

Queen Mary's College
Local Governing Body

Minutes of a Meeting held on Wednesday 22nd June at 6.00pm
Meeting held via TEAMS

- Present:** Dr Janice de Sousa (Chair)
Mr David Ayre (Parent Governor)
Mr Matthew Jackson – *Note: intermittent internet connection*
Dr Jordon Renault (Staff Governor)
Mr Neil Mclean
Mr Pete Stagg
Mr Chris Thomas
- 7/12 quorate
(excluding students)
- In attendance:** Mrs Nyki Inskip (QMC Teacher) – till 6.40pm
Mr Simon Tramaseur (QMC teacher) - till 6.40pm
Ms Kate Need (Deputy Principal)
Dr Toni Baldwin (Academy Secretary)

75. **WELCOME AND APOLOGIES FOR ABSENCE**

The LGB welcomed Nihinsa Yongya Limbu and Patricia Szoke who had recently been elected as the President and Vice-President of the Student's Union, as well as Nyki Inskip and Simon Tramaseur, Teachers at QMC who would be presenting on T-Levels.

Apologies were received from, Melissa Farnham, Sally-Ann Hall-Jones, Mark Henderson (Principal), Sarah Pritchard and Satya Sookhun.

The LGB noted that the meeting had been moved online at late notice due to an increase in Covid-19 infections in the area.

76. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

77. **MINUTES OF THE PREVIOUS MEETING**

The minutes of the QMC-LGB meeting held on 12th May 2022 (paper LGB 46/21) were approved for signature.

78. **MATTERS ARISING AND OUTSTANDING ACTIONS**

Minute 65.6: Stop and Search Advocacy launch event – Local Governors had been invited and the event had gone well with representatives from across Basingstoke.

Minute 67.3: Early Leavers Report – rescheduled for Autumn Term to include mid-year and end of year leavers.

Minute 73: Student Support (Financial) – carried over to next meeting

79.1 **T-LEVEL UPDATE AND QMC VOCATIONAL PATHWAYS**

Nyki Inskip and Simon Tramaseur presented an update on T-Levels and QMC's vocational pathways. Nyki Inskip started the presentation by talking about the T-

Level curriculum which had been designed for 16-19 year olds to better prepare students for the workplace (or HE progression):

- Equivalent to 3 A Levels with a focus on vocational skills
- Containing at least 45-days industry placement and
- 80% classroom, 20% meaningful work.

T Levels were intended to replace triple BTECs and this was already taking place with a number of BTECs no longer being funded.

79.2 The LGB noted what local institutions were doing:

- FCoT and Fareham Colleges (FE) had been early adopters, had started offering T-Levels in 2020 and now each had 17 different T-Levels.
- BCoT and Eastleigh Colleges were now starting to offer some T-Levels including Education and Childcare (BCOT 2022, Eastleigh 2023).
- Peter Symonds was the only local Sixth Form College offering a T-Level and was running the Education and Childcare T Level through its Adult Education department.

79.3 Simon Tramaseur reported on how T-Levels were changing College's relationships with industry. Institutions offering T-Levels were required to have an Employer Advisory Board both to facilitate placements and to link Colleges with the wider community. The requirement for at least 45 days of industry placements (315 to 750 hours depending on course) meant that providers needed to work closely with industry and some, like the NHS, had been involved with T Levels since their inception:

- Some employers preferred block placements rather than the traditional day release approach, Colleges were having to adapt to the model preferred by the relevant employer.
- Some industries (eg NHS/ care homes/ construction) had a no under 18's rule.
- A large number of businesses had moved to hybrid working following the pandemic and this had reduced the number of businesses willing to take on work placement students.
- Although some T Level students had gone on to full time employment there were also incidents where T Level placement students changed over to apprenticeships before finishing their T Level course (this would affect the College's funding).

79.4 The LGB heard that, as part of the new approach to vocational qualifications, funding was available for teacher placements/work experience and it was hoped that more teachers would be able to benefit from this scheme even if they were not involved in teaching T-Levels. Simon Tramaseur reported on how T Levels were being timetabled within Colleges. The LGB noted that, in addition to their College work, students needed to be visited at their placement 3 to 6 times during the course which took Teaching staff out of college and added significantly to the amount of teaching staff time required for each T Level.

79.5 In addition to setting up T Levels, Colleges were also setting up one-year Level 2 transition programmes in order to get students to the point where they could start their T Levels. Students were initially required to have both Maths and English GCSE before starting their T Level, however, this requirement had now been changed to students having Maths and English GCSE by the end of their T Level. Nyki Inslip reported that Level 2 transition programmes which included Maths, English, some work experience and some skills, personal and employability skills development would work for T Levels as well as A levels and BTECs. The LGB noted a number of T Levels that would align with QMC's current vocational

offering as well as the BTEC courses currently run at QMC that were in danger of having their funding removed in favour of T Levels.

