CALDERDALE COLLEGE
CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

Minutes of the Meeting held on 12 March 2026, 17.00
Board Room, Calderdale College and via MS Teams

Present:

Suzanne Griffiths	Staff Governor
Safia Kauser	External Governor (Committee Chair)
Suzan McGladdery	External Governor (Corporation Chair)
Naz Mukhtar	External Governor (Committee Vice Chair)
Jenny Stocks	External Governor

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 – T-Level Engineering	Sufia Fatima, Engineering Lecturer Students; Elizabeth, Phoenix
Jack Leng	Head of Digital Transformation and Innovation (agenda item CQS/26/108)

Agenda: There were no items of other business. Items were considered in the order recorded in the minutes.

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	Curriculum Spotlight – T-Level Engineering	
1	Committee members welcomed Sufia Fatima and Students to the meeting	
2	The Committee received a presentation from Ms Fatima providing an overview of T-Levels more broadly and providing an overview of programme structure, student experience, and progression outcomes. T-level Engineering students, Elizabeth and Phoenix also provided feedback on their experiences on the programme and their progress.	
3	Ms Fatima outlined the demands of the two-year T-level Engineering programme, which was equivalent to three A-levels and included 17 assessed units, two substantial	

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	examinations, and both an Employer Set Project (ESP) and an Occupational Specialism Project (OSP). Committee members were informed that the programme placed a strong emphasis on applied mathematical skills, noting that students entering with only Grade 4 in GCSE maths often struggled due to the complexity and pace of mathematical content.	
4	The Committee noted that, as part of the programme all students undertook a 45-day industry placement delivered either weekly or in block format. Both attending students, Elizabeth and Phoenix, had completed a block placement between December and February with McVitie's. Ms Fatima reported continued growth in applications and enrolment, with numbers rising annually and the programme anticipating up to 32 students in the next cohort, arranged into two groups of 16. It was noted that there had been 71 applications received for places and the process would be competitive.	
5	Ms Fatima provided information on the positive destinations of students completing the T-Level course. In relation to the experiences of students, in addition to the work placement, students also received employer visits and Committee members were referred to sessions from the RAF and Jet2.	
6	Elizabeth described the T-level as "intense but extremely rewarding", noting that she had originally considered A-levels but chose the T-level because of its guaranteed industry placement. She emphasised the value of the 315 hours of workplace experience, which helped her learn not only engineering content but also interpersonal and professional skills. Elizabeth confirmed that she had secured a place on a mechanical engineering degree course at Bradford University. Phoenix explained that she had been successful in applying for an apprenticeship in McVities but she had also applied for university programmes in architecture, architectural design technology, and related fields.	
7	In response to a question from Mrs S McGladdery, Elizabeth also explained that she found the start of the course "scary," particularly when attending an early taster session where she was the only female student. Both she and Phoenix explained that they were currently the only two female students within their year group, describing the experience as challenging but ultimately motivating.	

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8	In response to a question from Jenny Stocks, both students reported that they had encountered almost no female engineering role models during their work placements. They highlighted that their placement environment included only one woman, working in stores rather than in an engineering role. This absence reinforced their awareness of the gender imbalance within the sector and strengthened their desire to act as role models for future female students. Both students expressed hope that by sharing their experiences, more young women would feel confident to enter engineering pathways.	
9	Committee members commended the students for their resilience and achievements, noting the significance of their contributions as female trailblazers within a traditionally male-dominated field. Members highlighted the importance of visibility and representation to support increased female participation in engineering.	
10	Committee members thanked Elizabeth and Phoenix for attending despite challenging weather conditions and emphasised the value of hearing directly from learners. Both students were invited to support the College in future as ambassadors for the programme to inspire subsequent cohorts. Committee members also thanked Ms Fatima for attending and commented that a female tutor would also be encouraging for female students.	
11	**Resolved** – Committee members received the update and shared their thanks to staff and students for providing their input to the meeting.	
	CQS/26/101 - Apologies for absence	
12	Apologies were received from Carolyn Bowe, Staff Governor, Diane Cothey, External Governor, David Malone, Principal & Chief Executive, Kai Mitchell, Student Governor, Charlotte Oddy, Student Observer, Toni Bradbury, Student Observer and Harrison Rawson, Student Governor.	
	CQS/26/102 – Confirmation of eligibility, quorum and declarations of interest	
13	No notice had been received of any member becoming ineligible to hold office. The meeting was quorate.	
	CQS/26/103 – Minutes of the meeting held on 27 November 2025	

