CALDERDALE COLLEGE
CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

Minutes of the Meeting held on 27 November 2025, 17.00
Board Room, Calderdale College and via MS Teams

Present:

Carolyn Bowe	Staff Governor
Suzanne Griffiths	Staff Governor
Naz Mukhtar	External Governor (Committee Vice Chair and Chair of the meeting)
David Malone	Principal & Chief Executive
Jenny Stocks	External Governor
Kai Mitchell	Student Governor
Charlotte Oddy	Student Observer
Toni Bradbury	Student Observer

In Attendance:

Karl Veltman	Deputy Principal – Quality, Curriculum Development and Student Experience
Lisa Brown	Head of Quality
Jane Taylor-Holmes	Clerk to the Corporation
For Curriculum Spotlight – Adult Learners	Jackie Stirling Head of Faculty - Adult & General Education (Naseem) Arshad Naseem Aqeel – Community Learning Manager Students; Patrick, Ishmael, Navida and Claire

Agenda: There were no items of other business.

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	Curriculum Spotlight – Adult Learners	
1	Committee members welcomed Jackie Stirling and (Naseem) Arshad Naseem Aqeel and Students to the meeting	
2	The Committee received a presentation from Ms Stirling, providing an overview of adult and community learning provision and recent developments.	

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3	Curriculum Offer and Progression Routes - The College continued to deliver a range of qualifications aimed at supporting adult learners into employment or further study. These included Level 1 and Level 2 qualifications in Health and Early Years, with a new Level 2 Early Years qualification introduced to strengthen progression opportunities. Discussions were ongoing to enable learners to progress to Level 3 "Licence to Practise" qualifications.	
4	Partnerships were being developed with NHS to support Maths and English previous for apprenticeships and local schools to expand community-based provision, including English, maths, ESOL, and digital skills.	
5	ESOL and Community Initiatives - ESOL provision spanned pre-entry to Level 1, alongside digital and maths courses. Tailored programmes were being delivered in primary schools for parents of pupils with English as an additional language, covering topics such as budgeting, health, and digital skills. Twilight speaking and listening classes had been introduced to accommodate learners unable to attend daytime sessions.	
6	New short, accredited courses include ESOL-linked health, early years, sport, and plumbing. The programme is being adapted to respond to the need to the students. Enrichment activities (e.g., museum visits) were offered at the end of each 12 week programme.	
7	Ms Stirling also referred to the volunteer opportunities which have developed and been made available to support students with progression.	
8	Strategic Priorities - The focus for the current academic year was to increase community learning in Calderdale, strengthen school-based provision (including secondary schools), and provide clear progression routes into College and employment. Work was underway to assess learner needs for ESOL, maths, and English and to explore Level 2/3 opportunities and boot camps in partnership with external agencies.	
9	Four adult learners shared their experiences, illustrating the transformative impact of community learning:	
10	Patrick described gaining confidence and literacy skills after starting with ESOL reading and speaking courses.	

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11	Ishmael explained how employability courses helped him develop confidence, overcome family pressure, develop interpersonal skills, and secure a Level 3 business administration apprenticeship.	
12	Navida, a qualified teacher overseas, outlined her progression through ESOL and teacher training to employment as a maths and ESOL teacher at the College.	
13	Claire shared her journey from Level 3 Access to a BA top-up degree, now preparing for PGCE and GCSE English.	
14	Committee members commended the breadth of provision and the inspirational learner stories, noting the importance of progression routes and community engagement.	
15	Questions were raised about the nature of primary school delivery; Ms Stirling clarified as courses for parents delivered on-site at the primary school.	
16	Ms Stirling confirmed how provision was tailored to meet specific community needs and used an example of digital skills for supporting parents to use school digital portals and health topics for family well-being.	
17	Opportunities to expand partnerships and provision in Calderdale and secondary schools was noted.	
18	The Committee expressed appreciation for the learners' contributions and reaffirmed the significance of adult learning in meeting local needs and supporting personal and professional development.	
19	The Committee noted the value of hearing directly from learners as part of the curriculum spotlight and described this as powerful. The importance of this to provide to funders was also agreed to be useful. It was suggested that the recording of the student testimony could be utilised.	
20	**Resolved** – Committee members received the update and shared their thanks to staff and students for providing their input to the meeting.	
	CQS/25/134 - Apologies for absence	
21	Apologies were received from Safia Kauser (External Governor & Committee Chair), Diane Cothey (External Governor), Suzan McGladdery (External Governor and	

