



**St Brendan's Catholic Sixth Form College  
Board of Governors**

**OPEN – MINUTES**

**In Person and Virtual Meeting** Held On: Tuesday, 15 October 2024

**D-Building Room D2/D3 at 16:00– 17:55 hrs**

**Governors Present:** Svetlana Bajic-Raymond [Chair of Governors], Gareth Beynon [R], Roger Bridgeman, Antonia Corrigan, James Creamer, Marian Curran [Principal], Sr Margaret Harlock MBE, Michelle Hazelwood, Risha Hussain, Doug Jennings [R], Mark O'Sullivan [R], Paul Ryan, Aaron Skinner, Peter Turner, Iain Turri, [15]

**Apologies:** None [0]

**Absent without Apology:** Maragret Abazie-Humprey [1]

**Attending:** Leanne Sowersby [Governance Professional], Alexandra Moruzzi [Vice Principal, Student Experience Progression], Stephen Clayson [Vice Principal, Curriculum, Quality and Innovation],

**Quorum Present:** 15/16 [includes required minimum of 4 Foundation Governors]

Note – [R]\* – remote attendance in MS Office Teams

**Circulation:** All Governors, Governance Professional, Principalship, & [College Website after signature if declared OPEN].

ITEM	ISSUES RAISED IN DISCUSSION	AGREED ACTION
1. Welcome	<p><b>1.1 Welcome: Svetlana Bajic-Raymond</b> [Chair of Governors] opened the meeting with prayer.</p> <p><b>1.4 Quorate:</b> The meeting was declared quorate.</p>	
2. Declarations of Interest	<p><b>2.1 Declaration 2023/2024 Access/Equality/Safeguarding Declaration:</b> There were no additional declarations.</p>	
3. Minutes Previous Meetings	<p><b>3.1 Previous Minutes</b> – 26 September 2024</p> <p>The Minutes were agreed as a true and accurate record of the meeting, to be signed by the Chair of Governors electronically. The open Minutes to be made available on the College website by the Governance Professional.</p>	
4. Minutes Actions Review	<p><b>4.1 Actions Report</b> – see actions report for details</p> <p>Action 4 - MC noted that the LA Annual Accountability Agreement has been updated and shared and asked governors if there is any further information they would like.</p> <p><b>Noted that it would be useful to include S48 framework, Governor Code of Conduct and the strategic plan into the Useful Resources folder on Teams.</b></p> <p><b>LS will also create a training folder where training information will also be included.</b></p>	<p>All Govs</p> <p>LS</p> <p>LS</p>
5. Matters Arising [agenda item not itemised]	<p><b>5.3 Student Recruitment Update:</b> MC gave an update and noted that today is day 42, which is the day on which numbers determine funding. Currently enrolled we have 2213 students, which is potential growth funding of 58 students, although it is not clear exactly what this will mean. The additional numbers are positive for future years' funding.</p> <p>We were very popular on open day and have the next open evening tomorrow.</p> <p><b>5.1 Examinations Analysis Report:</b> SC gave a presentation (to be added to Teams folder).</p> <p><b>Q – How much effort do we put into helping people to achieve a higher level, rather than just passing?</b> We do an awful lot, as we want students to get the best grade possible. One of the areas of development is around C and B grades and further developing the achievement within these grade bands.</p> <p>Highlighted the excellent achievements of students with EHCPs.</p>	