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14	**Resolved –** The minutes of the previous meeting held on 27 November 2025 were approved as a true and accurate record.	
	CQS/26/104 – Matters Arising	
15	The Matters Arising Matrix was considered along with progress updates.	
16	Revive programme (formerly Prince's Trust) - 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.	**Action: Committee November 2026**
17	It was noted that the PowerBi dashboard was being developed in relation to enhanced inclusion reporting and would be presented to a future meeting.	**Action: Mr Malone / Mr Veltman – TBC**
18	It was noted that all further actions were complete, on the agenda or for completion at a future meeting date.	
	CQS/26/105 – Performance Report	
19	Mr K Veltman, Deputy Principal – Quality, Curriculum Development and Student Experience presented the report.	
20	The Committee received a comprehensive update on whole-college performance, drawing on detailed written reporting and the corresponding verbal briefing provided at the meeting. The report covered all key performance indicators, quality activity, curriculum initiatives, safeguarding, EDI, and progress against the strategic plan.	
21	Recruitment – Mr Veltman explained that overall recruitment for 16–18 learners remained strong and above the curriculum plan; 2,174 learners enrolled against plan. Adult recruitment appeared lower, but this was attributed to the lag between enrolment and ILR update, with a substantial number of short courses scheduled between May and June to meet the full-year Adult Education Budget target. Apprenticeship recruitment reflected strong pipeline activity, including further onboarding expected across College and TEC apprenticeship routes.	
22	Retention - The Committee reviewed positive improvements in retention, which were attributed to strengthened early intervention, 'switch don't ditch'	

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	campaigns, more accurate data capture and improved tracking of at-risk students. Mr Veltman referred to the written report which demonstrated strong retention across all streams (16–18 vocational, E&M, AEB and HE), with apprenticeships remaining the only area below 95%. **currently for 25/26 retention is at 78.9%, although National Retention rates for apprenticeships for 24/25 were 66.7% with the College rate for 24/25 above this at 68.1%*	
23	Committee members welcomed the improved retention patterns. Mr Veltman emphasised that rigorous checks on withdrawal requests was implemented to ensure appropriate support was offered and interventions exhausted before learners exit. It was noted that this correlated with attendance improvements.	
24	Attendance – Mr Veltman explained that attendance continued to be a key challenge, particularly in English and Maths, where Maths attendance remained stubbornly low. English attendance had stabilised at around 70%. The Committee reviewed the approach of exploring smaller cohort models for learners with anxiety and those struggling in large groups. Mrs J Stocks, External Governor referred to actions being taken by South Derbyshire College in relation to small-group teaching and offered to make an introduction to share good practice.	**Action: Mrs Stocks / Mr Veltman March 2026**
25	Mr Veltman commented that the College had implemented a range of attendance interventions including: • incentive schemes across curriculum areas • automated messaging to parents and carers • direct follow-up by curriculum managers • meetings with persistent non-attenders in English and Maths • a new digitally developed, app-based reward system created in-house by the Digital Team, enabling staff to issue points for high engagement, build leader boards, and encourage "streaks" will be implemented from Sept 2026	
26	The Committee commented positively on the innovation of the reward app.	
27	Student Progress - The Committee reviewed progress-monitoring data which showed improved compliance with risk status recording. The proportion of 16–18 learners without a risk status had fallen considerably compared to last year. A proportion of	