- 79.6 The LGB discussed the conclusions and recommendations arising from this investigation of T Levels and Kate Need reported on SLTs current approach.
- QMC was working to align existing vocational pathways to future T Level courses including L2 transition years.
 - QMC was looking to establish an employer advisory board to enhance established relationships
 - Teachers would be offered the opportunity to take up employee placements and mentoring in their subject.
 - The College would maintain a watching brief on the de-funding of BTECs and sixth Form Colleges starting to deliver T Levels.

The LGB discussed Sixth Form Colleges who were delivering T Levels noting that Peter Symonds was delivering one T Level as part of the pilot through their Adult Education department but were not actively planning any other T Levels. Cirencester College (SFC) was delivering a number of T Levels in a new building fitted out with for example, a simulated hospital ward, however, there was not a technical college local to Cirencester so it had historically delivered a lot of vocational courses.

- 79.7 One of the Governors was concerned that by not delivering T Levels QMC was perpetuating polarisation between academic and vocational learning. The LGB discussed this and Kate Need reported that QMC would continue to offer BTECs which were a traditional route for widening participation particularly the single and double BTECs which were being retained. The LGB noted that BTECs in sports, performing arts and music BTECs were not currently at risk of defunding (the 3 A level equivalent IT and digital media BTECs were potentially at risk). The LGB also discussed employer engagement and work experience, which were both a core of the T Level approach and an Ofsted theme. The LGB also discussed capital funding for setting up T Levels (such as the simulated hospital ward at Cirencester College), a number of FE colleges had received a lot of capital funding but this funding as well as funding for employer engagement was now reducing.

- 79.8 The LGB thanked Nyki Inskip and Simon Tramaseur for a very interesting presentation which clearly explained the background to T Levels and validated QMC's current approach not to offer T levels but to offer a Level 2 transition year that enabled students to move to either A Levels, BTECs or T Levels. The LGB asked for an update on BTECs/ T Levels in due course.

Nyki Inskip and Simon Tramaseur left the meeting

80.1 **UPDATE FROM THE DEPUTY PRINCIPAL**

Kate Need provided an update on curriculum and quality issues as well as College activities. For September 2022, QMC was dividing its Level 2 provision into two approaches.

- Students moving on from Foundation Learning would have a Level 2 programme consisting on English, maths, a subject qualification, employability skills and work experience, digital skills and social enterprise.
- Students who had just missed out on Level 3 would join the 'aspire' programme consisting of GCSE Maths/English, a single Level 3 vocational course, work experience and a personal development programme.

The LGB noted that this approach was to align the aspire programme with the transition year for T Levels discussed previously and bridge the gap between GCSEs at Secondary school and Level 3 study at the College.

80.2 Kate Need reported on changes to the timetable for September 2022, students would return to weekly tutorial sessions with first- and second-year students having separate tutorials. Students would have 1-1 academic mentoring from their tutors. Opportunities for enrichment would continue as well as opportunities for work experience. The LGB noted that the new timetable would include the additional 40 hours contact time now required (change for 540 hours to 580 hours). The LGB noted staff who were leaving at the end of the academic year along with new recruits. Kate Need reported that the College was expanding its teaching staff by 3.9 FTE in line with increasing student numbers and expanding curriculum areas. The LGB noted enrolment predictions for 2022/23 suggested a further increase in student numbers (by around 100 students) as the area came out of the recent demographic dip.

80.3 Kate Need gave a brief end of term update, the LGB were pleased to hear that leavers day had gone well, Exams had now finished and had been fairly uneventful. Students were looking forward to their summer ball (organised by the SU as many of the 2nd year students had not been able to have their school leaving prom celebrations in 2020), a group of students and staff were going to Cambodia on a world challenge trip and the staff were looking forward to a wellbeing INSET day on the last day of term. Finally, Kate Need invited all present to the Results day at the College at 8.45am on Thursday 18th August.

80.4 Governors asked a number of questions which were answered by Kate Need and discussed generally:

What was happening about the problems with some exam questions? For the benefit of the LGB, Kate Need explained that, this year, schools and colleges had been provided with advanced information which in some subjects reduced the subject areas that would be examined. In a few exams, the questions did not align with the advanced information. The LGB noted that where this had happened, exam boards had been made aware of the issue and were expected to take this into consideration in setting grade boundaries. Kate Need reported that schools and colleges had been told that the 2022 examination results would be set between the 2019 pre-covid results and the 2021 TAG results but would not be specifically aligned to the 2020 results.

