

Minutes of the Curriculum, Quality and Student Experience Committee Self-Assessment Validation Meeting

held at 9.30am on Friday 28 November 2025
at the College

Present:	Mr R Turner (RT) Ms M Gajewka (MG) Mr J Bolt (JB) Ms A Gray (AG) Mr G Casley (GC) Ms C Zervoudakis (CZ)	Chair CEO/Principal
Apologies:	Ms Batul Bata (BB)	
In Attendance:	Ms K Frost (KF) Ms C Beaman (CB)	Head of Governance Vice Principal

39/25 **Welcome and Apologies**

The Chair welcomed everyone to the meeting. Apologies for absence were received and accepted from BB. It was noted that the meeting was quorate.

40/25 **Declarations of Interest**

There were no declarations of interest relating to the items on the agenda.

41/25 **Minutes of the Last Meeting**

The minutes from the meeting of the committee held on 1 October 2025 had been received in advance. IT WAS DECIDED the minutes were a true record of the meeting and they were approved.

42/25 **SAR Validation Overview and Introductions**

The Committee was reminded that the external reviewer, had reviewed every curriculum SAR in advance and spent a day on site. Each manager had a half-hour session with the external review who provided challenge and considered the QIPs. It was noted that these SARs were based on the previous inspection framework and that all curriculum areas had undergone a deep dive during the Ofsted inspection.

Governors observed that some actions in the QIP for 2025/26 were the same as those for 2024/25 and questioned how improvement would be achieved if the same actions were repeated. The Committee agreed that this should be challenged.

The Committee received a 'Curriculum SAR Grades 2024-25' paper in advance of the meeting.

43/25 Core Skills

Reman Swidan (RS) was in attendance for this item.

The Committee received the Core Skills SAR and QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of Pride:

- Curriculum Design: Well-structured and sequenced curriculum that meets student needs. Despite students starting from a lower baseline compared to other colleges, outcomes include strong achievement and high grades.
- Curriculum Offer: A broad provision covering all levels, from entry-level through to GCSE, enabling progression to higher education or employment.

Areas for Improvement:

- Attendance Strategy: Attendance in English and Maths, particularly for 16–18-year-olds, remained below target. This issue had been highlighted in the QIP for nearly three years without sufficient improvement.
- Achievement: Overall achievement has declined, largely due to a significant increase in student numbers, particularly in English and Maths where enrolments have doubled.

The Committee discussed the increase in student numbers and agreed that, in the best interests of learners, the previous approach of offering Functional Skills would be replaced. It was strategically decided that all students would now follow GCSE pathways, with differentiated streaming levels.

The rationale for moving away from Functional Skills was linked to the introduction of T Levels. For Mathematics, students progress directly to GCSE. For English, students are placed on either Level 1 or GCSE programmes, depending on their assessed proficiency.

It was noted that percentage achievement data might appear lower due to a greater proportion of students starting at lower levels who would previously have been enrolled on Entry Level courses.

Q: Have you seen a lower starting point for pupils entering the College?

A: No, the starting point has remained the same.

Q: What are you doing differently this year to improve attendance?

A: We will be working in partnership with the curriculum areas and aim to involve the vocational teachers. The vocational teachers need to be aware of their students' attendance in English and Maths.

Q: How do you know you have a lower starting point than other colleges?

A: We can see that from the MIDAS data.

Q: How is Leadership and Management 'Good' when you have had interim managers in place?

A: Despite not having an established manager, the results continue to be above national average and we managed to stay in line with previous years.

The Committee said they felt the curriculum area had done a good job and congratulated colleges on getting students in class quickly.

44/25 ESOL Threshold

Reman Swidan (RS) and Helio Machado (HM) were in attendance for this item.

The Committee received the Core Skills SAR and QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

Areas of pride:

- The teaching team and the support provided to the cohort, which largely comprised asylum seekers unfamiliar with local culture and working practices. The team had created opportunities for learners, including introducing digital skills last year. Some learners had never previously engaged in formal education.
- Achievement, noting that standards had been maintained.