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	Chair of the Corporation) and Harrison Rawson, Student Governor.	
	CQS/25/135 – Confirmation of eligibility, quorum and declarations of interest	
22	No notice had been received of any member becoming ineligible to hold office. The meeting was quorate.	
	CQS/25/136 - Appointment of Chair & Vice Chair 2025/26	
23	**Resolved –** Ms S Kauser was appointed as Chair of the Committee for 2025/25.	
24	**Resolved –** Ms N Mukhtar was appointed as Vice Chair of the Committee for 2025/26.	
	CQS/25/137 – Minutes of the meeting held on 20 March 2025	
25	**Resolved –** The minutes of the previous meeting held on 12 June 2025 were approved as a true and accurate record.	
	CQS/25/138 – Matters Arising	
26	The Matters Arising Matrix was considered along with progress updates.	
27	Mr D Malone, Principal & Chief Executive referred to the Revive programme (formerly Prince's Trust) and it was agreed that a curriculum spotlight on this would be presented to the Committee in November 2026 when the programme had been embedded and feedback / student experience and outcome could be provided.	
28	There was a discussion around NEET provision (for those Not in Education, Employment or Training) and how the College may or could respond and support to the need in this area. It was agreed that the Committee would consider this further.	**Action: Mr Malone / Mr Veltman – where to be considered TBC**
29	It was noted that all further actions were complete.	
	CQS/25/139 – Performance Report	

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30	Mr K Veltman, Deputy Principal – Quality, Curriculum Development and Student Experience presented the report.	
31	Recruitment and Growth – Mr Veltman explained that, in relation to 16–18 Study Programmes, enrolments had grown significantly, with approximately 140 additional learners compared to last year, representing around 7.5% growth. It was noted that this was considered a strong achievement despite capacity constraints in workshop space, which limited further expansion and the impact on students' ability to gain a place on the first choice of course.	
32	Higher Education (HE) numbers had increased by 24 students compared to the same position in the previous year. Initiatives such as Golden Ticket and progression events 'Hello Uni', targeted marketing for the University Centre, and new pathways linked to T Level progression (e.g., media and computer games) were highlighted as contributing factors.	
33	Adult Learning: The College reported strong performance against its £5.1m Adult Skills Fund allocation and £500k Free Courses for Jobs allocation, currently operating at 125% of profile. West Yorkshire Combined Authority (WYCA) had indicated potential for targeted growth bids in English, maths, and digital skills. Additional £220k funding for construction skills was confirmed, with delivery plans in place.	
34	Apprenticeships: Starts remained ahead of target with no current evidence of seasonal slowdown, supported by a strong pipeline.	
35	Retention and Attendance: Retention rates were higher across most areas compared to last year, attributed to early intervention strategies, 'switch don't ditch' approach and improved advice and guidance processes.	
36	Mr Veltman confirmed that there had been positive improvements in attendance; Study Programmes: Over 5% higher than the same point last year; English and Maths: Nearly 14% higher than the same point last year.	
37	Contributing factors included revised timetabling (avoiding previous disruptions) and enhanced support through learning skills coaches, enabling faster interventions.	

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38	Student Progress and Risk; The Committee was informed that predicted achievement data would be available after the first formal progress review cycle concluded in December, following changes to the quality cycle that removed early predictions to allow for more accurate assessments.	
39	Committee members commended the growth in 16–18 recruitment and HE enrolments, noting the challenges posed by limited physical capacity and the need for strategic planning around space; the move to feasibility studies in response to master planning was noted.	
40	Clarification was sought on the impact of funding rules for adult provision, with Mr Veltman explaining the complexity of balancing delivery within fixed allocations and qualification values.	
41	Governors welcomed the improvement in attendance and retention, particularly in English and maths, and noted the positive impact of revised timetabling and learning coach interventions.	
43	The Committee received an update on marketing activity and recruitment performance, highlighting continued year-on-year improvement across all key indicators.	
44	It was noted that attendance at recent open events had been significantly higher than previous years, with strong engagement noted by staff. Applications for 16–18 programmes were ahead of the same point last year, reflecting increased awareness of the College and the importance of early applications to secure places. This was expected to support improved learner matching and retention.	
45	Mr Malone referred to a notable increase in applications from Bradford schools, alongside continued strong interest from Calderdale.	
46	Mr Malone raised the emerging challenge of balancing the College's commitment to serving Calderdale learners with growing demand from outside the area. It was acknowledged that capacity constraints and course availability may require strategic decisions on admissions criteria, including potential consideration of geography.	