81 **REPORT FROM THE STUDENT REPRESENTATIVES**

Nihinsa Yongya Limbu and Patricia Szoke reported on Students' Union activities and any concerns raised by the student body. The LGB heard that the SU were planning how to raise the profile of the SU amongst current students and how to engage with first year students in September.

- Student Voice meetings were being well publicised and the meetings had been moved to the Hall, a more central venue, to be more visible. The last student voice meeting of the year would be on 11th July.
- Students would be voting on their charity for the year.
- The SU had ordered coordinating t-shirts for events and would be having a group photo taken for posters so that they would be recognised.
- The SU would be at 'welcomefest' to meet new students and hand out cookies and student discount vouchers and would also be attending enrolment days. Current and new Students would be encouraged to join the SU Instagram so that they could find out about SU events and activities.

The LGB were very pleased to hear that the SU were embracing their new role both within the College and within the Local Governing Body. The LGB asked to hear further reports from the SU at each meeting.

82.1 **GOVERNOR ENGAGEMENT**

Update from Safeguarding Governor The LGB noted the report of a recent safeguarding monitoring visit carried out by Jean Thorpe (safeguarding Trustee) and Sarah Pritchard (safeguarding Governor). In the absence of Sarah Pritchard, Kate Need reported. The LGB recalled that Jean Thorpe had carried out a detailed monitoring visit in the Autumn Term and that the recommendations from that visit, such as changes to the visitor sign in process, had been followed up during the most recent visit.

82.2 Governor Engagement 2022/23

The LGB discussed their approach to engagement for 2022/23 and agreed to continue to schedule governor visit mornings each term. The majority of Local Governors had managed to attend one of these events and had found it interesting both to meet a wider range of students and to carry out a 'deep dive' in an area of the College not covered in the regular schedule of meetings. The LGB agreed to keep the governor visit mornings on Fridays but noted that the Governor Visit planned for 10th June 2022 as a 'meet the Directors of Learning' session had had to been cancelled and for future planning might not be at the right time of year due to public exams and mock exams.

- 82.3
- Members of the LGB were invited to participate in a SFCA Webinar at which Bill Watkin, Chief Executive of the SFCA would be giving a sector round up at the end of the academic year.
 - Members of the LGB were also invited to come to the College on results day, 17th August to join the celebrations.

83.1 **DISCUSSION**

Can the LGB demonstrate that it has a good understanding of the College and has made an impact?

What additional information would help the LGB feel more confident in fulfilling governing and monitoring roles?

The LGB discussed the data received from the College and discussions with students both at meetings and on governor visit mornings. The LGB noted that the data provided was generally very positive and were concerned that they were missing more problematic issues. Kate Need reminded those present that the Covid-19 pandemic had seriously disrupted the way the college worked. 2020 and 2021 results from CAGs and TAGs could not be used for analysis in the same way as completely independent public exam results. The LGB noted that, as students had been able to take exams in 2022 the Self-Assessment Report in the Autumn would be able to analysis the strengths and weaknesses of courses and identify any that were performing less well. The LGB discussed short, medium and long term aims for the College and asked for more information on where the Trust and College were aiming for.

Action: aims for the Trust and College MHN

- 83.2 The LGB discussed the information received directly from students. Kate Need reported that during an Ofsted inspection, inspectors would talk to students in lessons but also in places like the library and the café. The LGB noted that this approach could be added into Governor Visits if it was thought helpful. Kate Need

reminded the LGB that the College did not carry out unannounced visits into lessons as it put too much pressure on staff, staff were very proud of their classes and plenty of staff volunteered to have Governor's visit their lessons. The LGB agreed that all Governors should visit the College at least once a year during the College day either as part of a Governor Visit morning or Toni Baldwin would arrange a visit separately for those who were not able to make these Friday mornings. Janice de Sousa reported that she would be reminding those who were not present at the meeting of this expectation.

- 83.3 The LGB discussed following groups of students or staff during 2022/23. Kate Need reported on the changes to ECT (Early Career Teachers) support which was now over two years. The LGB asked for a presentation on the new ECT programme at one of their meetings. Kate Need also reminded the LGB that College was able to identify underperforming students and also monitored 'middle' performing students to ensure that all students were supported to achieve as well as they were able to. The LGB asked for information on how this was done and possibly to monitor a group of 'middling' students. The LGB ended this discussion with a view from one of the longest standing governors who thought that the LGB was as engaged and dynamic as he had ever seen it.

Action: review of ALPS in-year analysis
Action: presentation on ECT

KND

KND

84.1 **POLICY UPDATE**

The LGB noted two recently updated policies, the Complaints Policy and the Admissions Policy (papers LGB 48/21 and LGB 49/21).

