Minutes of the meeting of the Curriculum and Quality Committee

on Wednesday 11th March 2026 from 4.00pm – 6.15pm

via Microsoft Teams

75/26 APOLOGIES AND WELCOME
Apologies were received from Teresa Gaudion and Hephzibah Biju. The Chair welcomed Members to the meeting and issued a reminder for language to be clear and free from acronyms. There were apologies for a couple of late papers.

76/26 DECLARATIONS OF INTEREST
There were no declarations of interest.

77/26 APPROVAL OF THE NON-CONFIDENTIAL MINUTES OF THE MEETING OF 3 DECEMBER 2025
The non-confidential minutes of the meeting held 3rd December 2025 were approved as a true record.

The Chair thanked the Vice Chair for chairing the meeting in her absence.

78/26 MATTERS ARISING FROM THE MINUTES OF 3 DECEMBER 2025
The Chair drew attention to the Matters Arising report. She enquired of any update on awarding body certification. The Assistant Principal (Curriculum and Skills) responded that she was working with the Quality Team to bring an update to the next meeting. An External Quality Assessment (EQA) visit was scheduled this week.

The Committee were ASSURED on Monitoring of actions and Matters Arising to March 2026.

79/26 HOL REPORT – ENGLISH AND MATHS
The Head of Learning – Foundation Skills and GCSE joined the meeting and presented the Head of Learning (HOL) report for English and Maths. The HOL highlighted improved performance in English and outlined the changes implemented, including a change of awarding body and significant engagement with an external advisor.

Members requested clarification on how these improvements could be replicated across other curriculum areas. The HOL confirmed that targeted interventions and external support had been key to securing improvement.

In response to questions about areas for improvement and student demographics, the HOL confirmed that SEND students were included within the performance data. All students working at Grade 3 included SEND (Special Educational Needs and Disabilities) learners. While exact figures were not available at the meeting, these would be provided. Members emphasised the importance of inclusion and requested that future reports include clearer breakdowns of performance by student group. It was noted that, while data could be disaggregated further, all students would be considered vulnerable within the context of English and Maths delivery. Current figures included 15 students in English and 13 in Maths at the relevant grade profile.

The Committee queried the balance between GCSE and Functional Skills delivery. The HOL confirmed that students with a prior Grade 1 GCSE, or with no GCSE qualification, were enrolled onto Functional Skills. The first round of Maths exams were taking place during the current week. Predicted outcomes were higher than the previous year, although caution was expressed regarding predictions at this stage. Current forecasts indicated a 73% achievement rate for Functional Skills Maths (including Entry Level and Level 1/2) and an 86% achievement rate for English.

Members sought assurance on whether the current Functional Skills GCSE strategy was effective. The HOL reported stronger attendance within Functional Skills provision, particularly where students had previously struggled to access GCSE content. It was acknowledged that this remained a careful balance and was under continuous review. Overall, the HOL expressed confidence that the College was in a good position with regard to progress. While the Level 1 cohort had seen a dip last year, current predictions were stronger, though continued focus and effort remained essential.

The Committee noted that approximately 140 learners were forecast to achieve a Grade 3 in Maths and asked what interventions were in place to support progress to Grade 4. The HOL confirmed that an intervention hub had been implemented, with targeted focus on higher-scoring areas to maximise impact, alongside continued work with learners at lower grades to secure incremental improvement.

Attendance was discussed in detail. Members asked whether attendance could be analysed by vocational area to strengthen accountability beyond the English and Maths teams. The HOL confirmed that comprehensive dashboards were in place, including league tables, with weekly reports shared across curriculum areas. While current strategies had not yet delivered the desired improvement, this remained a significant concern and was reviewed weekly with the senior leadership team (SLT). Increased communication with parents had led to noticeable improvement, alongside the introduction of positive attendance postcards to reinforce good engagement.

Clarification was sought on how attendance was defined. The HOL confirmed that students were marked absent after 15 minutes, with limited discretion applied in exceptional circumstances (eg transport disruption), based on the amount of work completed. Engagement was monitored through a RAG-rated system, and attendance data was reported as highly accurate.