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	students were still recorded as "below target" but this had reduced by 8pp on the previous year. Staff were now using a more aspirational target-setting methodology and applying the algorithm consistently.	
28	Interventions such as Get Further, targeted LRC-based academic writing support, and curriculum-led academic skills extension to stretch students were highlighted.	
29	Marketing and Recruitment Activity - The Committee received a detailed overview of marketing impact, including: • Increased open event attendance year-on-year • Higher levels of applications, particularly for 16–18 and adult provision • Strong engagement during National Apprenticeship Week, including an applicant event where 68% of attendees applied for a programme • Launch of the Xpert Lounge podcast with notable engagement • Significant uptake in After School Tasters, with large growth in Early Years, Business and Beauty	
30	Committee members noted continued strong performance and discussed the growing competition in the local market over the next 3–5 years as the demographic changed. Mr Veltman commented on the expectations around student number stabilising in 2030, from 2030 some reduction in student numbers was suggested to reflect demographic however, this would continue to be monitored.	
31	Curriculum Initiatives - The report provided extensive updates from across curriculum areas. Key highlights included:	
32	• Engineering & Manufacturing (TEC) - Year 2 T-level Engineering learners were preparing OSP prototypes. • Applications for Engineering programmes were over 50% higher than last year, reflecting strong reputation and increased female interest following STEM events. • Electrical apprentices were progressing exceptionally well, with several students completing EPAs up to nine months ahead of schedule. • Professional Trades - Work with ESH Construction to expose students to major engineering projects such as the Elland bridge installation, development of a REP Roadshow to strengthen learners' industry links	

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	and introduction of a new Skills Pathway Lead role, strengthening employer engagement and work experience opportunities. • Creative & Digital - Partnership with Northern Rail enabling students to design a rail anniversary website, collaborative theatre production work with Halifax Light Opera Society Juniors and a rewritten, interactive production inspired by Charlie and the Chocolate Factory in partnership with Production Park. • Sport, Public Services & Health - PureGym had begun exploring paid job opportunities for Gym Instructor students, uniformed Public Services students undertook a wide set of real-world drills including ladder training and water rescue and lifeguard qualification training and timed swim tests have strengthened employability for students pursuing emergency services careers. • Animal Management - Deepened partnership with Ponderosa Zoo, with first-hand insight into modern zoo operations and multiple successful work placements. Plans to develop an Employer Advisory Board to strengthen progression routes.	
33	Mr Veltman referred to the significant logistical challenge in undertaking mock exams in Maths and English and he and the Committee thanked all staff for their involvement in the process ensuring that all students were appropriately supported. It was agreed that an update on mock outcomes would be provided to the next meeting. College-wide intensive revision sessions were scheduled for all major breaks to further support students.	**Action: Mr Veltman June 2026**
34	ESOL enrichment and volunteering had increased significantly, with 40 volunteering placements arranged and ESOL community-based delivery expanding to Lower Grange Community Centre.	
35	Community Learning – Committee members noted the increase in progression from Level 1 to Level 2. Demonstrating the development of good pathways which are supporting students develop their careers.	
36	Governors welcomed the breadth of activity and commended the authenticity of employer engagement.	
37	Quality of Teaching, Learning & Assessment (LTA) Committee members welcomed Ms Brown to provide the update.	