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47	Committee members were advised that these issues would be brought back for discussion at future meetings to ensure Board oversight.	
48	The Committee received examples of curriculum-linked marketing and employer partnerships, as follows:	
49	Construction: A dedicated skills and pathways lead had secured agreements with major employers (e.g., BAM, Galliford Try) to provide work experience for all construction students. Over 2,000 hours of work experience had already been logged, compared to 600 at the same point last year.	
50	Business: Students successfully planned and delivered the annual Christmas Market, showcasing enterprise skills and generating positive community engagement.	
51	Creative Industries: Plans for Phase 2 of the Mill Studios development were referenced as part of ongoing investment in facilities. Mr Malone confirmed that work must begin by end of March to ensure readiness for September, noting the strong benefits of the site's proximity to creative businesses and the positive impact of industry connections on student experience.	
52	Health and Social Care: A new placement preparation programme had been introduced in partnership with the NHS to address identified skills gaps prior to placements. The College was also working with the Trust to secure access to online workforce training modules, aligning college-based learning with industry standards.	
53	Sport and Fitness: The College's partnership with Pure Gym continued to develop, with recent industry-led sessions and planned mock interviews to support employability and work readiness.	
54	Committee members welcomed the strong recruitment performance and praised the success of recent open events.	
55	Committee members queried the implications of increased applications from outside Calderdale and supported the proposal for further discussion on admissions strategy and capacity planning.	
56	The Committee commended the employer engagement initiatives and noted the significant increase in logged work	

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	experience hours as evidence of improved employability outcomes.	
57	Governors expressed support for the planned Mill Studios development and the emphasis on industry partnerships across curriculum areas.	
58	The Committee received a comprehensive update on key activities and developments in teaching, learning, and assessment (TLA) for Quarter 1 from Ms L Brown, Head of Quality.	
59	In relation to Quality Assurance and Improvement, Ms Brown explained that all curriculum and business units had completed their self-assessment reviews and developed Quality Improvement Plans (QIPs). The QIPs would be monitored at four points during the academic year via the College's Microsoft Teams quality site.	
60	Quality of Education Reviews had been conducted in GCSE English, Functional Skills English, and Animal Care, identifying areas for improvement (AFIs) and informing targeted CPD interventions.	
61	The first QDP Learner survey "the Right Start," closed last week, with positive learner feedback on being on the right programme and feeling safe on campus. Full results would be shared at the next meeting.	**Action: Ms Brown March 2026**
62	Classroom Visits and Coaching – Ms Brown explained that 153 classroom visits had been completed to date (compared to 168 for the whole of last year), each generating a coaching conversation to support teaching development. This reflected a strong start to the academic year and increased focus on collaborative improvement.	
63	CPD and Professional Development - CPD activity had shifted to a more holistic and targeted model, including: Open-invite sessions and team-specific interventions based on QA findings. Popular sessions on Ofsted inspection readiness had been held with staff reporting increased confidence.	
64	The team had visited Hopwood Hall College to share good practice around the Aim Higher initiative.	
65	Ms Brown referred to the launch of a Middle Leaders Programme (starting January 2026) to strengthen leadership capability.	

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66	Digital skills development continued through the ETF Train-the-Trainer model and a badging system (Digital Explorer, Innovator, etc.), recognising staff progress in digital competence.	
67	Ms Brown referred to the Quality of Education Reviews – QER and provided greater information and examples of the commendation, AFI and learner voice obtained through the reviews.	
68	Ms Brown also provided an example of the Power BI dashboard which was being used daily to monitor classroom visit data and identify trends. For example, in Creative and Digital, "purpose" indicators were strong (77% secure), while "progress" tracking required improvement, prompting targeted support.	
69	Ms Brown shared the range of CPD activity delivered in Q1 and Committee members supported the the proactive approach to CPD and the integration of digital and AI tools, commenting on the importance of measuring impact in January.	
70	Ms C Oddy, Student Governor observer shared feedback on the value of AI tools for coursework support, highlighting improved confidence and reduced resubmissions.	
71	Student Engagement and Learner Voice - Ms Brown explained that Learner feedback was being captured through embedded approaches; further feedback would be provided with impact measured being considered.	
72	In addition to embedded learner voice activity, Ms Brown explained that the College had launched a new enrichment programme 'beyond the classroom'. Staff had volunteered their time and talents to offer a diverse range of activities, including musical theatre, sewing, and girls' sports. Plans were in place to expand the offer and encourage student-led societies.	
73	A Youth Social Action Coordinator was driving innovative practice and sharing ideas working part of the time for the College and part of the time with Kirklees College.	
74	The first Course Committee meeting took place on 14 November, with outcomes to be shared at a future meeting; 'you said we did' would be shared with students.	