Members commented positively on the report, noting that it was more comprehensive than previously and supported clearer understanding of progress throughout the year. It was suggested that more consistent updates could be incorporated into existing reporting mechanisms, potentially through the Teaching, Learning and Assessment (TLA) report. The Assistant Principal (Education, Progress and Student Support) confirmed that English and Maths performance was already tracked through the College's balanced scorecard and that a specific section could be introduced to provide enhanced focus. It was also agreed to table an annual report at this time of year going forward.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

The HOL left the meeting.

80/26 BALANCED SCORECARD AND IN YEAR PROGRESS REPORT

The Committee considered the Balanced Scorecard and In-Year Progress Report. Members noted positively the comprehensive nature of the report and commented that it was significantly easier to read and track than previous iterations.

Attention was drawn to retention for Looked After Children (LAC), reported at 83%, which Members observed appeared lower than the final achievement position for 2024/25. The Assistant Principal (Education, Progress and Student Support) confirmed that retention was slightly lower at this stage of the year, noting that a number of learners had disengaged. However, substantial work was ongoing, including Personal Education Plan (PEP) meetings, with the intention of re-engaging learners into achievement for the following academic year. The Committee was assured that all such learners were being actively tracked by the safeguarding team. In some cases, gaps in learning were planned, followed by progression onto bespoke programmes, which had proved effective. Members confirmed their understanding that, while some learners were technically withdrawn, engagement and support activity continued.

Members asked whether the College offered nested qualifications to support learners with a NEET (Not in Education, Employment or Training) focus while enabling achievement over time. It was confirmed that this was available within Foundation provision through a roll-on, roll-off model, enabling later starts and bespoke arrangements. The Assistant Principal emphasised that wider individual circumstances were considered in every case, and that the College was managing a number of particularly complex cases in the current year.

An observation was made regarding the presentation of the report, with Members welcoming the increased level of detail. It was requested that future reports include clearer cross-referencing to specific lines within the supporting spreadsheet to improve traceability. A correction was also noted within the spreadsheet, where "Dec 24" and "Mar 25" should be amended to "Dec 25" and "Mar 26" respectively; this had already been raised with the Quality team.

The Committee noted that staffing costs were reported at 69% of income and questioned how this related to the College holding approximately 15 live vacancies. Members queried whether this level of vacancies was typical and whether the increase was linked to salary changes. In response, it was explained that the current vacancy level was higher than would normally be desirable and reflected recruitment challenges in particular areas. Agency staff were being used to provide cover where necessary. The increase in staffing costs was attributed primarily to a revised curriculum planning model designed to support greater delivery capacity and improved deployment of staff. It was also clarified that vacancies included both curriculum and support staff roles.

Members were advised that further context, including higher achievement rates within Apprenticeships, would be reflected in the Principal's report and the updated Balanced Scorecard due to be considered at the next Corporation meeting.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

81/26 TERMLY SAFEGUARDING REPORT

The Committee considered the Termly Safeguarding Report.
Members welcomed the report, noting that it was well-structured and particularly valued the use of RAG ratings to support clarity and oversight. It was noted that several acronyms were used within the report which were not explained. These included references to Children's Services Department (CSD), Personal Education Plans (PEPs), and other internal systems used particularly in relation to Looked After Children. The Assistant Principal (Education, Progress and Student Support) confirmed that one of the systems referenced ("My Time") related specifically to support arrangements for Looked After learners. It was agreed that an acronym glossary would be shared to support accessibility and understanding of future reports.

Members sought clarification on the nature of the online safety concerns referenced in the report. The Assistant Principal confirmed that these covered a broad range of issues, including material flagged through FastVue monitoring reports, concerns raised by external professionals, and incidents of peer-to-peer bullying via social media platforms. Some concerns had also been raised directly by parents or carers, particularly in relation to messaging groups such as WhatsApp. It was confirmed that FastVue alerts were followed up through Heads of Learning and curriculum teams as appropriate. Historically, a small number of more serious cases, including nationally reported grooming, bribery and extortion content, had also been identified.