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38	Quality Assurance Activity - The Committee noted the extensive quality activity, including: • QDP surveys for whole College and community learning • Three cycles of Student Progress Reviews • Management classroom visits to establish baselines for the new LTA strategy • Multiple "Quality of Education Reviews" across curriculum areas (English, Animal Care, Construction, PDP (Personal Development Programme), SEND peer review). It was noted that the SEND peer review outcome would be provided to the Committee as external assurance. • EHCP outcomes were captured as part of the process.	**Action: Mr Veltman / Ms Brown June 2026**
39	Classroom Visit Data – Ms Brown explained that since September, 237 classroom visits and coaching conversations had been completed (up from 167 last year). Findings included: Increasing evidence of inclusive participation Strong professional behaviours and expectations Effective collaborative learning A developmental need to strengthen explicit progress tracking and formative assessment	
40	Committee members queried how digital investment had supported improvements. Ms Brown confirmed forthcoming PowerBI functionality to track LTA impact more precisely would support improvements.	
41	In relation to the use of digital technology, it was noted that the QDP platform was being used to secure student feedback. Mrs S Griffiths, Staff Member commented on the effectiveness of this and the benefit of gaining feedback quickly and efficiently from more students.	
42	CPD and Professional Development – Ms Brown explained that targeted CPD programmes were delivered in GCSE English, Construction & Engineering, and Animal Care. Additional CPD themes included adaptive teaching, behaviour management, visual impairment support and Ofsted preparation. The HOW2 digital platform continued to be well-used, with over 280 organisational notes shared. Committee members were referred to the specific Wednesday afternoon time which was specifically allocated to staff development.	

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44	Student Engagement and Personal Development – Committee members noted that a redesigned Personal Development Programme launched in September 2025, structured around monthly themes including professional expectations, anti-social behaviour, personal finance, wellbeing, digital skills and healthy relationships.	
45	The January Refreshers and Futures Fair was noted as a major success, creating renewed learner momentum with employer-led sessions, a wellbeing zone and external speakers including a BBC Apprentice finalist and elite-level athlete.	
46	Enrichment ("Beyond the Classroom") continued to expand, with over 240 learners engaged in sports academies and further targeted activities for SEND and high-needs learners. Ms Brown referred to the ESOL student football team.	
47	Committee members queried how student voice was now captured under the revised model. Ms Brown confirmed that student focus groups now take place within classrooms during education reviews to avoid disrupting teaching. It was agreed that Governors would be invited to attend scheduled review days.	**Action: Ms Brown March 2026**
48	Safeguarding - Mr Veltman commented that safeguarding remained a high-priority area with: Effective triage of referrals within eight hours Increased DSL capacity across curriculum teams Strong partnership working with police and external agencies Award-winning work recognised by the NAMS Inspirational Project of the Year shortlist for Cuppa with a Copper.	
49	The Committee noted an overall increase in safeguarding referrals, attributed to higher student numbers, better reporting systems and stronger staff confidence following training	
50	Behaviour and Inclusion Panels – Mr Veltman reported that the number of behaviour-related inclusion panels had increased by around 7%, proportionate to the equivalent rise in student numbers. Significant reductions were seen in fighting/assault incidents, attributed to proactive work with West Yorkshire Police on the consequences of crime. Areas seeing increases included academic misconduct, bullying/targeting, vaping and intimidation.	

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51	Mr Veltman emphasised that increases in "low-level behaviours" reflected improved staff use of escalation pathways under the Positive Behaviour Policy. Mr Veltman confirmed that a review of duty manager training was planned to ensure consistency.	
52	Equality, Diversity & Inclusion (EDI) EDI monitoring within the report provided detailed analysis of retention and progress by gender, learning difficulty/disability, ethnicity and deprivation. Key findings included: • No significant inconsistencies across most groups in 16–18, HE, AEB or E&M • Apprenticeship retention lower for both males and learners with LDD • Gaps present for learners from top 10% deprivation deciles, particularly in E&M	
53	The Committee also noted findings from the FREDIE/EDI staff feedback survey, which identified: Strengths: feeling safe to speak up, clarity of conduct expectations, fairness in recruitment Areas for improvement: visibility of staff networks, communication of policy updates, and consistent EDI engagement across departments	
54	Planned actions include: Creation of an EDI hub page Standardising policy-change communications Pulse surveys and improved dashboard reporting Stronger flexible working guidance Department-specific support based on survey outliers	
55	The Committee received and noted the comprehensive performance report, acknowledging the significant volume of improvement work underway across the College.	
56	Committee members commended the transparency of reporting, the responsiveness to student needs, and the strengthening culture of high performance and inclusive practice.	
57	In response to a question from Committee members, Mr Veltman confirmed that the College currently had around 2400 16-18 students.	
58	**Resolved:** Committee members received the College Performance Report.	