Areas for improvement:

- Delivery of digital skills, which required a more standardised programme and a consistent approach.
- Employability within ESOL, with a need to encourage learners to undertake work experience.

Q: Why was leadership and management not graded as Outstanding?

A: An interim manager had been in place during the period, and teachers had to maintain continuity without permanent leadership.

Q: Isn't that outstanding leadership?

A: We don't think it was as the interim wasn't a specialist ESOL teacher.

Q: I'm pleased to see the curriculum area is now Outstanding. I also notice the number of gross misconduct cases has decreased significantly. Whatever you did had impact, so congratulations for that. Gross misconduct is down to 10, which is very pleasing alongside the outstanding result. I'm very proud of the work you do here. What did you do differently?

A: Thank you. We worked very collaboratively with the Local Authority, who provided training for teachers to better understand students. In addition, behaviour mentors were introduced to support students, which has had a very positive impact.

The Committee discussed learner progress, noting improvements in writing and progression within the area. Members commended the team, stating this was a solid Outstanding outcome.

45/25 **Motor Vehicle and Engineering**

Beverley McGuire (BM) was in attendance for this item.

The Committee received the Motor Vehicle and Engineering SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- The curriculum is strongly aligned with industry demand and local needs. New partnerships with Renault have strengthened the motor vehicle provision, and collaboration with SSE Energy positions the College as a feeder for a bespoke air conditioning course.
- Achievement, progression, employment, and apprenticeship outcomes remain strong, particularly supported by the Renault link. Despite staffing challenges, achievement continues to be above the national average, even with a slight decline.

Areas of improvement:

Attendance and engagement across all curriculum areas, which still required focused work.

- Consistency in feedback and portfolio assessment, ensuring a uniform approach across the board. External feedback confirmed that the standard of work was high but highlighted the need for greater consistency.

Q: The results for high needs students is great but there is an almost 10% drop in achievement compared to 2022/23 for 16-18 year olds. I am worried about that.

A: Last year, an increase in student numbers impacted overall achievement. This year, the enrolment process was reviewed carefully, and it was agreed to offer only one Level 2 group to ensure a stronger focus on quality.

Q: Can we have an update on the staffing in the area?

A: A permanent full-time staff member has been appointed and has made a positive start in the role.

Q: With one member of staff you are vulnerable. What is the strategic plan moving forward?

A: While there is clear demand and an intention to grow, the decision was made to prioritise quality before expansion. If anything did happen, we would be able to continue with delivery due to the online provision available.

Q: Are employers prepared to send staff part time?

A: No. There is mention of improving recruitment into FE in the White Paper.

The Committee discussed opportunities for strategic engagement with Renault, including potential partnership arrangements. Suggestions included exploring whether Renault trainers could support the College and whether a training centre could be established on campus. The focus was on how to leverage such collaboration to strengthen the motor vehicle provision.

It was agreed there needed to be a priority on becoming less dependent on one member of staff.

Q: Are there any specific actions this year that you'll be taking to address the behaviour issues?

A: Each cohort presents different needs. Wrap-around support is provided, including liaison with parents and continued engagement with the pastoral programme. Significant work is undertaken with students to maintain appropriate behaviour, and overall behaviour has improved during this half term.

Q: I noticed the attendance on the QIP, the actions were the same as last year. If trying to improve do you need to do something differently?

A: I think it's doing the same, more thoroughly but also about more joined up approach with English and Maths in terms of driving attendance across the whole programme of study.

46/25 **Construction**

Beverley McGuire (BM) was in attendance for this item

The Committee received the Construction SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- **Achievement:** Overall achievement remains strong at 84%, compared to the national average of 77%.
- **Employer Engagement:** The level of employer engagement, which is well-established and continues to receive significant support from industry partners.