	<p>Q – Does the six dimensions report get around the issues of the covid years, as it seems to use this data? This report is an analysis of this year’s data, comparing us to other colleges around the country.</p> <p><b>Q – Were there any re-marks and were they significant?</b> Yes, and about 20% of these went up a grade. 206 re-marks went in, 42 went up a grade and this data does not include these. The raw quality of education score on ALPS have increased by including these.</p> <p>Noted that there are a curriculum areas which are below national in terms of high grades, and this will be addressed in development plans.</p> <p><b>Q – Are some of these subjects, ones with comparatively few students?</b> Yes, some are, and we will focus on addressing the large priority subjects.</p> <p><b>Q – Why do we continue subjects with low numbers of students and low results?</b> We want to offer curriculum breadth, and low numbers can mean a wide variance in performance year on year. The breadth of curriculum attracts students to us as a college. There is also a need to ensure that we are offering the most appropriate curriculum, considering changes in the wider world as well. We do look at the curriculum offer regularly to refresh and update it.</p> <p>Q – Have we allowed class sizes to become too large, creating too much stress on staff? Do we need to be more strict about students’ potential to achieve well in their subjects? Our lower prior attaining students are not performing any less well than the other students. The issue around teacher workload is one that we are looking at, including allowing more time for marking. MC noted that class sizes are comparable to the national average. Work on assessment and marking is ongoing and is more around careful tracking.</p> <p>There have been some drops in key subject areas, where there may be a correlation with larger class sizes, but this may not be the cause.</p> <p>It would be useful for governors to see the class sizes with minimum and maximums – this should go to TCQ.</p> <p>Discussion around the link between attendance and the grades and the need to focus on this and communicate to students. There are colleges that adjust students’ predicted grades down by one if their attendance is low. We are taking an evidence-based approach with the mocks in November as well as January, and allowing students to have chances to provide evidence if they are unhappy with their predicted grade.</p> <p><b>Q – How do students react when given this information around attendance and grades?</b> This information is shared from the moment that students start college. There is a lot for a young person to balance, such as the move to a more adult environment and other barriers.</p> <p><b>Q – Can we compare attendance / attainment between school sixth forms and sixth form colleges and the different environments?</b> Some students will make the decision to stay at school sixth form because they want to maintain that structured</p>	<p>LS/MC</p>
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	<p>environment, and some will have decided that a more adult environment is not for them. The results vary – many of the subjects that can be taken here, cannot be taken at a school sixth form.</p> <p>Sixth form colleges tend to outperform school sixth forms, partially due to higher prior attainment at school sixth forms and therefore less progress, or value added.</p> <p>There are many students who value the need to take on responsibility as a bridge to university etc.</p> <p>Some subjects with large class sizes such as Law and English, do achieve good results.</p> <p><b>Q – Wil the improved transport impact attendance?</b> It has improved recruitment, but has had less of an impact on attendance. Noted that secondary attendance in Bristol is generally low. We are inheriting students who may not have had good attendance at school. <b>This can be discussed in more detail at ESW / TCQ</b></p> <p>Discussion around the staffing issues and how these will be avoided in future. SC talked through the people now in post.</p> <p>SC noted AMz’s work on leading the ASPIRE team.</p> <p>Highlighted the qualification and achievement rates and the shift from 73% to 78% in terms of retention. Nationally this is 82%.</p> <p>Highlighted the GCSE results and Access to Level 3 courses. Noted that 2/3 of students who want to move on to level 3 courses are able to. Grade 4 in both Maths and English retakes are both well above the national average, very significantly so for English. Our students’ value-added compares extremely well to other colleges.</p> <p>The presentation included a number of learning points:</p> <ol style="list-style-type: none"> <li>1. Convert our C’s to B’s</li> <li>2. Progress dip – must address large priority subjects – the be addressed in priority subject areas.</li> <li>3. Tackle systemic underachievement of key cohorts of students</li> <li>4. Be mindful of gender gaps through specific feedback and targets</li> <li>5. Improving attendance is critical to improve overall college high grades</li> <li>6. We need to further develop assessment = to improve feedback; curriculum design; intervention</li> <li>7. Within college variation in a number of subjects remains a challenge. Gaps in middle leadership and high absence rates in key areas significantly impacting progress</li> </ol> <p><b>5.2 College Quality Improvement Plan – Review 2023/24, Priorities 2024/25:</b> SC gave a presentation and talked through how the data fits with the improvement plan priorities for the past year, the impact of the work that has been done, and future priorities.</p>	LS/MC
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	<p><b>Q – How does the Quality of Teaching and Learning rating sit in the SAR?</b> The systems are driven by a single lesson observation and there is a gap between T&amp;L rating and results. The SAR will likely rate teaching as Good, although we need to develop a better way to measure the impact on outcomes. <b>It will be useful to have a more detailed discussion around this at TCQ.</b></p> <p>Noted that this is provisional at the moment.</p> <p><b>Q – Will the effectiveness of the data drops / course review meetings be evaluated?</b> Yes, we will evaluate the impact. The course review meetings will happen in team meetings, so will not demand additional time, and those that have happened have been very positive.</p> <p><b>Q – How is leadership being addressed?</b> Through the assessment and progress review meetings with middle leaders, through Inset days, which as collaborative. The lesson observation schedule will be changed, and staff will be trained to carry out peer observations to make a more collective effort than a top-down approach.</p> <p><b>Q – Is there the capacity in the leadership team to achieve this?</b> Yes. Elements have been stripped back and there is not a great deal of additional work.</p> <p>PR left the meeting</p> <p>Discussion around the diversity of the college, and that we should be proud of this, as well as how we overcome this in terms of having students from less privileged backgrounds.</p> <p>Attention to detail will be important in terms of assessments and following up on particular students.</p> <p>We also need to improve collaboration and bring all staff with us.</p> <p>We need to set high expectations, for staff and students, and ensure that all areas of the college and all staff feel this.</p> <p>Governors noted the presentation has been well balanced and helpful. Although there is some disappointment with the results, there is a significant amount of work that goes into supporting individual students and this also needs to be acknowledged.</p> <p>Governors also noted the issues with students coming from secondary and GSCEs, around attendance and achievement, as well as the staffing and financial issues. The key now is to select key areas to focus on.</p>	LS.MC/SC
<b>6. Any Other Business</b>	None	
<b>7. Date Next Meeting</b>	<p>Board of Governors – Wednesday 11 December 2024 at 16:00</p> <p>Audit Committee – Wednesday 27 November 2024 at 16:00</p> <p>Ethos Safeguarding Welfare Committee – Wednesday 5 February 2025 at 16:00</p>	

	Resources Premises Human Resources Committee – Wednesday 20 November 2024 at 16:00 Strategy, Search & Remuneration Committee – Wednesday 4 December 2024 at 16:00 Teaching Curriculum Quality Committee – Wednesday 13 November 2024 at 16:00 Governors’ Day 2024/2025 – Friday 14 February 2025 Diocesan Education Mass 2024 – Thursday 26 June 2025	
<b>Minutes Agreed</b>	<b>Minutes Approved: Wednesday 11 December 2024</b>  Signature _____ <b>Chair of Governors</b>	