The Committee asked how online bullying concerns typically came to the College's attention. It was confirmed that these were most often reported directly by students, sometimes supported by screenshots, or raised by course teams. Reassurance was provided that students were aware of how to raise concerns and that reporting mechanisms were clearly communicated.

Members asked whether the Student Executive provided feedback on safeguarding issues and student confidence in reporting concerns. The Assistant Principal confirmed that student survey feedback was regularly reviewed and that, where slight declines had been identified, the safeguarding team had undertaken targeted focus groups. These had explored students' perceptions of safety, particularly during the early weeks of their programmes when unfamiliar environments and relationships could create anxiety. Overall feedback indicated that students generally felt safe on campus and understood how to report concerns. However, students identified ongoing concerns linked to social media safety, which were not always directly related to activity within College but nonetheless impacted wellbeing. Work was ongoing to explore how best to support students in these areas.

A Staff Governor raised the importance of providing safe, supervised spaces for vulnerable students at peak times and requested involvement in any discussions around this provision. It was suggested that the model used within the Learning Resource Centre could potentially be replicated or adapted elsewhere.

The Assistant Principal welcomed governor involvement and confirmed that the Student Executive was also considering the use of physical spaces. It was noted that discussions had taken place at a recent AoC (Association of Colleges) Inclusion event regarding the need for sensory-friendly environments for both staff and students, including elements such as dimmed lighting and tactile spaces. This was identified as an area for further development within safeguarding, with plans to raise it at the Safeguarding Board.

A Staff Governor raised the need for spaces that allowed students to release energy in a more kinetic way. The Assistant Principal (Curriculum and Skills) confirmed that opportunities were being explored both indoors and outdoors, particularly in light of new building developments which would create additional green space. Options for covered outdoor spaces and internal provision were also being considered to account for weather and year-round access.

The Committee thanked the Assistant Principal for a comprehensive and informative report.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

82/26 TEACHING LEARNING AND ASSESSMENT REPORT

The Committee considered the Teaching, Learning and Assessment report. Members were informed that Kara Hall had been appointed as Head of Quality and commenced in January. It was confirmed that Kara Hall would be invited to attend future meetings of the Committee, which was strongly supported by members.

In response to a question from a Member, the Assistant Principal (Curriculum and Skills) confirmed that Ms Hall was in the process of developing a clear and structured plan to improve consistency of teaching and learning across the College. Since her appointment, she has spent time engaging with staff across the organisation and is now developing a programme of Staff Development Days (SDD), Continuing Professional Development (CPD) and mentoring for curriculum staff. This work will focus on addressing the main quality issues identified and on sharing best practice through high-performing curriculum teams, including exploration of a Teaching Excellence Team model.

The Principal advised that an overarching Teaching Excellence Framework was being developed and was currently in draft form. The Framework is intended to drive a consistent approach to teaching, learning and assessment across the College and will be refined and further developed.

Responding to a question raised in the meeting chat by a Staff Governor, it was confirmed that the Teaching Excellence Framework is intended to be cross-college and will incorporate both support and intervention during the current year.

A Member referred to ongoing discussions relating to the use of Canvas and requested greater clarity on the impact of its use, particularly through the application of compliance measures to understand how it is influencing learner outcomes.

In response, the Assistant Principal acknowledged inconsistency in digital practice and confirmed that a key element of the work programme is the development of digital skills, recognising that inconsistent access to learning resources and materials may be affecting student outcomes. While this may not always have a direct impact on outcomes, the Assistant Principal confirmed that from a quality assurance perspective, weaknesses in setup and quality processes, including issues around resubmissions, could be detrimental if not managed appropriately. It was emphasised that this aspect sits within the College's quality processes, alongside ensuring that students have appropriate and equitable access to learning resources.

Attendance levels were noted as not yet being where the College would want them to be, reinforcing the need to strengthen student engagement.

The Member suggested that the work could be more explicitly linked to pedagogical themes such as mastery, memory and synoptic assessment, to better articulate the educational impact. The Assistant Principal agreed.