Areas for improvement

- **Curriculum Challenges:** Issues were highlighted in multi-skills and Level 2 plumbing courses. Two groups were enrolled at Level 2, including evening provision, but some students were not ready for this level, impacting physical resources. Greater emphasis has been placed on 16–18-year-olds for plumbing delivery to address readiness concerns.
- **Resource Constraints:** While demand remains high, assessment space is limited. The College has responded by creating portable rigs and adopting flexible approaches to maximise available resources.

Q: Are we constrained by space, could we do more if we had space?

A: Yes. There is demand and funding available for construction, and it remains a priority. However, delivery is currently constrained by both staff availability and physical space.

Q: In terms of student demand, do we feel comfortable?

A: Yes. There is strong demand, and we currently have waiting lists for adult construction courses.

The Committee acknowledged that the area had achieved a solid grade, with notable improvements over recent years. Members also observed that the atmosphere in the building was calm and well-managed, and commended the team for doing an excellent job.

47/25 **Alternative Provision**

Beverley McGuire (BM) and Kerry Hamilton (KH) were in attendance for this item.

The Committee received the Alternative Provision SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- **Student Outcomes:** Attendance, achievement, and safeguarding support remain strong, with wrap-around provision noted as a positive feature.

Areas for improvement:

- **Attendance Targets:** Continued focus is needed to ensure students meet individual attendance targets.
- **Progression:** While overall progression is positive, we have a desire to increase the number of students progressing internally within the College

Q: Are you receiving good feedback from the schools?

A: The relationship with schools is getting better, we are receiving more transparent information earlier on.

The Committee commended the area, noting that it is performing positively and delivering a good standard of work.

Q: Do you put in incentives or school trips?

A: We have put on trips but its an area we could further improve. We hold celebrations of successes, attendance and progress.

Q: Do you know how successful the progression is in their transition back into mainstream?

A: Of nine students, seven progressed internally within the College, and two are no longer enrolled. This represents a significant improvement compared to previous outcomes.

Q: Is there anything we can do to support?

A: Additional funding would enable improved provision and enhance the quality of delivery.

48/25 **Partnerships including Logistics**

Beverley McGuire (BM) was in attendance for this item

The Committee received the Partnerships and Logistics SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- Curriculum Strength: The curriculum is strongly aligned with local needs, particularly through logistics partnerships with Job Centre Plus. ESOL and pre-employment training remain highly responsive.
- Key Partnerships: Significant collaboration with Heathrow Academy, Work Hounslow, and Job Centre Plus supports delivery and engagement.
- Achievement: High achievement rates at 91% across the area, with strong progression into further study and employment.

Areas for improvement:

- Attendance in some areas, particularly pre-employment ESOL courses, remains below target.
- Employer engagement is inconsistent and requires strengthening.

Strategic initiatives:

- Efforts were underway to raise awareness among young people and increase participation in the logistics sector. A careers board for logistics, led by employers, had been established to shape new courses, collaborate with other employers, and promote opportunities for young people.

Q: There is a reference in the QIP to reducing reliance on agency staff. Which area was that relating to?

A: This referred to logistics. The College has now successfully appointed a permanent full-time member of staff in that area.

Q: Is achievement lower than national average?

A: For a small proportion of the courses available, it was below national average.

Q: Do partnerships and logistics work together or operate separately?

A: They operate separately. However, the same type of students attend these courses, typically unemployed individuals facing long-term barriers to employment. The employability element is the common thread that links the provision together.

49/25 **ESOL Adult**

Tana Rasekh (TR) was in attendance for this item

The Committee received the ESOL Adult SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- The provision offered here meets local needs.

- The team is exceptional – a fantastic group of teachers who are subject experts in ESOL and have a significant impact on students. Achievement and progression in this area are strong.

Areas for improvement:

- Better tracking of where students progress after completing ESOL.
- Building more partnerships within Hounslow to strengthen community links.

Q: What is the one thing that you'd like the wider college to help with?

A: The college is very supportive in ensuring we have what we need to deliver to our students. It would be valuable to involve ESOL students more in wider college activities, such as education and training meetings, and to encourage them to become ambassadors for parents' evenings. This is something we are actively exploring this year.