Complaints Policy

Kate Need reported that the revised Complaints Policy was based on the DfE model complaints policy for academy trusts adapted for a 16-19 academy. The LGB noted that this policy had required several iterations to allow for QMC's situation, for example, Mark Henderson was both the Trust CEO and College Principal, but now came with the recommendation of the Senior Leadership Team. The LGB approved the Complaints Policy.

84.2 Admissions Policy

Kate Need reported on the Admissions Policy which had been rewritten in response to a recommendation from the Internal Auditors to ensure consistency across admissions during a time of increasing student numbers. The LGB noted that under the new policy, the College would prioritise students coming up from the College's feeder schools, students who had not disclosed something during admissions could be rejected and the Principal would have the final say on any admissions. Following discussion, the LGB approved the Admissions Policy.

Action: recommend Complaints Policy and Admissions Policy to Board of Trustees

KND

85.1 **REVIEW OF 2021/22 and DRAFT AGENDA PLAN FOR 2022/23**

Review of 2021/22 actions against Terms of Reference

The LGB noted a review of actions against terms of reference along with a review of actions from the 2021/22 Governance SAR and a draft agenda plan for 2022/23 (paper LGB 51/21). Janice de Sousa reported that the LGB was now focusing more on monitoring student activities and progress as well as curriculum improvements and less on finance and estates matters. The LGB noted a suggested agenda plan for 2022/23 including regular reports from Directors of Learning on the different subject areas taught at QMC.

85.2 Arrangements for Governance SAR

The LGB noted that they had completed the majority of actions agreed in the 2021/22 Self-Assessment Report and these would be reviewed for the 2022/23 SAR. Janice de Sousa asked for anyone interested in producing the 2022 SAR to contact Toni Baldwin following the meeting.

86.1 COMMUNICATION BETWEEN QMC-LGB AND NHEA BOARD OF TRUSTEES

The LGB noted a summary of Trust meetings and activities since the last LGB meeting (paper LGB 52/21). Janice de Sousa reported that both the Internal and External Auditors had commented on how engaged the NHEA Trustees and QMC Governors were which had been nice to hear. There were no matters of concern raised regarding NHEA activities.

87.1 GOVERNORS MONITORING INFORMATION

Data Dashboard

The LGB noted the updated data dashboard (paper LGB 53/21). Kate Need reported that the final data dashboard for 2021/22 would come to the next meeting. Kate Need reported that the information provided on the data dashboard would be reviewed for 2022/23 and asked members of the LGB to contact her outside the meeting should they have any comments or suggestions.

87.2 Risk Registers

The LGB noted the most recent risk register and supplementary Covid-19 risk register (papers LGB 54/21 and 55/21). The LGB noted changes to the risk register including increasing utilities costs. Janice de Sousa reported that the Covid-19 risk register was being retired at the end of the academic year with any high risks subsumed into the main risk register.

87.3 Management Accounts

The LGB noted that the most recent NHEA Consolidated Management Accounts and Business Development update was available in GovernorHub. The approved budget for 2022/23 would be brought to the LGB in September 2022.

88. ANY OTHER BUSINESS

The LGB noted that this was likely to be the last LGB meeting for David Ayre who had been elected as a Parent Governor in February 2020 and who was being recommended for appointment as a Trustee. It was also likely to be the last LGB meeting for Pete Stagg who had attended the LGB first as a Trustee and then Local Governor since May 2021. The LGB put on record their thanks to both David and Pete for their enthusiasm, engagement and support for the College as Local Governors.

Janice de Sousa reported that another Trustee would be appointed to the LGB to replace Pete Stagg in due course.

89. DATES OF FUTURE MEETINGS AND EVENTS

Local Governing Body Meetings

Wednesday 28th Sept 2022 at 6pm
Thursday 24th November 2022 at 6pm
Wednesday 25th January 2023 at 6pm
Thursday 9th March 2023 at 6pm
Thursday 4th May 2023 at 6pm
20th June 2023 at 6pm

Governor Visit Mornings

Friday 4th November 2022
Friday 24th February 2023
Friday 9th June 2023 – *may be rescheduled*

The Chair thanked those present and the meeting ended at 8.00pm

To be signed following approval at the meeting on 28 September 2022.....
Janice de Sousa (Chair)

SUMMARY OF ACTIONS	Timescale	Responsibility
Minute 67.3: Early leavers report	Autumn 2022	KND/BLR
Minute 73: report on student support (financial)	Now Sept 2022	KND
Minute 83.1: Aims/Strategy for Trust and College	tbc	MHN
Minute 83.3: review of ALPS in-year analysis	tbc	KND
Minute 83.3: Presentation on programme for Early Career Teachers	May 2023?	KND/ Beth Batters
Minute 84.1/84.2: Complaints policy and admissions policy to be approved by Board of Trustees	July 2022	TBN

Toni Baldwin
Academy Secretary, Queen Mary's College