Further discussion acknowledged that while improvements have been seen with new staff induction, there remain areas where existing staff have not yet undertaken available training. It was also noted that recent staff survey results indicate that many curriculum staff lack confidence in their digital skills, and that implementation plans will need to be developed in response.

The Principal noted that many of the issues raised fall directly within the remit of the Head of Quality, particularly in relation to the science of pedagogy, further reinforcing the importance of their participation in the Committee.

A Member commented that had the Head of Quality been present, questions around the inclusion of non-classroom-based observations—and what inclusion means in those contexts—could have been addressed more fully.

The Assistant Principal advised that the observation process was currently under review, with multiple criteria informing judgements, and expressed confidence that the revised model will be significantly different in the next academic year.

The Assistant Principal (Education, Progress and Student Support) outlined that the Head of Quality would be leading themed staff development activity, with the first strand focused on adaptive teaching, learning and assessment, including accessibility of delivery for all learners within different learning environments. The first SDD is intended to take place in October 2026, aligned to the start of the new academic year, and will apply to both curriculum and support staff. Inclusion was emphasised as a broad concept, not solely focused on SEND students.

A Member encouraged greater precision in defining the specific pedagogical techniques or teaching approaches being targeted, particularly in relation to behaviour and attitudes.

A Staff Governor suggested that if the observation system is redesigned, training on peer observation should be included. The Assistant Principal (Curriculum and Skills) confirmed that this could be implemented.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

83/26 CURRICULUM DEVELOPMENT AND GROWTH STRATEGY

The Committee considered the Curriculum Development and Growth Strategy.

A Staff Governor noted that the summary on the front page referred to tourism rather than education, while later sections refer to education and not tourism. It was agreed that this required tidying up for clarity and consistency.

A Staff Governor referred to the final pages of the document and the RAG-rated timelines, noting that some timescales appeared lengthy and queried how the strategy would be reviewed in the context of staffing changes and the new management structure.

In response, the Assistant Principal explained that the strategy reflects core elements which would continue regardless of organisational change, while recognising that some actions have clear timescales and targets that must still be met.

It was noted that the incoming Principal, through the SLT, is aware of these issues and would review progress accordingly.

The Principal emphasised that the strategy sits within, and flows directly from, the Board-approved 2024–2030 Strategy, and is focused on responding to local needs and regional priorities, which are not expected to fundamentally change. She reiterated that strategies are reviewed annually to ensure they remain live, relevant and contextualised. While leadership changes are acknowledged, the Principal expressed confidence that the strategy had been developed collectively with the SLT and that a high level of stability should be expected over the next six months, with only limited adjustments required.

A Staff Governor queried the absence of reference to T Levels, noting that these are coming into scope.

The Principal confirmed that such matters sit within the ongoing in-year adaptations made through regular strategy and policy reviews, with updates reported to the Corporation as reforms progress.

A Member reflected that earlier comments had touched on his question, noting that the College is operating in a challenging context and asking what success looks like in terms of sustaining curriculum viability.

The Principal responded by outlining the significant period of qualification reform currently facing the sector and reaffirmed the College's responsibility to respond swiftly. She shared experience of introducing apprenticeship standards while maintaining financial stability, highlighting the importance of decisions around whether to be an early adopter or to learn from others, and the need for a clear financial framework and realistic timescales. It was acknowledged that adaptation will always be required as part of strategic delivery.

A Member welcomed the document and highlighted the importance of English and Maths, suggesting there may be an opportunity to address this as a whole-Island issue, exploring creative ways to bring partners together to drive improvements in literacy and numeracy. She also noted that Level 4 achievement rates are lower than national benchmarks and queried whether this could be supported through the Lifelong Learning Entitlement (LLE) and more flexible pathways to Level 4.

In response, the Principal expressed strong interest in the opportunities around creativity and collaboration, suggesting this aligns with family learning and the potential use of adult skills funding, noting regret that national funding for family learning had ceased. She shared previous experience in this area.

