

**CURRICULUM AND QUALITY COMMITTEE of the Governing Body**  
**Minutes of the Committee held on Tuesday 4<sup>th</sup> November 2025, 4.00pm on MS  
Teams**

**Present:**

Mrs Hannah Butland (HB) – Chair / Chair of Committee  
Ms Kate Parsley (KP) – Vice Chair of Committee / Governor  
Mr Paresh Chudasama (PC) – Governor  
Mr Chirag Simaria (CS) – Governor  
Mrs Annette Cast (AC) – Principal  
Mr Ali Isahaq (AI) – Academic Staff Governor  
Mr Gerald Brown (GB) – Support Staff Governor  
Mr Jawad Musafar (JM) – Student Governor  
Ms Milli Nathwani (MN) – Student Governor

**In Attendance:**

Ms Angela Jackson (AJa) – Deputy Principal  
Ms Stephanie Chittendon (SC) – Assistant Principal 16-18  
Mr Kevin McCooke (KM) – Assistant Principal Skills  
Ms Justine Gooch (JG) – Director of MIS, IT, Admissions  
Ms Gayle Brown (GB) – Director of Student Services & Safeguarding  
Mr Ruairidh Kane (RK) – Director of Quality, Teaching & Learning  
Ms Kayee Chan (KC) – Director of Governance

**Apologies:**

None.

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**RESOLUTION**

- To confirm the minutes of the meeting held on 6 May 2026.
  - To ratify the Chair and Vice Chair of the Curriculum and Quality Committee.
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**1. Welcome, Apologies and Introductions**

- 1.1 The Chair welcomed members and attendees to the Committee, including new governors and student governors to their first committee meeting. No apologies had been received, although several participants joined shortly after the meeting began.

## **2. Ratification of Chair / Vice Chair**

- 2.1 The Committee ratified Hannah Butland as Chair and Kate Parsley as Vice Chair of the Committee.

## **3. Terms of Reference**

- 3.1 Members noted the Committees Terms of Reference (ToR).

## **4. Conflicts of Interest and Declarations**

- 4.1 No conflicts of interest and declarations were made.

## **5. Confirmation of Quorum**

- 5.1 The meeting was confirmed as quorate.

## **6. Minutes**

- 6.1 Approval of Minutes of previous meeting held on 6<sup>th</sup> May 2025  
The minutes of the previous meeting were approved as a correct record. No amendments or matters of accuracy were raised.
- 6.2 Action points review  
Some outstanding actions were due or would be addressed in the following term. The IAG (Information Advice and Guidance) report would be embedded into future reporting styles.

## **7. Matters Arising not on the Agenda**

- 7.1 No additional matters were raised.

## **8. Curriculum Perspective – Assistant Principal Skills (Kevin McCooke)**

- 8.1 Kevin McCooke (KM) provided an overview of his new role as Assistant Principal Skills, created during the September 2025 restructure. The role was designed to strengthen strategic responsibility, enabling leadership over a number of professional and technical areas including business development, engineering and the built environment, early years and health & social care, and science - particularly in relation to the GCSE retake programme. He explained that the role aimed to embed a “golden thread” of accountability and leadership across programmes, reflecting the broader strategic direction of the College. Governors thanked KM for his introduction and noted the helpful clarity on his portfolio.

## **9. Performance & Monitoring**

- 9.1 Enrolment Position, Attendance and Retention (42-day snapshot)**

- 9.1.1 Performance data on monthly KPIs reported on trend history and a comparison with the same point in the previous academic year, following governor requests for enhanced comparative data.
- 9.1.2 Highlighted were positive recruitment figures, including strong 16-18 numbers and growth in some adult provision areas. Governors asked detailed questions about late enrolment, expressing concern about the persistently high proportion of late starters and the potential impact on learner experience, outcomes and staff workload.
- 9.1.3 Governors queried whether late enrolment was a systemic challenge across the sector or a localised concern. The Director of MIS, IT and Admissions explained that the issue was widespread in London colleges, though the College was developing more granular data to understand this pattern more deeply. Governors requested further exploration of the implications, including what the College considered acceptable levels of late entry and how late starters could be better integrated to prevent future withdrawals.
- 9.1.4 The Committee welcomed the increased depth of analysis on retention and withdrawals. Members agreed that the new reporting approach was a positive step forward in identifying root causes rather than simply reporting surface-level numbers.
- 9.1.5 Governors queried the figure of 110 learners recorded as “transferring to another institution.” – questioned what this meant in practice, whether it suggested concerns around the learner journey, and how the College distinguished between “good” and “bad” withdrawals. It was explained that some transfers were legitimate and expected (e.g., learners securing places elsewhere) but agreed that the volume required deeper scrutiny. The College committed to undertake root cause analysis and provide more targeted recommendations based on the findings. Governors stressed the importance of better understanding the drivers behind these transfers, and the Committee welcomed the assurance that this work was underway.