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	CQS/26/112 – Safeguarding Report **Safeguarding Annual meeting feedback (5 March 2026)**	
59	The Committee received a report from Ms Naz Mukhtar, External Governor and Safeguarding Link Governor) who attended the College the previous week to undertake the annual safeguarding review. Ms Mukhtar thanked the College, in particular Mr Veltman and the safeguarding team, for facilitating an efficient and well-organised visit.	
60	Training Compliance Review - Ms Mukhtar confirmed that she had reviewed training records for all Designated Safeguarding Leads (DSLs) and safeguarding-linked staff. She reported that all mandatory safeguarding training was up to date, and she was satisfied with the College's compliance.	
61	Case File Scrutiny - Working with the Safeguarding Manager, Ms Mukhtar randomly sampled several safeguarding cases. She commented that the case-management system (CPOMS) clearly highlighted case complexity and activity through colour-coding, allowing meaningful discussion of each case sampled. She confirmed she was assured that all actions were appropriate, timely and in line with policy.	
62	Some discussion took place regarding the detail included in her written comments. It was agreed that the report would be updated to ensure that there was no information which could identify specific individuals within the report. It was agreed that this would be updated prior to circulation to the Board meeting on 23 April.	**Action: Mr Veltman April 2026**
63	Allegations Management Review (HR) - Ms Mukhtar met with the Head of HR to review a sample of staff-related safeguarding allegation cases. She noted that some cases were still ongoing at the time of review but confirmed that she was satisfied that the College had acted in accordance with safeguarding policies and statutory procedures, and cases had been progressed swiftly.	
64	Safer Recruitment Review - A further review was undertaken of safer-recruitment files, including DBS checks, List 99, references, qualification verification and new-starter documentation. Ms Mukhtar noted that the College's electronic HR system was highly effective and well-maintained, with full alignment between digital records and personnel files.	

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65	Student Focus Group - A mixed-gender student focus group was held, with College staff present. Students were asked about feeling safe in College, awareness of reporting routes, and confidence in seeking support. Ms Mukhtar reported a positive outcome, noting that students consistently expressed that they felt safe at College and were aware of how to raise concerns about themselves or others.	
66	**Resolved:** Committee members received the Safeguarding Annual Review meeting report and agreed that this would be submitted to the April Board meeting with any sensitive case-specific information appropriately anonymised or reduced prior to wider circulation.	
	CQS/26/106 – Inclusion update	
67	The Committee received an update on progress following the recent Inclusion Governor Development Day. It was noted that considerable time had been invested in developing the College's inclusion strategy, and the session served to recap the key themes discussed during the Development Day. The link to the audio recording of the College's Inclusion Strategy had been re-circulated for Governor reference.	
68	The Committee was reminded of ongoing activity to embed inclusive practice across the College, including the continued use of flags, pen portraits, and other learner-focused tools to support early identification of need and development of personalised approaches.	
69	A further update was provided on the development of new data dashboards to support enhanced reporting on inclusion and EDI. The dashboards were currently in development and were intended to enable staff to access clear information on different categories of learners within their areas. An example of a new reporting format, using Power BI, was shared. It was intended that staff and leaders would be able to drill down by learner type—for example, identifying T Level learners with EHCPs or those eligible for free school meals—providing improved visibility of performance trends and learner characteristics.	
70	Mr Veltman confirmed that the developments aimed to strengthen future EDI reporting through improved data visualisation and more accessible datasets.	

