

Students, Curriculum & Quality Committee

Wednesday 03 December 2025, 6:15-8:10pm
Block 1 Boardroom (1.204)



Meeting papers link: [03 December 2025 \(GovernorHub\)](#)

Committee members:

Sarah Dawson
Grant Johnson
Rayssa Marmeleiro (Student governor)
Lynn Pass (Co-opted member)
Gail Rothnie (Committee Chair)

Officers in attendance:

Sarah Bullus, Assistant Principal
Steph Morley, Director of Governance
Kylie Penn, Head of Inclusion (Items 1-3.1)
Jon Priest, Chief Information Officer
Craig Tucker, Assistant Principal
Jo Williams, Deputy Principal/CEO

APPROVED MINUTES

Item	Discussion	Action
1	Welcome and introductions The Chair opened the meeting and welcomed all in attendance, in particular R. Marmeleiro to her first meeting of the SCQC as student governor. It was confirmed the meeting was quorate.	
2	Procedural matters	
2.1	<u>Apologies</u> Apologies were received and accepted from I. Evans, A. Sutton (comments/questions provided) and J. Carman.	
2.2	<u>Declarations of interest</u> There were no declarations of interest for this meeting or reported changes to governors' individual declarations of interest.	
2.3	<u>Confidential item(s)</u> There were no items to be held in Confidential session.	
2.4	<u>Minutes of last meeting and actions/matters arising</u> The Committee approved the minutes of the meeting held on 01 October 2025 as a true record. All actions were confirmed as completed/closed.	
2.5	<u>Approvals since last meeting</u> There had been no approvals/decisions made since the last meeting.	
3	2024/25 round-up	
3.1	<u>Equality, diversity and inclusion (EDI) annual report 2024/25</u>	

K. Penn presented the Equality, Diversity & Inclusion annual report 2024/25, a document that met the statutory requirement to report on how the college met the Public Sector Equality Duty and also outlined the continued progress made over the past year. She also referred the Committee to the updated Equality Scheme, which she advised would undergo further revision following the engagement of an EDI consultant this year. K. Penn informed the Committee about the work that had been undertaken during 2024/25 and further activity planned for the current year in relation to EDI informed by the consultant’s findings.

The Committee asked how the college responded in times of both local and international volatility, such as the rise in anti-immigration rhetoric in the UK and ongoing war across the world currently seen. K. Penn advised the college worked well with the community policing teams and was involved at both a local and regional level for Prevent. She informed the Committee about the planning for the relevant curriculum and the move to a more proactive (rather than reactive/tokenistic) approach, for example integrating EDI activity previously undertaken on culture days into everyday college culture.

The Committee acknowledged the importance of intersectionality of the different protected characteristics asked if staff awareness was sufficient. K. Penn advised training was being rolled out with staff members, starting with unconscious bias, in the New Year. The Committee requested further information about intersectionality across the student cohort be provided at the next meeting.

JP

The Committee referred to the Equality Scheme and asked if sufficient resources had been allocated for the delivery of the planned action. K. Penn confirmed a budget had been allocated for the cross-college activity and J. Williams advised resources had been identified for improving accessibility across the estate.

The Committee:

- **Noted** the Equality, Diversity & Inclusion annual report 2024/25 and **recommended** its presentation to the Corporation; and
- **Recommended** the approval of the updated Equality Scheme by the Corporation

3.2 Self-assessment report (SAR)

J. Williams presented the SAR for 2024/25. She explained, although the individual assessments were largely the same as the previous year, the ‘Good’ assessments were stronger and more solid examples had been provided. She summarised the self-assessment with the following:

OVERALL EFFECTIVENESS - GOOD	
Cross-college	Provision types
Quality of education – Good	Young people - Good
Behaviours and attitudes – Good	Adults – Good
Personal development – Good	Apprenticeships – Good
Leadership and management – Good	High needs - Good
Contribution to skills needs - Reasonable	

J. Williams explained the 2024/25 SAR reflected the previous Ofsted education inspection framework (EIF) and confirmed the next SAR would be restructured to reflect the new EIF. She informed the Committee a preliminary assessment against the new EIF would be presented to the Corporation at the development day in January 2026.

The Committee agreed the SAR 2024/25 reflected the reports and updates received throughout the year and recommended its presentation to the Corporation for approval.