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75	Targeted enrichment for learners with EHCPs included a weekly walking group.	
76	Ms Brown referred to the successful Freshers event and the and the 'Refreshers' event scheduled for 15 January following the success of the autumn Freshers event.	
77	The Student Union had been relaunched with strong interest and multiple leadership applicants which showed strong student engagement. Mr K Mitchell, Student Governor commented that he had attended the recent Association of Colleges (AoC) Conference and had valued the opportunities to network with other Student governors and share ideas and best practice. A group chat had been established to support longer term networking.	
78	Additional engagement initiatives included the Safe Driving - Road Safety Roadshow, LGBTQ+ community group meetings, and practical workshops such as Restart a Heart.	
79	Committee members noted that enrichment activities were increasingly student-led, with staff acting as facilitators to empower learners noting their contribution to learner engagement and well-being.	
80	Governors welcomed the significant increase in classroom visits and coaching conversations, noting the positive impact on teaching quality.	
81	Interest was expressed in reviewing learner voice outcomes and the effectiveness of targeted CPD and enrichment activities at future meetings.	**Action: Ms Brown Future meetings**
82	The Committee received an update on safeguarding activity. Mr Veltman explained that the College confirmed continuity of safeguarding leadership during a short period of absence in Student Services due to health reasons. Interim cover was provided by an experienced staff member familiar with existing processes, ensuring seamless support. The substantive lead had now returned, with interim support retained as a contingency.	
83	Feedback from student surveys, staff, and visitors continued to indicate that learners feel safe on campus.	
84	The Positive Behaviour Policy and early intervention approach had been implemented to identify barriers to learning and re-engage students quickly. This had resulted	

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	in an increase in recorded 48-hour suspension panels, attributed to proactive intervention rather than a rise in behavioural issues.	
85	Governors were updated on the number of safeguarding incidents recorded to date, including learners identified as carers, those under child-in-need plans, and those subject to child protection plans.	
86	Ms Mukhtar queried the safeguarding incident figure shown in Table 7.4 (133 incidents) and requested clarification on what this number represented. Mr Veltman explained that CPOMS records allowed multiple tags per incident, leading to duplication. Most cases fell under "cause for concern." A more detailed comparative analysis would be provided at a future meeting.	**Action: Mr Veltman March 2026**
87	The Committee received an update on Equality, Diversity and Inclusion (EDI).	
88	The EDI report presented achievement, retention, and achievement data by gender, ethnicity, learning difficulty, and social deprivation.	
89	Committee members noted that performance across most categories showed minimal variance, with disadvantaged and vulnerable learners generally performing as well as or better than their peers.	
90	Mr Veltman highlighted plans to broaden reporting to include all disadvantage indicators and align with external expectations under the new Ofsted framework and further support students.	
91	Committee members supported the proposal to enhance EDI reporting and requested future updates provide greater granularity on vulnerable groups.	**Action: Mr Veltman March 2026**
92	**Resolved:** Committee members received the College Performance Report.	
	CQS/25/140 – Self-Assessment Report	
93	Mr Malone presented the draft of the Self-Assessment Report (SAR) and outlined the process and outcomes of the College's annual self-assessment exercise.	
94	Mr Malone explained that each curriculum area completed a self-assessment, which was reviewed at faculty level and	