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71	It was noted that an update on progress with possible demonstration of the dashboards would be presented to the next meeting.	**Action: Mr Veltman June 2026**
72	**Resolved:** Committee members received the Inclusion update.	
	CQS/26/107 – HE update	
73	Mr Veltman presented the HE update.	
74	The Committee received an update on Higher Education developments. It was reported that the College had recently undergone several revalidation and validation processes simultaneously.	
75	A successful validation with the Open University had been completed for a new BA / Foundation Degree in Counselling with Applied Psychology. The validation resulted in four conditions, all of which had been responded to, and five commendations. This was highlighted as a positive achievement.	
76	The College had also completed the revalidation of the Creative Industries Foundation Degree, including existing pathways in Music Production, Graphic Media, and Communication & Design. New pathways in Games Art and Media Production had been added to provide strengthened progression routes for students from Mill Studios. It was noted that this work represented a significant undertaking, with staff thanked for their extensive preparation. Conditions had been issued and responded to, and the College was now awaiting final confirmation of revalidation outcomes. It was agreed that this would be provided to the Committee.	**Action: Mr Veltman June 2026**
77	In addition, the College had taken the decision to move the validated Initial Teacher Training (ITT) programme back into a franchise partnership with the University of Huddersfield. This decision had been fully assessed and deemed in the best interests for students and the College. It was confirmed that although responsibility for certain elements would change under the franchise model, the programme content itself would remain fundamentally the same.	
78	Committee members formally recognised and thanked the HE team, noting the substantial volume of work undertaken in relation to the validation and revalidation	

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	processes and commending the quality and professionalism demonstrated across all recent HE activities.	
79	**Resolved:** Committee members received the HE Update.	
	CQS/26/108 – Digital update	
80	Committee members welcomed Mr J Leng, Head of Digital Transformation and Innovation.	
81	The Committee received a comprehensive update on digital developments across the College, informed by the accompanying presentation slides and verbal briefing.	
82	The update outlined progress made through the College's Digital Teaching & Learning Strategy, Digital Automation and Innovation Strategy, and ongoing work linked to digital marketing and learner engagement.	
83	Sector Recognition and External Engagement - It was noted that the College had recently been recognised by Jisc as the number-one college for building digital skills for learners and staff, and had been invited to present on the international stage at Jisc Digifest. This reflected significant progress and investment over the past two years and growing sector interest in the College's digital transformation work.	
84	Digital Champions Model - Members were informed that a cornerstone of the College's digital progress has been the successful implementation of the Digital Champions model, with multiple teaching staff allocated remitted time each week to support colleagues (peer support) with developing digital practice. This approach was unique in the sector and had been commended by other colleges during Digifest discussions. The model had directly contributed to improvements in digital confidence, innovative teaching practice, and workload reduction for staff.	
85	Digital Teaching & Learning – Impact Data - The Committee received an overview of improvements in the use of the Virtual Learning Environment (VLE) and consistent digital provision for learners. Data showed: • Significant improvements in the availability of core learning materials, resources and assessment information online. • A notable increase in learner use of Microsoft Teams, rising from 38% to a peak of 76%, with minor dips	

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	attributed to withdrawals not yet removed from system data (a data-cleaning exercise was planned). • Continued progress on developing deeper digital learning behaviours (e.g., evidence-based reflection, knowledge-chunking), which remain part of an ongoing enhancement journey.	
86	Mr Leng explained that work was ongoing to ensure that ESOL students were able to access Level 1 work when they had progressed to provide ongoing support.	
87	Mr Leng explained that the standardisation of the VLE and improved digital training had contributed to a more inclusive student experience.	
88	Digital Automation & Innovation; Mr Leng highlighted strong progress in digital automation projects across business support areas. The Committee heard that: • Digital transformation plans (DTPs) had been implemented to streamline processes, reduce administrative workload and improve efficiency. • Staff confidence in independently managing new digital processes had risen from 38% to 100%, supported by tailored CPD and ongoing check-ins. • Any temporary dips in scores were linked to complex multi-stage processes (e.g., online enrolment, employer engagement), with rapid improvement plans in place.	
89	Learner Engagement: My Calderdale App – Mr Leng referred to significant progress in the continued development of the 'My Calderdale' digital student app, built using the MyDay platform but heavily customised by the internal digital team. Key innovations included: • Self-reporting of attendance via the app. • Integrated bursary applications, notifications and incentives (including student photography competitions attracting 80+ entries). • Functionality enabling learners with an EHCP to access their plan via the app. • Planned development of a bespoke dashboard for apprentices, following identification of lower uptake among this cohort.	
90	The Committee noted that the College had developed the 'My Calderdale' App in ways unique to the College to ensure that students were well supported and able to access the App in ways they had identified.	