Q: Is there any link between ESOL adult provision and ESOL Threshold?

A: Yes. We are planning an ESOL Language Fair for next year in partnership with Threshold students. Our work is closely aligned with ESOL Threshold provision, and we have collaborated to drive quality improvements. All standardisation and EQA activities have been completed jointly to ensure alignment across the wider department.

Q: With values education and character development, how can we, or the rest of the college, support you with that?

A: We are focusing on this area this year, particularly on the needs of adult students. There are many enrichment and personal development activities we would like to offer, but currently we lack capacity, especially in terms of childcare facilities. Additional support in addressing this would enable greater student involvement.

Q: Within lessons, how is the promotion of values and development of character being addressed?

A: We involve students in activities such as Culture Day, ASPIRE, and the Freshers' Fair to raise awareness of British Values. We receive strong support and will also be looking at GPA data to bridge gaps. This is a work in progress, but we are aligned and confident of achieving our goals.

Q: The self-assessment for quality of education has gone down to Good. Why?

A: The link governor felt there was insufficient evidence to justify an Outstanding grade. Contributing factors included a changing adult learner population, barriers to attendance, and students being moved at short notice. This lack of stability resulted in missed lessons.

Q: Are you happy with the learning walk data?

A: Yes. Some of the teaching and learning initiatives implemented during the year have had a positive impact. Achievement is particularly strong in ESOL for adults, and we regard this as outstanding provision.

Q: Are we above the national average?

A: Yes, we are above the national average. One area we want to improve is tracking and influencing what students do once they leave ESOL, to ensure positive progression.

The Committee welcomed the comments from the Link Governor but, recognising that learning walks indicated all aspects were secure and that outcomes were above the national average, the Committee agreed to change the Quality of Education grade to Outstanding and the overall grade to Outstanding.

It was also noted that the attendance rate is particularly impressive given the profile of the learners.

Q: Are there no issues with behaviour?

A: The culture is very much one of shared responsibility for learning. As a result, we have created an environment where everyone feels safe to ask questions. This positive culture is a key reason why behaviour issues are minimal.

50/25 **Business**

Manoj Tomar (MT) and Nick Christoforou (NC) were in attendance for this item

The Committee received the Business SAR/QIP and governor comments in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Two areas we are proud of:

- Responsiveness of the curriculum to local needs, making effective use of research provided by the Local Authority to enhance provision.
- High levels of positive internal and external progression from business courses, demonstrating strong outcomes for learners.

Two areas for improvement

- Drop in achievement by 3%, primarily due to performance on adult courses and a decline in Level 2 Gateway course outcomes. It was noted that the current year shows a more positive picture.
- Reduction in the number of students securing work experience placements, which was considered disappointing. This has now been set as a key target for improvement this year.

Q: The student survey indicated that 26% disagreed that work is assessed on time. Isn't that a concern?

A: Within the team, there appears to be an over-reliance on written assignments to assess learning. We are working with the team to adopt a wider range of assessment methods.

Q: Should that be included in the QIP?

A: Yes, but it will require staff development before it can be fully addressed, so it will be a longer-term action.

The Committee agreed that the identified issue should be included in the QIP to maintain focus.

Q: Why are adult outcomes consistently low?

A: Several challenges had contributed to this, some linked to the funding model. Courses funded through Free Courses for Jobs had affected learner commitment and seriousness. Retention issues had impacted achievement. The shift from fully face-to-face delivery to a blended model had taken time for students to adjust, though familiarity was improving. There had been a slight upward trend over the past three years, but progress was slow. Issues with timing, facilities, cost, funding, and the teaching model were noted. The College may need to review the benefits of blended delivery model for adult accountancy courses and the delivery partner.

The Committee discussed whether the grade was 'Good' and agreed that its outcomes remained above national averages and destination data was positive.

Q: Why is English and Maths not on the QIP?