JW

3.3 Performance per student groups

J. Priest referred to the report, which presented the 2024/25 outcomes by different student groups. He highlighted socio-economic status as having the biggest effect on attendance and achievement outcomes, particularly for those students without Grade 4 GCSE English and Maths. J. Williams added termly monitoring took place to ensure teaching staff knew which students would benefit from additional support and J. Priest advised data was provided to Curriculum Directors within their weekly monitoring packs.

The Committee noted the new EIF focused on progress made between a student's start and end point, and asked if the college was therefore looking at all measures of progress. J. Priest informed the Committee about the smaller steps analysis that had been introduced that would support this approach.

The Committee asked how the college evidenced the additional support put in place for the identified students. J. Williams advised this was through records from 1-1s with Curriculum Directors, performance meetings, individual timetables and ultimately student outcomes.

The Committee referred to student feedback incomplete BKSB records. J. Priest reported in some cases the reports had been misinterpreted by staff - this had been resolved and he confirmed all records were now updated/complete.

The Committee **noted** the report

3.4 Committee annual report 2024/25

The Committee **agreed** the inaugural annual report's presentation to the Corporation.

4 **2025/26: Delivering the strategic plan**

4.1 Quality improvement plan (QIP)

C. Tucker presented the draft QIP for 2025/26 and highlighted the improvement priorities for 2025/26 – value added for A Level, adult achievement (in particular ESOL and basic skills) and Grade 4+ achievement for resit GCSE Maths. J. Williams advised quality improvement remained the main focus of the plan and leaders were proactively looking at practice in 'outstanding' colleges.

The Committee noted the similar improvement areas from the previous QIP and asked how the approach would be different this year. J. Williams informed the Committee for A Levels leaders are meeting every week with course leaders to review their data. C. Tucker advised VESPA had been introduced this year for both Y1 and Y2 A Level students and that 'exam wrapper' sessions would now take place, allowing students the time and space to reflect. He informed the Committee there would also be work to improve prediction accuracy and consistency, and incorporating more quality assurance into the process.

The Committee asked if 'exam wrappers' were a college initiative or based on existing practice. J. Williams advised exam wrapper sessions were routinely carried out by high-performing colleges and were considered as best practice, based on educational research.

The Committee asked for an update on the introduction of VESPA. J. Williams advised VESPA was still in the pilot phase of its introduction and attendance at the sessions was currently mandatory for A Level students. She acknowledged there was still work to do regarding staff training and communication; and all feedback received and the lessons learned from this pilot year would inform future planning. C. Tucker spoke about the purpose of VESPA – creating a mindset with students about ambition and vision, and undertaking activities throughout the year to support that.

The Committee suggested the QIP would benefit from more in-year milestones to enable progress monitoring throughout the year. J. Williams informed the Committee 'mini-mocks' were being introduced, as well as set assessment points throughout the year. J. Priest confirmed tracking at student-level would be undertaken throughout the year.

The Committee asked if students were aware of their plan/path following intervention activity. J. Williams confirmed they were and acknowledged more could be done regarding aspirations without putting additional pressure onto students.

The Committee requested the QIP be strengthened to reflect the discussion at the meeting. It was therefore agreed formal consideration of the QIP would be deferred to the next opportunity for Corporation approval to enable these amendments to be made.

The Committee agreed **to defer** the presentation of the QIP to the Corporation's development day in January 2026.

CT &
JW

4.2 Performance dashboard

J. Priest referred to the report, which served as commentary to the performance dashboard accessible via PowerBi, and the following was highlighted/discussed:

- Overall attendance was broadly stable at 88.5%, with some student groups and courses having higher attendance rates than others
- The new staffing structure that introduced capacity for a focus on attendance (education support officers – ESOs) had taken time to embed, with some team members only starting towards the end of the term
- Retention was consistent at approx. 95 %. The post-Christmas period was always a risk for retaining students, therefore, this could reduce in the New Year

J. Priest tabled an up-to-date report with ALPS data, which was confirmed as uploaded to GovernorHub. The report showed the ALPS grades from the most recent mock data, which gave the college an average grade of 7 (slightly higher than the 7 grade achieved last year). He reported the grade for 16 subjects had improved, stayed the same for 6 subjects and decreased for 4 subjects. He advised for those subjects where sufficient progress had not been made, course leaders and Curriculum Directors would be met with to discuss the data in detail and identify the action required to move that subject's ALPS score to 5/6.