The Assistant Principal (Education, Progress and Student Support) advised that the local authority shares similar priorities and is working with English and Maths specialists to explore interventions from early years through to post-16, with further engagement planned.
The Assistant Principal (Curriculum and Skills) confirmed that some tailored adult English and Maths provision had been offered previously, though uptake had been limited. She also confirmed that work was underway to develop modular higher-level provision aligned to LLE, with the intention of implementation by 2027, recognising that some learners may wish to take individual units rather than full programmes. Opportunities for bespoke employer-led training are also being explored.

The Committee CONSIDERED the report and RECOMMENDED the Curriculum Development and Growth Strategy for APPROVAL by Corporation subject to the amendments requested.

84/26 PSED REPORT AND TERMLY INCLUSION REPORT
The Committee considered the Public Sector Equality Duty (PSED) Annual Report and the Termly Inclusion Report.

A Staff Governor commented that references to "improvements in support services" were overly broad and queried whether this was intended to relate to specific services such as Information, Advice and Guidance (IAG) rather than finance. The Assistant Principal (Education, Progress and Student Support) agreed that greater clarity was required.

It was noted that the reports contained the use of acronyms without explanation. The Chair requested that all acronyms, including NMW (National Minimum Wage) and EIA (Equality Impact Assessment), be spelled out in full, and that page numbers be added for ease of reference.

The Assistant Principal advised that, as a public body, the College is required to produce the PSED report annually and confirmed that improvements have been made to the report over recent years. It was noted that, once approved, the report will need to be published on the College website following approval by the Corporation.

In relation to the Inclusion Report, the Assistant Principal explained that this provides an overview of where the College currently sits in relation to inclusion. Members were advised that there has been a significant shift in approach, with the College moving away from more traditional EDI (Equality, Diversity and Inclusion) objectives towards a broader focus on inclusion and belonging. This change is being driven through the Inclusion Team and is aligned with work taking place across the College, including through GCD (Governor Contact Day).

A Staff Governor referred to the contextual information on pages 9 -10 and queried whether it would be helpful to note that the College is the only Further Education college on the Isle of Wight, as this may have an impact on reported statistics. The Assistant Principal agreed and confirmed this would be reflected.

The Chair queried a reference on the front page stating that the College employs 337 staff, asking whether this figure reflected a reduction in overall staff numbers or specifically in female staff. The Assistant Principal clarified that this relates to female staff and confirmed the wording would be amended to make this explicit. It was also confirmed that the reference relates to non-vocational roles.

Members reiterated the importance of ensuring clarity, accessibility and accuracy in published equality and inclusion reporting.

The Committee NOTED the Termly Inclusion Report for ASSURANCE and ALERT to Corporation.

The Committee CONSIDERED the PSED report and RECOMMENDED it for APPROVAL by Corporation subject to the amendments requested.

85/26 MATRIX ASSESSMENT REPORT
The Committee considered the Matrix Assessment Report.

The Chair congratulated the team on successfully meeting the Matrix Standard, recognising the significant amount of work involved and commending staff on their achievement. Members were advised by the Assistant Principal (Education, Progress and Student Support) that the assessment outcome was very positive, with a number of strong practice areas identified. The Assistant Principal noted that the assessment had taken place following the introduction of the updated Gatsby Benchmarks, some of which are more challenging. Many of the areas identified for further strengthening were already known to the team, and it was felt that the service is ahead of expectation in several respects.

It was noted that the College will be able to use the Matrix branding and logo again, and that the next formal assessment will take place in three years' time, at which point the assessor would expect to see evidence of the journey of continuous improvement undertaken during that period.

A Member commented that it was particularly encouraging to see the reference to SEND being graded as outstanding within the report, under the sections relating to inclusion and partnerships.

The Assistant Principal noted that a typographical error had been identified in the cover paper and would be corrected.

The Chair queried whether the Committee should receive termly IAG (Information, Advice and Guidance) reports going forward. The Assistant Principal advised that termly action planning would commence and would enable progress updates to be provided, including tracking progress against actions and next steps.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

86/26 ADULT PROVISION AND LIFELONG LEARNING REPORT
The Committee considered the Adult Provision and Lifelong Learning Report, which had been requested by the Corporation in October 2025.