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	then subjected to a rigorous panel meeting to challenge data and outcomes.	
95	These assessments were consolidated into the full College Self-Assessment Report (SAR), which had undergone validation and approval by the Corporation Chair. The process was described as thorough and iterative, ensuring an honest reflection of performance. Thanks were provided to Ms McGladdery for her support of the process.	
96	Mr Malone explained that the SAR now used Ofsted-aligned terminology following a strategic decision to adopt the language of the new inspection framework. Judgements are expressed as:	
97	Exceptional – *Represents the very best practice and provision that others could learn from.* Strong Standard – *Above baseline expectations, demonstrating consistently high-quality provision.* Expected Standard – *Meets Ofsted's baseline expectations for quality and effectiveness.* Needs Attention – *Below expected standard; improvement required in some areas.* Urgent Improvement – *Significant weaknesses requiring immediate action.*	
98	The report focused on impact and narrative rather than raw data, with detailed performance metrics provided in a separate appendix.	
99	Mr Malone explained that overall, the College self-assesses as strong in the majority of areas, with some areas identified for continued development. This reflected a positive trajectory while acknowledging improvement priorities.	
100	Committee members were reminded that, as part of an Ofsted inspection they should be familiar with: Areas of strength Areas requiring improvement How the College was addressing these priorities	
101	**Resolved:** Committee members received Self-Assessment report and noted the content of the report. Committee members agreed to recommend the report to the Board for information.	
	CQS/25/141 – Access & Participation Plan & HE Update	

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102	Mr Veltman presented the Access and Participation Plan (APP) and related higher education (HE) activity, as required by the Office for Students (OfS).	
103	Mr Veltman confirmed that the APP was an annual requirement set by OfS, outlining how the College would improve access to HE programmes for underrepresented groups and enhance outcomes for these learners.	
104	The plan included objectives and actions focused on widening participation, supporting progression, and improving student success. Mr Veltman referred to key actions and progress undertaken;	
105	• Outreach and engagement: Dedicated staff had undertaken targeted work in schools and community groups to raise awareness of HE opportunities and promote aspirational pathways. Mr Veltman referred to the continued partnership with Go Higher West Yorkshire. • Mental health and wellbeing: Updates to University Centre handbooks had strengthened referral processes to external support services. • Employability and progression: Initiatives such as Hello Uni events, careers / HE fairs, and employer engagement activities had been delivered. • Work continued to ensure that all HE students had access to employers over the course of their programme to enhance professional readiness.	
106	Programme development: Work continued on programme validation with the Open University and University of Huddersfield, ensuring compliance with academic standards and progression routes.	
107	Institutional review: The College successfully completed its Open University institutional review, which occurred every five years. A small number of recommendations were being addressed, with the first submission due imminently.	
108	Mr Veltman explained that HE student numbers had grown compared to the previous year, supported by targeted marketing and progression initiatives.	
109	The National Student Survey (NSS) results were highlighted as a significant achievement, with the College outperforming national benchmarks in nearly all categories by 3.3 to 9.7 percentage points, particularly in areas such	

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	as personalised learning, supportive changes, and professional relevance. Committee members commented on the positive results.	
110	Committee members sought clarification on the purpose of the APP and its relationship to OfS requirements. Management explained that it functions as a self-assessment framework similar to the College SAR but focused on HE access and outcomes.	
111	**Resolved:** Committee members received the Access and Participation Plan and HE Update.	
	CQS/25/142 – Inclusion	
112	Mr Veltman provided a presentation on inclusion, highlighting its significance as a defined evaluation area under the new Ofsted framework. Mr Veltman explained that as part of an Inspection, Inspectors would assess how effectively the College supported learners facing disadvantage or barriers, including those with additional needs, from socially disadvantaged backgrounds, or otherwise vulnerable.	
113	Leaders and Governors would be judged on their understanding of learner context, monitoring of outcomes for SEND and disadvantaged learners, and actions taken to support these groups.	
114	Ofsted expected inclusion practices to be embedded and impactful, not one-off initiatives, with evidence demonstrating improvements in learning, development, and well-being. Barriers to learning should be identified early, with timely and appropriate support provided.	
115	Mr Veltman outlined categories of learners requiring inclusion strategies, including: SEND and high-needs learners (students with an Education & Health Care Plan (EHCP)). Socially and economically disadvantaged students Care-experienced learners and young carers Learners known to social care Students with English as an additional language, refugees, and asylum seekers Those with mental health needs or low prior attainment (particularly without Level 2 English/maths) Adults facing multiple barriers and learners at risk of exploitation or harm	