A: We will include them.

Q: If last year's actions did not have impact, what will make a difference this year?

A: Attendance had affected outcomes last year. While progress was evident this year, there had been no movement in predicted achievement.

51/25 **ICT**

Manoj Tomar (MT) and Nick Christoforou (NC) were in attendance for this item

The Committee received the ICT Business SAR/QIP and governor comments in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- Ambitious and responsive curriculum, evidenced by positive student feedback and strong achievement. The provision meets sector needs and prepares students effectively for their next destination.
- Overall achievement of 16–18-year-olds, with successful employer placements and positive skills development reported.

Areas for improvement

- Slight drop in attendance, which is being addressed through measures already in place and showing impact.
- Increasing the proportion of students securing meaningful work experience, identified as a priority for improvement.

Q: The actions on the QIP are the same as last year. They didn't work then, so why will they work this year?

A: This year, a permanent employability coach is in place, and the software has been improved, which should lead to better outcomes.

Q: Last year's QIP target for work experience, where did it get to?

A: It reached around 50%. There is still work to do to improve this further.

Q: Is there anything we are not doing due to the introduction of T Levels?

A: BTEC Level 3 is being defunded, but we will introduce another T Level in Cyber Security to maintain curriculum breadth.

Q: Do you think you will keep the student numbers when BTEC stops?

A: We anticipate some impact, but it is not expected to be significant.

Q: In such a rapidly changing area, how does the team keep up to date?

A: We are highly motivated individuals who keep ourselves current through CPD activities. The team also supports the college by identifying ways to improve efficiency across departments, such as developing apps or using technology to enhance reporting. It is a strong and proactive team.

Q: The only disappointing aspect was the learning walk data. I would like to see that change for this academic year.

A: We are taking targeted actions to improve teaching and learning, including providing additional support to staff where needed.

The Committee noted strong numbers of apprenticeships.

52/25 **Aviation, Travel & Tourism, Sport and Public Services**

Tyrone Godwyn (TG) was in attendance for this item

The Committee received the SAR/QIP in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

Areas of pride:

- Teaching staff knowledge and expertise, demonstrating strong subject mastery. Positive relationships with students, with excellent rapport evident across the board.
- Student behaviour and attitude to learning, which are consistently very good. Standards remain high and are observed in every lesson.

Areas for improvement

- Processes for collating and sharing information, which are currently inconsistent.
- Methods for gathering student work and information, as different systems are used. A standardised approach is preferred to ensure consistency and clarity for students regarding expectations

Q: How do these comments differ across different courses?

A: Travel courses show very consistent approaches, whereas Sports and Public Services are less consistent.

Q: For the whole area, second-year Level 3 there are 120 students, with 60% achieving above target grade. That's phenomenal, one of the best in the college.

A: Engagement and behaviour have been very good.

Q: Only one learning walk was secure though, yet results were phenomenal.

A: Much of the achievement is due to highly motivated students rather than teacher actions. There were challenges with agency staff during the year.

Q: 22% of students disagreed that they understood the purpose of work experience. How many do work experience, and why did so many disagree with the statement?

A: There was a gap in provision due to the absence of an employability coach. Moving forward, we are having weekly sessions with the employability coach which will address this issue.

The Committee received an update on the Brentford provision.

53/25 **Health and Care**

The Committee received the Health and Care SAR/QIP and governor comments in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

The Committee discussed whether the area should be graded as Outstanding, high grades remain too low. The student survey highlighted concerns, with 21% of respondents disagreeing that lessons are well taught and 22% disagreeing that work is assessed on time. English and Maths results are declining, and overall achievement is currently at the national rate. It was noted, however, that the report only presents part of the picture, as the T Level programme and the T Level Transition programme were not included in the data.

After discussion, it was agreed the area was 'Outstanding'.

54/25 **Science and Access**

The Committee received the Science and Access SAR/QIP and governor comments in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

There were no further questions or comments about Science and Access.