A Staff Governor referred to the funding information on page 2 and queried the variances between the funding contract and forecast, noting that both positive and negative variances were reported, with the positive variance being significantly larger. The Staff Governor asked whether this represented additional funding or the use of reserves.

In response, the Assistant Principal (Curriculum and Skills) confirmed that no additional funding was provided beyond the contracted amount. Some areas have been able to over-deliver within the existing allocation. It was explained that, for Free Courses for Jobs, the College had applied for in-year growth funding, but this had not been awarded. As a result, some provision that would ordinarily have sat within Adult Skills Fund allocation was delivered instead through Free Courses for Jobs, accounting for the apparent over-delivery.

Members were advised that overall delivery remains tight, with the College required to achieve at least 97% of Adult Skills Funding delivery. Delivery at 96% would result in a clawback of funding. It was noted that other areas of tailored learning were marginally below forecast (less than £300 variance).

The Chair asked about the criteria for Lifelong Learning Entitlement (LLE). The Assistant Principal advised that full details of the LLE have not yet been announced, but confirmed that the entitlement is intended to be led by individuals and could be used either for full higher education qualifications or for modularised learning.

A Member queried current messaging to students, noting that learners would need to apply for 30 credits, and asked whether the current curriculum structure allows for modules to be packaged in line with this requirement. The Member also noted that, at present, modular delivery is not approved with university partners and would require further discussion.

In response, the Assistant Principal confirmed that modular provision was under consideration. Some growth is also anticipated in areas where the College does not have direct HE provision, through the use of existing Level 4 and Level 5 qualifications. Planning was underway for the next academic year to determine the most suitable approach. It was also noted that employer engagement is a key element of this work, with bespoke solutions being explored in collaboration with employers.

The Chair asked when further clarity on LLE arrangements would be available. The Assistant Principal confirmed that a briefing would be provided as soon as further information is received, noting that while changes connected to apprenticeships are expected from 1 April, detailed guidance has not yet been issued.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

87/26 WORK PLACEMENTS REPORT
The Committee considered the Work Placements Report.
A Staff Governor referred to the data presented and noted that the majority of Year 2 students have completed or secured work placements, while numbers for Year 1 were lower. The Staff Governor queried whether, given that work placements are mandatory, there were any concerns about students being unable to complete placements or meet the required hours.

The Assistant Principal (Curriculum and Skills) advised that she was satisfied with the current position.

Mrs Jessica Garbett left the meeting at this point.

The Assistant Principal confirmed that the report includes commentary outlining where placement requirements have not yet been met. In such cases, evidence is reviewed and, where appropriate, special consideration is submitted to the awarding body. Members were assured that all special consideration applications submitted over the past three years have been approved.

The Chair queried the work being undertaken to support employers to move from apprenticeships to placements where appropriate.

In response, the Assistant Principal advised that many employers are highly supportive and work effectively with the College. However, for some placements—particularly where they are short (eg 30 hours)—securing employer buy-in can be challenging, as this places additional pressure on employers. The Assistant Principal confirmed that the College is focusing on capturing and evidencing where placements are working well and demonstrating the positive impact for employers, in order to increase engagement. Employer engagement and work placements remain an ongoing focus.

A Staff Governor sought clarification on the data, noting that while the report indicates a further 136 students requiring placements at a cross-college level, the figures below referenced 31 placements planned, and queried whether this interpretation was correct.

The Assistant Principal confirmed that 32 placements have already been booked, although students have not yet commenced. Many additional placements are currently at the planning stage, but are not yet confirmed.

The Staff Governor asked whether the College was on track to achieve placement requirements.

The Assistant Principal confirmed that there were areas of concern in construction-related curriculum areas, including wood trades, electrical and engineering, where a high proportion of learners progress into apprenticeships, making employer engagement for placements more challenging. Other curriculum areas were reported as being on track, with placements already planned.
It was noted that learners in wood trades and plumbing have not previously completed work placements, and work was underway to ensure placements are introduced as a core element of the curriculum. The Assistant Principal also confirmed that discussions were ongoing with Wates, who have indicated that placements may be offered once operational arrangements were stable.