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116	Temporary disadvantage (e.g., bereavement, housing instability) was also highlighted as an area requiring responsive support.	
117	Mr Veltman referred to the significant number of students who would be classed as requiring inclusion support or disadvantaged and the applicability to all students including adult and apprentices. Understanding of the College context was important.	
118	Mr Veltman explained that the College already undertook early identification and transition support through admissions, induction, and EHCP consultations. Specialist provision included autism spectrum disorder (ASD) support, academic and personal support assistants, student advisors, and counsellors.	
119	Tutors use pen portraits and group profiles to understand learner needs, supported by new flags on ProMonitor. Statutory processes such as EHCP annual reviews and termly Personal Education Plans meetings, ensuring students educational needs are met through regular meetings involving key stakeholders for looked-after students were in place.	
120	Inclusion was monitored through performance data and strengthened by active participation in external partnerships, including the SEND Strategic Board, Corporate Parenting Board, and Preparing for Adulthood Group.	
121	Mr Veltman referred to a number of next steps including the development of broader inclusion reporting to cover all identified groups, including retention, achievement, and attendance data and the launch a new Power BI inclusion dashboard to provide detailed analysis and oversight.	
122	It was agreed that the Committee would consider deep dives on inclusion themes and the possibility of introducing inclusion spotlights at future meetings, potentially involving learner voice from vulnerable groups. Committee members acknowledged the breadth of inclusion responsibilities and welcomed the development of dashboards to improve visibility.	**Action: Committee 2025/26**
123	**Resolved:** Committee members received the Inclusion Update.	

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	CQS/25/143 – Safeguarding Annual Report	
124	Committee members received the Safeguarding Annual Report and noted the Committee had also received Safeguarding information as part of agenda item CQS/25/139.	
125	The Committee received the statutory annual safeguarding report and noted that this had been prepared by an experienced safeguarding practitioner with Ofsted inspection background and offered an external perspective on current practice.	
126	Mr Veltman explained that the report confirmed strong safeguarding arrangements, including: • Effective use of Child Protection Online Management System (CPOMS) for recording and monitoring incidents. • A robust safeguarding structure with six advanced safeguarding practitioners, a weekly RAP (Risk Assessment Panel), and daily triage sessions. • Positive feedback from student surveys indicating learners feel safe on campus.	
127	The College maintained strong partnership working, including representation on the Channel Panel for Prevent referrals and other multi-agency forums.	
128	Safeguarding themes were embedded in the student induction programme, developed in collaboration with curriculum teams.	
129	The Single Central Record was reviewed and confirmed as compliant.	
130	In relation to external assurance, Mr Veltman explained that a safeguarding review by Calderdale Local Authority had been completed recently; the College was awaiting the formal report, it was agreed that this would be presented to the next Committee meeting.	**Action: Mr Veltman March 2026**
131	Mr Veltman referred to data and trends and it was noted that reported safeguarding incidents had increased compared to previous years. This rise was attributed to significant growth in student numbers and improved compliance with CPOMS reporting, providing a more accurate picture of safeguarding activity.	

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132	There were a number of recommendations contained with the report including; • Enhancing data collection and monitoring for vulnerable groups, including care-experienced students and those known to social services. • Appointing a Care Coordinator within Student Services to lead activity for these groups and improve reporting. • The review of filtering and monitoring systems for student devices. Current software (Fastvue) was under consideration for replacement with Smoothwall, which offered more comprehensive reporting and supported early identification of risks such as extremist content, self-harm indicators, and violent material.	
133	Committee members queried how monitoring of student devices would work. Mr Veltman explained that monitoring currently occurred via Wi-Fi access logs and keyword alerts, enabling rapid safeguarding intervention. Enhanced software would improve detection and reporting capabilities.	
134	Mr Veltman commented on the importance of balancing monitoring with supportive interventions rather than punitive measures, particularly in cases involving addictive or harmful online content.	
135	**Resolved:** Committee members approved the report for recommendation to the Board.	
	CQS/25/144 - Equality, Diversity & Inclusion • **EDI Annual Report 2024/25**	
136	Mr Veltman presented the Equality, Diversity & Inclusion (EDI) Annual Report, which included feedback from the recent National Centre for Diversity assessment. The Committee recognised the positioning the College at the early stage of its silver journey.	
137	The report highlighted areas for improvement identified during the assessment, their underlying causes, and planned mitigation strategies.	
138	It was note that a dedicated EDI Task Force had been established to oversee implementation of actions, supported by a timeline for delivery.	