55/25 Hair and Beauty

Katrin Lehmann (KL) and Kate McGill (KM) were in attendance for this item

The Committee received the Hair and Beauty SAR/QIP in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

Areas of pride:

- Maintaining high achievement rates which were 96% overall.
- Strong links with employers, resulting in a positive impact on students' skills.
- Highly skilled staff, actively participating in the latest training to keep teaching current and effective.

Q: 16–19 achievement is down.

A: Yes, although overall achievement has remained high, the decline is largely due to exceptional circumstances such as students leaving, moving to different areas, and external factors impacting learning.

Q: On curriculum, how far do teaching techniques reflect and serve the cultural diversity of the area?

A: We are very responsive to the needs of students and employers. While we deliver the required curriculum, we incorporate techniques that meet local needs and embrace and celebrate diversity throughout.

Q: Are there qualifications that are more diverse?

A: We work closely with the ESOL department, so some students progress to our offer after completing ESOL. We also run a Level 2 ESOL programme. We celebrate different backgrounds and cultures, and sometimes students even teach us new things.

Q: An exciting aspect of the department is being at the cutting edge of beauty treatments. How do you achieve that?

A: Through brilliant staff and continuous professional development (CPD). We encourage staff to undertake as much CPD as possible and also work closely with the Borough to stay ahead.

It was noted that the curriculum area achieved 100% work experience.

Q: What are you doing differently this year for achievement in Maths and English?

A: This year we have started early with a focus on reviewing and monitoring progress. Vocational staff members have been assigned to work alongside the Maths and English teams to support groups of students identified as at risk. In addition, a "walk-in bus" system has been introduced to promote good attendance.

56/25 Performing and Production Arts

Katrin Lehmann (KL) and Pauline Hudson (PH) were in attendance for this item

The Committee received the Performing and Production Arts SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

Areas of pride:

- Development and growth in partnerships and employer links, strengthening industry engagement.
- Overall progression to positive destinations, reflecting the success of the provision.

Areas for improvement:

- Achievement in English and Maths has been affected by attendance, and measures are being implemented.

Q: Can an area be outstanding where it had the worst attendance for English and Maths last year?

A: There is work to do with the team to ensure students understand the importance of English and Maths skills. The area performs well in embedding these subjects within lessons.

Q: What is different from last year in terms of your actions?

A: Greater focus on embedding English and Maths within vocational lessons.

After discussion, it was agreed the area was outstanding despite the attendance at English and Maths. No students were below the target grade and the student survey results were the best in the college.

Q: What % students engaged with work experience?

A: 100% students took part in some form of work experience.

57/25 **Supported Learning**

Katrin Lehmann (KL) was in attendance for this item

The Committee received the Supported Learning SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

Areas of pride:

- High quality of education.
- Recognised as the provider of choice for the Hounslow borough.
- Excellent curriculum designed around clear progression pathways.
- Specialist teaching staff.
- Consistent achievement results in the 90% range over the past five years.

Areas for improvement

- Expansion with the Independence Hub and ensuring its sustainability.
- Guaranteeing that 100% of teaching remains consistently secure.
- Addressing attendance, which has slipped to 91% since COVID, by exploring strategies to re-engage students (most absences linked to genuine health issues).

Q: The results from the student survey were disappointing.

A: Only some groups completed the survey as certain questions were not appropriate. Feedback is therefore gathered through class representatives.

Governors agreed that Supported Learning should be exempt from the cross college student survey and replaced with a more suitable model for these learners.

Action: Replace the cross college student survey with a more suitable model for Supported Learning students.

Q: What proportion of students remain at college until they are 25?

A: Around one-third of students, with most progressing to other provision.

Q: Are there any issues with staff?

A: No significant issues. The team is strong in succession planning and has good support

staff. However, recruiting staff with the skills to support students with high-level needs can be challenging.

Q: How do students integrate with the rest of the students and college life?

A: Integration is considered carefully, and students are generally very accepting and inclusive. Two-thirds of learners are on mainstream courses.

