the average delay to completion was 6.7 months. GM highlighted the work undertaken by the Apprenticeship Team during lockdown to support learners; they had even managed to find 2 apprentices new jobs when they had lost their jobs during lockdown.

The College had 53 new starts at 14/09/20 which would allow the work based learning (WBL) team to work towards maintaining and building on the College base post Covid-19. Governors were reminded that floristry has been the worst hit industry with business down as weddings had been cancelled. Anecdotally other Colleges had been hard hit where they offered catering and hospitality apprenticeships; the meeting agreed the decision for BCA to offer specialist and landbased in the WBL offer had been the correct one.

The rest of the report and the detailed tracking data was taken as read as it was the same as presented to Corporation in September 2020. GM highlighted the ongoing input of the Link Governors in this area (SS and Andrew Try who provided an employer perspective).

***The Apprenticeship update report was NOTED***

### **10/20 Information and Guidance (IAG)**

The meeting noted an update report from the new Industry Placement and Careers team (Beyond BCA) that had been discussed earlier in the meeting. The meeting was reminded that BCA had historically achieved a 98% work placement rate. The team was now based in the Learning Centre and was set up to resemble a recruitment agency. The Beyond BCA team comprised a Manager, two Administrators, a Careers Adviser and four subject linked Industry Placement Officers working 5 days per week throughout the year including holidays. Under the new Beyond BCA banner, the offer to all students was a full ‘futures package’ with information, advice and guidance plus employability and job support. All of these resources were now available to all students online so were fully accessible and would be very beneficial to the team, staff and students going forward. The meeting noted that Beyond BCA was not solely focussed on finding placements; the aim was to support and empower each student equally finding them purposeful experiences to enhance their futures. The work placement team had had long-established relationships with over 2500 employers which has resulted in the students successfully completing over 185,000 hours in the workplace/industry in 2018/19.

*Industry Placement in 2019/20:* Governors noted that the year had started well and the College was able to get students out on placement from September 2019 due to a clear placement calendar and pre-planning over the summer. The intention pre-Covid 19 was to follow a T Level programme in several subjects including Equine, Agriculture, Business, Science and Media in preparation for the roll out of this new qualification in 2022. The meeting was reminded that T Levels required Significant Industry Placements - 315 hours of placement over 2 years – but BCA had fully planned and prepared for this high volume. However, after the March Covid-19 lockdown placements were suspended. The team

immediately moved all IAG support and resources online so that students could access everything they needed remotely. With placements postponed the College took advantage of the opportunity to work with students on other skills that would help them once in the workplace or in higher education. The team was rebranded as 'Beyond BCA - Building Career Aspirations' and set about providing students with a toolkit they could use to navigate their work and study journeys. The team connected with students as often as possible online and kept in regular contact with our employers to secure vital links with industry.

*Response to Obstacles & Planning for 2020/21:* As stated earlier in the meeting, a number of equine and agriculture students were still out on work placements during the start of 2020/21 but this involved smaller numbers across the whole college than planned. Governors were assured that the Beyond BCA team had responded positively, quickly and flexibly to the impact of Covid moving forward into the new academic year. This challenging period for work placements has been seen as bonus time to work on aspects of support that would not be provided during a 'normal' year. This had resulted in the Beyond BCA team creating a large bank of resources which included a programme of careers workshops, 1:1 support, pre-interview guidance and practice, a regular newsletter and social media presence. A new bolt-on website had been created and a series of Talking Futures video podcasts commissioned. These podcasts hosted a number of industry guests sharing their career experiences and offering valuable tips to students.

- **Destination data report**

The positive destination data for 2019/20 was noted: 87.6% of destinations had been positive with 1.7% NEET and 10.7% unknown. Governors asked for the prior year data to be included for comparison purposes in future Destination Reports to the committee. The meeting noted that The Covid-19 pandemic had an adverse impact on the number of positive destinations from the academic year 2019-2020. Much of this was due to businesses being forced to close and the resulting shrinking of the economy, which has meant that there are fewer entry level vacancies in the industries that BCA most commonly progress into. AE highlighted the higher proportion of learner progressing onto other education which was seen as a reflection of the difficult job market post-Covid.

***The Information and Guidance Report and the Destinations Data was NOTED***

### **11/20 Complaints Report**

The Vice Principal informed the meeting that the summary Complaints Report 2019/20 would be brought to the Corporation for information in December 2020. A new format for the annual Complaints report was being developed. The Chair asked that this new format captured positive feedback on the College as well as complaints. The Dir of Governance reminded the meeting that it any legal risks associated with complaints should be included in future reports.

***NOTED***

### **12/20 Dates of future meetings**

The meeting dates for 2020/21 were noted as:

- Tuesday 9 March 2021 at 4.30pm
- Tuesday 8 June 2021 at 4.30pm

### **13/20 Any Other Business**

- **Quality Review Boards**

Governors were reminded that the Quality Review Boards would be taking place week commencing 23 November; Link Governors had been sent invitations to attend these

meetings. AE confirmed that they would be taking place on site at BCA but Governors could attend remotely via Google Meet if they preferred.

**NOTED**

- **Initial Feedback from Ofsted Interim Visit 17-18 November 2020**

The meeting was given initial verbal feedback after the first day of the Interim Ofsted Visit. Governors were reminded that the remit of this visit was fact-finding to establish how well the College moved to online delivery during Covid-19 lockdown. As mentioned earlier in the meeting feedback had been very positive with initial findings that the College had been well prepared and implemented all required changes to delivery and student support. The changes to delivery in September 2020 with the bubbles in place and learners attending for 2 out of 3 days had also been commended. When talking to a range of staff Ofsted had been impressed at the 'business as usual' attitude that had been consistently seen; everything was still being done even if it was done differently. GM informed the meeting that fuller verbal feedback would be provided to SLT and the Chair of Governors at the end of the visit on Wednesday 18 November. A summary of this verbal feedback would be circulated to all staff and governors but it would need to remain confidential until the formal Ofsted report was published. The meeting agreed that this Ofsted visit would provide good preparation for all staff for the planned FE Commissioner Diagnostic Assessment to be held at BCA 14-15 December 2020.

***The verbal feedback was NOTED.***

***The Ofsted Interim Visit Report would be circulated to all Governors as soon as it was available.***

There was no other business, the meeting closed at 6.10pm

Chair.....

Date: .....