The Committee asked if there were particular subjects with larger cohort sizes where improving those scores would impact the whole college grade. J. Priest advised Maths, Psychology and Sociology were the subjects with the largest sizes. The Committee then asked if the reason for the variance in scores between Maths and Further Maths was known. J. Williams advised Further Maths was a much smaller cohort compared to that for Maths and those taking the subject were strong performers.

The Committee asked if there was still a requirement to collate data for students not living in the family home. J. Priest advised this was no longer required in Ofsted's EIF and that young carers had very recently been added as a group of interest in the EIF. The Committee then asked if there were any groups of concern that did not reflect those set out in the EIF – J. Priest advised there were not and confirmed main group of concern was socio-economic status, which was referenced in the EIF.

The Committee noted how attendance remained an area of focus and asked what action was being taken. J. Williams advised the introduction of the ESOs had made an impact in the areas where they were in place and embedded. She informed the Committee the ESOs had been tasked with prioritising supporting attendance at English and Maths resit classes.

She reported the Principal had written personally to each student about attendance, which in some cases had generated complaints from parents where attendance did not meet expectation, and that a reward programme was being implemented to celebrate those students with good attendance.

The Committee asked if the college had considered introducing regular 1-1 meetings with teachers for students who were persistently absent to discuss the reasons. The Committee was advised it was hoped this would be assisted by the new ESOs, which was a non-teaching role and 'independent' of the situation, and a register for persistently absent students, like those required in schools, was being introduced.

The Committee **noted** the update provided and looked forward to receiving an update on the impact of the ESO team at the next meeting.

JW

4.3 Committee-allocated risks

J. Priest presented the risk dashboard and highlighted the risks allocated to the SCQC, noting the government's curriculum reform as the biggest risk at the current time.

The Committee **noted** the risks allocated to the SCQC, in particular those identified as high/outside the risk threshold.

5 **In-year updates: Students**

5.1 Learner Voice – feedback from focus groups

J. Williams presented the report on learner voice activity undertaken that term, highlighting the common themes and the improved response rates compared to previous years.

The Committee acknowledged the progress made and responses received, and asked for an update in a 'you said, we did' format at the next meeting, as well as the data presented by campus and socio-economic status where available.

JW

The Committee asked about the overall IT provision for students and asked for information, such as the number of open computers per student. It was agreed this would be provided for the next meeting.

JW

The Committee noted the first governance student engagement session had taken place the previous week and had been attended by A. Sutton and L. Pass, and also R. Marmeleiro (in a student capacity). S. Morley advised the feedback gathered through Mentimeter and the discussion would be presented to the Committee at its next meeting.

SM

The Committee asked if the questionnaires used for Learner Voice reflected those used by Ofsted. C. Tucker advised, given the move to the new EIF, he had contacted the Ofsted helpdesk for information about what the new questions would be.

The Committee **noted** the update provided.

5.2 Safeguarding and wellbeing report

S. Bullus presented her latest report on student safeguarding and wellbeing.

The Committee referred to the online safety audit mentioned in the report and asked for the findings report from that audit to be shared at the next meeting.

SB

The Committee noted the numbers of bullying incidents compared to the previous year and asked if the team had the capacity to respond. S. Bullus confirmed there had been an

increase and stated this was reflective of a college culture that encouraged reporting. She advised the team regularly reviewed patterns, updated practice where required, utilised relevant platforms and worked with external partners. It was noted the Autumn term often had the highest numbers of reported behaviour incidents as it was the result of bringing large numbers of young people together for the first time, some of whom had been disagreements/bullying with each other in their school settings.

The Committee noted the data provided did not show how many reported incidents had been resolved or were ongoing concerns. S. Bullus advised both were reflected in the figures and it was acknowledged it would be helpful to see how many were new, ongoing and 'closed'.

The Committee **noted** the update provided.

5.3 Careers and progression

S. Bullus presented her report outlining the activity undertaken since the last meeting.

The Committee **noted** the update provided.

6 In-year updates: Curriculum & Quality

6.1 Learning, teaching and assessment

C. Tucker presented the report and advised the previously requested trainee teacher data had been incorporated.

The Committee noted 95% of teaching had been assessed as good/meeting expected standards and asked how this corresponded with last year's results. C. Tucker informed the Committee there were some good examples of teaching throughout the college and suggested the future inclusion of information about the observation process. J. Williams advised the observations were different from the learning walks activity and there was an action plan in place for staff members who had been identified as in need of support.