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91	Committee members commented on the "unprecedented level of innovation and engagement", emphasising that digital activity was visibly enhancing the learner experience.	
92	Committee members commended Mr Leng and the digital team for their energy, expertise and cultural impact, recognising that the College's progress was not only technical but transformative for teaching, learning and support services.	
93	Thanks were formally extended to Mr Leng for his leadership, passion and clarity of vision.	
94	**Resolved:** Committee members received the Digital Update.	
	CQS/26/109 – Quality Improvement Plan (QIP)	
95	Committee members received Quality Improvement Plan (QIP) Update. It was noted that a copy of the full QIP had been circulated in advance. Rather than reviewing each element line-by-line, the presenter highlighted key priority areas, including those currently rated Amber, and selected examples of Green-rated improvements.	
96	Mr Veltman referenced recent Ofsted inspection report commentary emphasising the importance of Governor understanding of areas for improvement and the actions being taken, noting that Committee members should maintain clear sight of the QIP.	
97	Mr Veltman explained that there would be a focus on key areas as follows;	
98	Achievement Rates – Educational Programmes for Young People - Achievement rates at Level 1 and Level 3 had been a QIP priority following performance just below national benchmarks last year (77.3% at Level 1; 81.7% at Level 3). Current retention was strong at 96.5% (Level 1) and 94.7% (Level 3), with risk indicators monitored fortnightly through Curriculum, Quality & Student Services Team Meetings. Trajectories suggested a positive end-of-year position, and these elements were therefore rated Green.	
99	Work Experience and Work-Related Activity - Work-related activity engagement was reported as Amber, currently at 43.8%, against last year's 45%. It was noted that the Amber rating reflected data-tracking and process maturity	

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	rather than an underlying concern with delivery, with a new recording system still embedding. Some curriculum areas (e.g., plumbing and motor vehicle) were under enhanced monitoring, with bi-weekly meeting in place to ensure progress.	
100	Attendance – Maths, English and Vocational - Attendance remained a sector-wide challenge and was therefore rated Amber. Last year's position was 79% for vocational study and around 59% for English and maths. This year, attendance was improving: English: 70% (↑ 7.3 percentage points) Maths: 66% (↑ 2 points) Vocational: 84.2% (↑ 3.2 points)	
101	Mr Veltman confirmed that the College does not set a fixed target for maths and English attendance, instead operating a principle of 100% expected attendance for all learners, with proactive work to remove barriers. Committee members noted that all colleges nationally were reported to be facing similar issues, and Ofsted would be concerned with context and actions taken rather than the headline figures alone.	
102	19+ Learners – Closing Gaps in attainment - Performance for adult learners with access to Free College Meals (FCM) was highlighted as a positive area. Following last year's gap (73.8% vs 89%), retention this year was 100% for adult learners with FCM and 96.8% for those from the 10% most deprived postcodes. This area was rated Green.	
103	Staff CPD – Inclusive, High-Quality Teaching - The Committee heard that strong progress continued in staff CPD, peer review activity, adaptive teaching practices, SEND-related training and inclusion-focused development. Bi-weekly meetings were ensuring continuous enhancement and opportunities to draw on external CPD. This area was also rated Green.	
104	Quality Assurance – Depth and Frequency Mr Veltman explained that the College was strengthening its quality assurance model, with enhanced monitoring through Power BI dashboards and continued activity around observing impact, rather than process compliance alone. Managers would undertake a further round of learning walks, enabling comparison across two data points and demonstrating the impact of CPD interventions. This area was also rated Good/Green.	