## **9.2 KPIs and Risk Register**

- 9.2.1 Key risks discussed included attendance variance between curriculum areas, the challenge of tracking learners who never attended, and the continued need to embed consistent behaviour and attendance expectations from day one.
- 9.2.2 Governors reiterated the importance of greater analytical clarity - particularly around patterns linked to recruitment, retention, learner progression and early withdrawal - and expressed satisfaction that the MIS team had begun to provide more sophisticated insight than in previous years. The Committee acknowledged that this improved reporting would strengthen its capacity to fulfil its scrutiny role.
- 9.2.3 The Committee noted the report.

## **10. Curriculum Strategy – 2025/26 Development**

- 10.1 The Deputy Principal introduced the paper on curriculum development and outlined the progress made toward shaping the 2025/26 curriculum. She explained that the College was developing a more coherent long-term approach to aligning curriculum with sector need, local priorities and learner demand. Emphasis was made that the College must remain responsive to changing expectations around technical routes

and employer engagement while ensuring that study programme requirements are met.

- 10.2 Governors asked questions about the relationship between curriculum development and student behaviour issues raised in earlier agenda items. It was explained that some learner behaviour concerns may originate from curriculum misalignment such as learners being placed on inappropriate programmes or experiencing dissatisfaction due to late enrolment or timetable instability.
- 10.3 Broader discussion followed on the competitive landscape with local schools and other colleges. There was noted increased competition for Level 2 learners and that some schools were retaining more of their learners than in previous years, affecting recruitment patterns. Governors emphasised the importance of ensuring curriculum pathways remain attractive, responsive and clearly communicated to both learners and parents.
- 10.4 The Committee noted the update and stressed the importance of continuing to embed employer voice, high-quality progression pathways and strong curriculum planning cycles.

## **11. Quality and Assurance**

### **11.1 Ofsted Framework Updates**

- 11.1.1 The Deputy Principal provided a verbal update on changes to the Ofsted inspection framework. She explained how the College was adapting internal reporting and quality processes to align with the revised expectations - especially regarding personal development, behaviour, attendance and early intervention. Governors welcomed the update and sought clarity on how new expectation, particularly those relating to safeguarding culture and learner voice, would be reflected in internal monitoring. It was confirmed that these were being embedded through teaching, pastoral and safeguarding teams.

### **11.2 Self-Assessment Report (SAR) 2024/25 – initial draft**

- 11.2.1 The draft SAR was introduced and it was clarified that its purpose at this stage was to allow C&Q Committee members to familiarise themselves with the structure, format and key judgements prior to the formal moderation meeting. Governors were reassured that a deeper dive session was scheduled, during which detailed analysis and scrutiny would take place, and that governors would have full opportunity to challenge judgements and suggest refinements.
- 11.2.2 The Chair thanked the Deputy Principal and contributors for the significant work undertaken to prepare the SAR. Governors noted they had comments on several sections and welcomed the opportunity to offer more detailed feedback at the upcoming SAR moderation meeting.

### **11.3 Quality Improvement Plan (QIP) 2024/25**

- 11.3.1 The QIP was presented, noting that the areas for improvement were drawn from the 2023/24 SAR and were being cascaded across curriculum areas. The College had used the QIP to drive improvements both at programme level and across the whole College.
- 11.3.2 Progress update identified areas where significant movement had been made and others requiring further development. It was also explained that the new Ofsted framework would influence the structure of the forthcoming QIP, which would look slightly different from the version under review.
- 11.3.3 Governors noted the concise presentation of the QIP and expressed confidence that quality processes were increasingly integrated, particularly with the developing alignment between curriculum planning, performance monitoring and quality assurance.

#### **11.4 Outcomes for Learners 2024/25**

- 11.4.1 The outcomes paper presented, included achievement data, high-grade performance, functional skills outcomes and progression indicators. Discussion focussed on improvements in several programme areas, alongside persistent challenges such as functional skills outcomes and variable performance across curriculum areas with high proportions of disadvantaged learners.
- 11.4.2 Governors thanked the Deputy Principal for the update and noted that issues relating to attendance and late enrolment continued to affect outcomes, reinforcing the need for earlier interventions and stronger learner readiness strategies.

#### **12. Safeguarding & Prevent Report**

- 12.1 The Director of Student Services and Safeguarding presented the Safeguarding & Prevent report. She confirmed that safeguarding referrals had remained at manageable levels and that cases were stabilising following increases seen in previous years. Prevent concerns continued to be monitored closely through weekly triage and multi-agency partnership.