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139	Initiatives included the launch of FREDIE materials (Fairness, Respect, Equality, Diversity, Inclusion, Engagement), now visible across digital platforms and screens throughout the College, reinforcing core values.	
140	The Committee noted the introduction of an updated Single Equality Policy and Transition Statement, which set out the move towards a comprehensive Equality, Diversity and Inclusion Scheme for 2025–26.	
141	Committee members sought clarification on the scope of the forthcoming EDI Scheme and its alignment with Ofsted expectations. Mr Veltman confirmed that the scheme would provide a structured framework for monitoring and reporting progress against inclusion and diversity objectives.	
142	The Committee expressed support for the planned actions and emphasised the importance of evidencing impact alongside policy development.	
143	**Resolved:** Committee members approved the report for recommendation to the Board. • **Updated Single Equality Policy and a Transition Statement**	
144	**Resolved:** Committee members recommend the updated Single Equality Policy and Transition Statement to the Board for approval.	
	CQS/25/145 – Ofsted update	
145	Mr Malone provided a presentation on the new Ofsted inspection framework, informed by feedback from a recent pilot inspection.	
146	The key changes in inspection approach were considered including; • Extended Pre-Inspection Dialogue: The lead inspector would now hold a detailed context meeting (approximately 4.5 hours) with senior leaders prior to the on-site visit, replacing the previous brief introductory call and first-day presentation. • Inspection Focus Areas (IFAs): Rather than isolated deep dives, inspectors would examine how key strategies (e.g., positive behaviour, attendance, digital strategy) were embedded across the whole College.	

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	• Inclusion as a Core Priority: Inspectors would expect all staff, managers, and Governors to articulate what inclusion means and demonstrate its impact on learners. • Skills Judgement Removed: Skills development was no longer a separate judgement but must be evident throughout all aspects of provision, including lessons, employer engagement, and learner support. • Safeguarding remained a limiting grade; failure to meet safeguarding standards would achieve a 'not met' outcome.	
147	Previous grades (Outstanding, Good, Requires Improvement, Inadequate) had been replaced with: Exceptional Strong Standard Expected Standard Needs Attention Urgent Improvement	
148	Pilot inspections indicated that achieving "Exceptional" would be rare, and previous "Outstanding" providers had been graded at "Expected Standard."	
149	Mr Malone explained that the College was preparing comprehensive context reports, position statements, and case samples to ensure inspectors see evidence of impact. Staff were being briefed to present confidently and positively, focusing on achievements and embedded practices rather than oversharing minor issues.	
150	Committee members were reminded that Ofsted would expect clarity on strengths, areas for improvement, and the College's actions to address them.	
151	Committee members queried how learner case samples would be selected; Mr Veltman confirmed these would be drawn from the simplified inclusion list, covering a broad range of learner profiles.	
152	The Committee acknowledged the significant cultural shift in inspection methodology and supported the College's preparation strategy.	
153	**Resolved:** Committee members received the update.	
	CQS/25/146 – Committee Self-evaluation	

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154	Mrs Taylor-Holmes explained that the self-evaluation process of the Board included Committee reviews of performance, Governor one-to-one meetings, and the external governance reviews. All gathered information would be discussed with the senior leadership team in January to present key findings and draft Governance Improvement Plan to the Governor Development Day in February.	
155	Mrs Taylor-Holmes provided an update on the work of the Committee during 2024/25.	
156	The previous Terms of Reference were approved by Board in December 2025. There were no amendments recommended subject to consideration of the item 5(i); it was agreed that Mr Malone and Mrs Taylor-Holmes would consider the wording to ensure that this reflected current practice around reporting.	**Action: Mr Malone & Mrs Taylor-Holmes December 2025**
157	Mrs Taylor-Holmes confirmed that the Committee had fulfilled the responsibilities within the Terms of Reference and confirmed that attendance levels targets had been achieved.	
158	Opportunities for improvement, including training needs and areas for deeper scrutiny were discussed; noting earlier discussions around greater information on inclusion and deep dives on inclusion themes with the possibility of introducing inclusion spotlights at future meetings, potentially involving learner voice from vulnerable groups	
159	Positive developments noted included: enhanced performance reporting, described as significantly improved compared to previous formats, continuation of curriculum spotlights, which had been highly engaging and included contributions from students and staff, increased impact of student governors, which had strengthened both Committee and Board discussions.	
160	Mrs Taylor-Holmes shared the Committee Workplan and noted the proposed curriculum spotlights for during 2025/26 as follows; March – T-Level Engineering and June – Careers. It was acknowledged that the schedule provides an overview but remains flexible to accommodate emerging priorities during the year.	
161	Mrs Taylor-Holmes referred to the approach taken in relation to the review of curriculum planning during 2024/25 and the demonstration and presentation of the	