Members were reminded that work placements must be broadly aligned to a student's vocational area. Where students do not yet have a placement in place, they continue to receive work skills provision within their timetable.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

88/26 FEEDBACK FROM AOC NETWORK MEETINGS
The Committee received feedback from a recent Association of Colleges (AoC) Network meeting, attended by the Chair and the Designated Lead Governor for Inclusion. They reported on the Curriculum and Quality Network meeting on 11 February 2026, which included two substantive presentations.

The first presentation provided an update on post-16 reforms, including qualification reforms and a range of White Papers. Members noted that these updates align with those already communicated by the Principal, including links to relevant documentation. The Director of Governance has uploaded the presentation slides to Teams, which were noted as providing a helpful overview. It was confirmed that this session was primarily informative and served as a reminder of forthcoming changes, including developments relating to English and Maths funding and T Levels.

The second presentation focused on changes to Ofsted inspections, including updated operating procedures. The Chair advised that, based on a review of the materials, the SLT was already undertaking much of what is being emphasised within the revised inspection framework. Links were provided to reports from the first inspections conducted under the new approach, and members were encouraged to review these. Key themes highlighted included a continued focus on data, and learner and staff wellbeing.

The Chair noted that a key takeaway from the network discussions was the increasing emphasis on governors being knowledgeable and well-informed about what is happening within their college.

Reference was also made to self-assessment and peer assessment, which the Lead Governor for Inclusion is following up with AoC to obtain further information.

The Principal advised that collective findings from Ofsted reports are referenced in the Principal's Report, including analysis informed by the Head of Quality's review work.

The Lead Governor for Inclusion confirmed that she was unable to attend a SEND network meeting, but has reviewed the slides and noted that the content will be addressed through Corporation business. The Member advised that she has sought feedback regarding peer assessment, but no responses have been received to date.

Members were informed that attendance at AoC network meetings is open, and those with an interest are encouraged to participate in future sessions.

89/26 DRAFT 3AS REPORT TO CORPORATION

The Director of Governance explained that this would form the Committee's report to Corporation of those items that the Committee wished to alert Corporation to, assure Corporation on, and recommend for approval or action. The report would be drafted in consultation with the Chair and SLT leads and circulated to Members for comment and approval prior to inclusion in the board pack.

90/26 SELF-ASSESSMENT OF MEETING

The Chair led Members in a self-assessment of the meeting. She reflected that the meeting had been busy, with a full agenda and a significant volume of papers to consider.

The Assistant Principal (Curriculum and Skills) commented positively on the quality of the discussion, noting that the points raised throughout the meeting were helpful and would be taken forward, particularly in relation to teaching, learning and assessment.

The Assistant Principal (Education, Progress and Student Support) reiterated that the Curriculum and Quality Committee continues to be a highly valuable forum, enabling focused discussion on wider strategic and quality-related areas, and confirmed that she finds the meetings particularly beneficial.

A Member noted that he felt the meeting had gone well and expressed appreciation for the comprehensive and detailed staff reports. He also commended the Chair, observing that effective chairing was reflected in the meeting remaining on time.

A Staff Governor thanked the Assistant Principals for responding thoroughly to questions at all levels and also thanked the HoL for his report. She also commended the Chair for chairing the meeting effectively and for ensuring inclusive discussion.

The Chair concluded by reiterating the importance of ensuring that student voices are heard and valued within the Committee's work.

91/26 ANY OTHER BUSINESS

A Staff Governor asked for a report on Back to Industry day at the next meeting. The Assistant Principal (Curriculum and Skills) confirmed that this would be included in the Teaching, Learning and Assessment Report.

92/26 DATE OF NEXT MEETING

At the request of the Assistant Principals and with the support of the Chair the next meeting was subsequently re-scheduled from 6th May 2026 to 13th May 2026 due to staff training.