#### **13. Teaching and Learning & Assessment Report**

- 13.1 The Teaching, Learning & Assessment (TLA) report, focused on updates to lesson observations and CPD. The College was piloting a revised observation model aimed at making the process more developmental and less compliance-driven. Staff had historically reported feeling that observation was “done to them”, and the new approach was designed to promote a more collaborative culture, integrating observations with other quality processes.
- 13.2 The Director of QTL emphasised that the aim was to ensure all quality processes “talk to each other,” strengthening consistency and shared professional practice across the College. Governors welcomed the shift toward a more integrated and supportive model and recognised the cultural change it represented.

## **14. Student Engagement**

- 14.1 The student engagement report, included findings from induction, the first experience survey and planned developments to further embed learner voice. Work was underway to reduce “survey fatigue” by complementing formal surveys with structured focus groups and in-person engagement activities that allow richer follow-up questioning.
- 14.2 Governors highlighted that this approach felt more meaningful and would likely produce better insights. The Chair asked that reflections from the planned engagement activities be brought back to the next C&Q Committee for review. This was agreed, noting by February at least two engagement cycles would have taken place. Governors welcomed the commitment, seeing it as an important step toward strengthening learner representation and responsiveness.

## **15. Policies**

- 15.1 **Learner Behaviour Policy and Procedure**  
The Director of Student Services and Safeguarding introduced the revised Learner Behaviour Policy, explaining its purpose, the rationale for the five-stage framework, and how it supports consistency, fairness and proportionality across the College. She highlighted the emphasis on early intervention, restorative approaches, and clear expectations for learners, while confirming that serious incidents could still lead to immediate escalation to higher stages where appropriate. Governors welcomed the revised policy but asked for greater clarity in future reporting, including data showing how many learners sit at each stage and how often cases escalate directly. They also requested that the policy explicitly acknowledge reasonable adjustments (such as permitted mobile-phone use for medical needs). Governors further asked the College to review whether the five-stage system is overly complex and to continue strengthening preventative approaches through earlier information-sharing with schools and more proactive learner profiling.
- 15.2 The Learner Behaviour Policy was approved in principle subject to suggestions being incorporated.

## **16. Meeting Review, Learning and Reflection**

- 16.1 The Chair invited reflections on the meeting. Governors agreed it had been thorough and productive, noting the useful level of detail provided in reports and the improved clarity of data. One governor emphasised appreciation for the progress made in integrating reporting across curriculum, quality and MIS. The Chair thanked all presenters and contributors for their work and preparation. The Chair also wanted to emphasise that students would be provided more of an opportunity to speak at the next meetings.

## **17. Date of Next Meeting: 10<sup>th</sup> February 2026**

The meeting ended at 6.00pm

Kayee Chan, Director of Governance

**Schedule of Actions:**

	<b>Action</b>	<b>Responsible</b>	<b>By When</b>	<b>Progress</b>
	<b>6<sup>th</sup> May 2025</b>			
6.2	To provide an updated IAG report based on the new framework at the next governors' meeting.	Director of SS/ GB	Autumn 2025	
6.5.1	To review and implement a more efficient IAG process particularly around referrals.	Director of SS/ GB	Autumn 2025	
7.5.1	To provide an update on the Post 16 Qualification Reform after the Curriculum and Assessment Review in autumn 2025, or January 2026, to report on progress, government decisions, and curriculum developments. To include a summary of current qualifications offered by the college, to give context and aid clarity and progression pathways.	Deputy Principal/ AJa	Autumn 2025 / January 2026	
9.3.1	To receive a RAG rated summary of the Accountability Statement/LSIP report.	Assistant Principal/ SC	Autumn 2025	
10.4.1	To promote and publicise the College's successful achievement rates.	Director of MIS, IT, Admn/ JG	Autumn 2025	
	<b>4<sup>th</sup> November 2025</b>			
9.1.3	Bring back clearer data on what constitutes an "acceptable" late enrolment window and risks to learner experience.	Director of MIS, IT, Admn/ JG	Next meeting February 2026	

9.1.4	Conduct deeper analysis into reasons for late enrolment and its impact on attendance, retention and progression.	Director of MIS, IT, Admn/ JG	Next meeting February 2026	
10.3	Provide further detail on curriculum development planning and curriculum alignment for 2025/26, including local schools competition, employer engagement and pathway coherence.	Deputy Principal/ AJ	Next meeting February 2026	
14.2	Bring feedback from planned student focus groups / engagement cycles to the next C&Q meeting, including insights beyond formal surveys.	Dir. of QTL/ RK	Next meeting February 2026	
15.1	Provide clearer behaviour data in future reports review the complexity of the five stage model and amend the policy to reference reasonable adjustments (e.g., medical phone use).	Dir. of SS & Safeguarding/ GB	Next meeting February 2026	
15.2	To incorporate into the Learner Behaviour Policy the amendments as discussed (Including clarification on reasonable adjustments and escalation), before finalising.	Dir. of SS & Safeguarding/ GB	November 2026	