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	pitch and plan at Dean Clough at the May Governor Development Day.	
162	**Resolved**: The Committee received the self evaluation report, approved the workplan and recommended the Terms of Reference to the Board (subject to the agreed amendment).	
	CQS/25/147 - Risk Register	
163	Committee members considered the risks specifically allocated to the Committee noting that the full risk register had been presented to the Board on 23 October and there were no further changes recommended.	
164	The two risks highlighted in the paper were noted including the risk around Ofsted not implementing their new framework consistently or fairly which may lead to an unfavourable judgment of the College and the failure to be able to provide first choice course for students due to limited resources or accommodation. Committee members noted the work being undertaken around estates master planning.	
165	All risks were reviewed and approved with no changes proposed.	
166	**Resolved:** The Committee received the Risk Register report.	
	CQS/25/148 – Items to be reported to the Board	
167	For onward presentation to the Board: ➢ Self-Assessment Report ➢ Safeguarding and EDI Annual Reports ➢ Single Equality Policy and Transition Statement (for approval) ➢ Committee Terms of Reference (for approval)	
	Key Actions	
168	• Curriculum Spotlight – Adult Learners Recording of student testimony suggested for future use with funders.	
169	Matters Arising - Revive Programme (formerly Prince's Trust) spotlight scheduled for November 2026. Further consideration of NEET provision agreed.	

Min Ref	Minutes	Action
170	Performance Report - Actions for Ms Brown and Mr Veltman to report on CPD impact, learner voice outcomes, and safeguarding data at March 2026 meeting.	
171	Safeguarding Annual Report - External Calderdale LA review report to be presented at next meeting. Appointment of Care Coordinator and review of filtering/monitoring systems (Fastvue → Smoothwall) noted for implementation.	
172	Committee Self-Evaluation - Mr Malone and Clerk to review wording of Terms of Reference by December 2025.	
173	Inclusion - Development of Power BI dashboard and consideration of inclusion deep dives/spotlights during 2025/26.	
	Key Assurance	
174	Performance & Quality - Recruitment growth: 16–18 up 7.5%, HE up by 24 students; Adult Skills Fund delivery at 125% of profile. Attendance improvements: +5% Study Programmes, +14% English/Maths year-on-year. Retention higher across most areas; early intervention strategies effective.	
175	Teaching, Learning & Assessment -153 classroom visits completed (vs. 168 full year last year), generating coaching conversations. CPD offer broadened and targeted; Middle Leaders Programme launching January 2026. Positive learner feedback from QDP "Right Start" survey; enrichment programme launched.	
176	Safeguarding - Strong arrangements confirmed: CPOMS use, advanced practitioners, RAP panel, daily triage, compliant Single Central Record. Positive student feedback on feeling safe; proactive early intervention policy in place.	
177	EDI - Silver Award achieved from National Centre for Diversity; FREDIE values embedded.	
178	HE & Access and Participation Plan - NSS results significantly above national benchmarks (+3.3 to +9.7 points); Open University review completed successfully.	

Min Ref	Minutes	Action
179	Self-Assessment Report - College self-assesses as Strong Standard in most areas; Ofsted-aligned terminology adopted.	
180	Risk Management - Risks reviewed; no changes proposed. Key risks noted: Ofsted framework consistency and capacity constraints for first-choice courses.	
	Alerts / Strategic Issues for Board Oversight	
181	Capacity Constraints - Workshop space limiting ability to meet demand; feasibility studies linked to estates master planning underway.	
182	Admissions Strategy - Rising applications from outside Calderdale may require geographic prioritisation; Board discussion planned.	
183	Ofsted Framework Changes - Significant cultural shift: new grading scale, inclusion as a core focus, cross-cutting inspection themes. Preparation ongoing; Governors reminded to be familiar with strengths, improvement areas, and impact evidence.	
184	Safeguarding Technology - Need for enhanced monitoring software (Smoothwall) to address risks related to extremist content and self-harm indicators.	
185	Inclusion Reporting - Development of dashboards and broader data sets essential to meet Ofsted expectations; Board to monitor progress.	
	CQS/25/149 – Date of Future Meetings	
186	Curriculum, Quality and Standards Committee – 12 March 2026 17.00, principally in person	

Approved as a true and accurate record at the Curriculum, Quality & Standards Committee meeting held on 12 March 2026