58/25 **Art and Media**

Katrin Lehmann (KL) and Janna Cooper (JC) were in attendance for this item.

The Committee received the Arts and Media SAR/QIP and responses to governor questions in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Outstanding'.

Areas of pride:

- High-quality student work showcased to the committee, with examples presented during the meeting.
- Launch of a live broadcast initiative.
- Achievement for High Needs students and the support they receive is outstanding.

Areas of improvement:

- Work continues on improving attendance, with targeted support for individual students to encourage regular attendance at college.

The Committee recommended that improvement targets for next year include an element of stretch, aiming for progress beyond the current outstanding level.

Q: What is the one thing you think teachers feel frustrated about because they don't see the benefit?

A: Many aspects observed in lessons are outstanding, but there is a need to position "blue sky thinking" within the practical, day-to-day context. Removing staff from the curriculum for such initiatives can be challenging and often requires out-of-hours work, so staff wellbeing and work-life balance must be considered. Streamlining some administrative processes could make these initiatives more accessible and quicker to implement.

Q: What kind of employment and apprenticeships do students progress to?

A: Many move into freelancing, open mic nights, and part-time roles in studios supporting post-production. Media students are often looking to enter camera work for TV and film, while arts students typically freelance. A number of students have achieved notable success in these areas.

59/25 **Apprenticeships**

The Committee received the Apprenticeships SAR/QIP and governor comments in advance. Based on the self-assessment process that had been carried out, the proposed overall grade was 'Good'.

The quality of provision is strong, but growth must be managed carefully. There is a need to raise awareness across the college so curriculum areas fully understand apprenticeships and their role as progression routes. As an employer, we should also explore how apprenticeships can support talent development. Further work is required to embed this approach.

Q: Are we capitalising on employer partnerships?

A: Yes, a member of the apprenticeship team now attends employer events to strengthen engagement and opportunities.

Q: Do we have a large enough team to generate business?

A: The current staffing level is sufficient. The focus should be on strategic planning and targeting the right businesses. Expanding the team before increasing learner numbers would be risky.

Q: Does the apprenticeships team work with the careers team now?

A: Yes, they are now working more closely alongside the Careers team.

Q: Did we hit the first target?

A: We achieved 27 against a target of 30. It is unlikely that the second target will be met.

The Committee discussed the importance of meeting the agreed targets and emphasised the need to identify solutions to overcome current challenges.

60/25 **Validation of Grades**

At the conclusion of the review, the curriculum area grades were validated:

Curriculum	24/25 Validated Grade	24/25 Proposed Grade	23-24	22-23	21-22	20-21	19-20	18-19	17-18
English, Maths, Digital	2	2	2	2	2	2	2	2	3
ESOL Adult	1	2	2	2	2	2	2	2	2
ESOL Threshold	1	1	2	2	1	1	2	2	2
Engineering & Motor Vehicle	2	2	2	3	3	2	2	2	1
Construction	2	2	2	3	3	2	2	3	2
Business	2	2	2	2	2	2	2	2	2
Partnerships	2	2	2	2	2				
ICT	2	2	2	2	2	2	1	1	3
Aviation, Travel & Tourism, and Sport & Public Services	2	2	2	2	2	2	2	2	3
Health & Care	1	1	2	2	2	2	3	3	3
Science & Access	1	1	2	2	2	2	1	3	3
Supported Learning	1	1	2	2	2	2	2	2	3
Hair & Beauty	1	1	2	1	1	2	2	2	3
Arts & Media	1	1	2	2	2	1	2	3	3
Performing & Production Arts	1	1	1	1	1	1	1	2	NA
Apprenticeships	2	2	2	2	2	3			

61/25 **Date of the Next Meeting**

The date of the next meeting of the committee was Wednesday 25 February 2026 at 6.00 pm.

Summary of Actions

No.	Action	Lead	Target Date
57/25	Replace the cross college student survey with a more suitable model for Supported Learning students. .	KL/MG	Mar 26