The Committee asked for information about monitoring staff members' training and performance. C. Tucker advised compliance with mandatory training was monitored and reviewed regularly, and staff members on support plans received regular performance management discussions (and performance processes followed where/if appropriate).

The Committee **noted** the update provided.

6.2 Feedback from performance meetings

J. Williams presented the report and it was noted G. Rothnie and J. Chilton would be attending a performance meeting later in the year to observe the new process.

The Committee **noted** the update provided.

6.3 Apprenticeships and employer engagement

J. Williams presented the report on apprenticeships and employer engagement, and the Committee noted the progress made since the last update.

The Committee asked if the slow start to apprenticeship recruitment this year had been expected. J. Williams advised it had not; however, the college had adapted quickly. She confirmed the enrolments were undertaken thoroughly and that the recruitment challenges were not reflective of employer issues.

The Committee asked what action was taken to ensure those apprentices beyond their planned end date completed their apprenticeship. J. Williams advised an action plan was in place for each of these apprentices and target dates for completion set.

The Committee **noted** the update provided.

6.4 Subcontracting

There was no update to provide as no subcontracting was currently in place.

6.5 National policy/curriculum update

J. Williams presented her report, which provided an update on policy changes at the national level, in particular the Post-16 Education & Skills White Paper and Curriculum & Assessment Review. She advised a more in-depth update and discussion was on the agenda for the Corporation's development day.

The Committee noted the implications of the national changes on the college curriculum and the contradictions between the two policy documents. It was agreed the planned curriculum offer for the college would be presented to the SCQC at its next meeting.

JW

The Committee **noted** the update provided and the associated risks/areas of concern.

7 Strategy/policy reviews – for review and recommendation

7.1 Careers Education, Information & Advice Strategy

S. Bullus presented the Careers Education, Information & Advice Strategy, which had been updated to reflect the discussion at the previous meeting – in particular the inclusion of data at the beginning of the document as context for the strategy.

The Committee suggested using the action plan within the document to report on progress by adding 'progress' column to the template.

SB

The Committee thanked S. Bullus for presenting the updated document and **recommended** the approval of the Careers Education, Information & Advice Strategy by the Corporation.

7.2 HE Quality Strategy

C. Tucker presented the updated HE Quality Strategy, which now reflected the size of the college's HE offer and aspiration to grow further.

The Committee asked how many students were now accessing HE provision at the college – C. Tucker reported there were 306 HE students on roll at the college.

The Committee **recommended** the updated HE Quality Strategy for approval by the Corporation.

8 Any other business

8.1 OfS consultation re FE requirements

S. Morley advised the OfS had very recently published consultation regarding changes to requirements for registered FE colleges; however, she had not yet read through the proposals so could not confirm the detail. It was noted a response to the consultation would be provided from the college if appropriate.

**JW &
SM**

There was no further business for discussion and the Chair closed the meeting at 8:10pm.

2025/26 meeting dates:

- ~~01 October 2025 (Actual outcomes 24/25)~~
- ~~03 December 2025 (SAR 24/25 & QIP 25/26)~~
- 11 February 2026 (Mid-year updates)
- 24 June 2026 (Predicted outcomes 25/26)

Actions from this meeting:

Student, Curriculum & Quality Committee – 03 December 2025			
Ref	Action	Owner	Date
1	3.1/EDI report: Provide information on intersectionality at next meeting	JP	Feb-26
2	3.4/Annual report: Present SCQC annual report to Corporation	GR/SM	17/12/25
3	4.1/QIP: Review and update the QIP for presentation to the Corporation at the development day	JW/CT	Jan-26
4	4.2/Performance: Provide an update on the impact made by the ESOs at next meeting	JW	Feb-26
5	5.1/Learner Voice: Provide a 'you said, we did' update at next meeting	JW	Feb-26
6	5.1/Learner Voice: Share information on the ration of access to open computers per student (possible link governor discussion)	JP	Feb-26
7	5.1/Learner Voice: Present data per student group (in particular socio-economic status)	JW	Feb-26
8	5.3/Safeguarding: Present findings from online safety audit at next meeting	SB	Feb-26
9	6.5/National policy update: Share college curriculum offering at next meeting	JW	Feb-26
10	7/Policy review: Present Careers and HE Quality Strategies for Corporation for approval	JW	17/12/25
11	7/Policy review: Use action plan in Careers Strategy to report progress	SB	Feb-26
12	8/AOB: Respond to OfS consultation re FE regulation as required	JW&SM	Feb-26