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105	Committee members noted the importance of Governors maintaining a clear understanding of improvement actions in light of Ofsted expectations.	
106	**Resolved:** Committee members received the QIP and update.	
	CQS/26/110 – Curriculum Planning – progress update	
107	The Committee received an update on curriculum planning activity. It was confirmed that planning work was on track, with the internal deadline of 20 March being met and staff currently engaged in intensive timetabling work. The Committee's attention was drawn to the complexity of the timetable model, which included staggered start times, break and lunch periods, and multiple maths/English combinations to support appropriate use of social and learning spaces. The timetabling process launched on 6 March, with interim and final checkpoints scheduled and full completion expected by early June.	
108	Post-16 Pathways Reform – Mr Veltman provided an update regarding the Government's recent announcement on post-16 pathways reform, affecting the 16–19 qualifications landscape. The Committee was informed that:	
109	The T Level would become the only substantive Level 3 qualification equivalent to three A-levels. A wider range of T Level routes were expected to be introduced nationally.	
110	At Level 2, learners will follow either: a one-year further study pathway leading to T Levels/A Levels/V Levels, or a two-year occupational Level 2 pathway intended to progress students directly into employment or apprenticeships.	
111	New "V Levels" were being developed to sit alongside other qualifications and may form part of mixed study programmes.	
112	The Committee reviewed an illustrative breakdown of the proposed new pathways and how these may structurally differ from current provision.	
113	It was noted that the reforms introduced substantial new planning responsibilities for the College, including:	

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	• Submission of a strategic transition planning statement by June, outlining intended Level 2 and Level 3 provision • Formal confirmation of those plans to the DfE in October. • Ongoing annual transition plans covering phased implementation of new pathways as they become available.	
114	Committee members discussed the changes in the context of the changes introducing significant additional workload and strategic risk. It was agreed that this would be considered when reviewing the risk register.	
115	A Committee member sought clarity on the timing of the Government announcement, which was confirmed (Tuesday of that week). Committee members acknowledged the scale of the reform and the volume of planning work required.	
116	**Resolved:** Committee members received the Curriculum planning progress update.	
	CQS/26/111 – Complaints 2024/25	
117	The Committee received an update on complaints received during the year. It was reported that the number of complaints had not increased and remained broadly in line with the previous year.	
118	A breakdown of complaints by area was provided. For business support functions, the most common themes related to data services, including examinations and enrolment processes, as well as issues linked to estates and facilities. Within curriculum areas, the Creative, Digital and Professional Trades faculty recorded the highest number of complaints, which was consistent with expectations given the scale and nature of its provision.	
119	A Committee member reflected on whether the decrease in complaints may indicate that stakeholders were feeling less pressured than during previous years, when external factors contributed to heightened concerns. No further questions were raised.	
120	**Resolved:** Committee members received the update.	

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	CQS/26/113 – External Assurance – Calderdale Council Safeguarding review	
121	The Committee received a paper summarising the findings of the safeguarding review conducted by Calderdale Council, undertaken by Steve Barnes and Francis Turner, the local authority's Schools Safeguarding Advisers. The review was described as comprehensive and highly positive, providing strong external assurance of the robustness of the College's safeguarding arrangements. The full report was appended to the paper.	
122	A number of recommendations were identified, each of which were being incorporated into faculty and College-level improvement plans: • Policy strengthening, including updated terminology and explicit inclusion of cyberbullying within safeguarding documentation. • Attendance monitoring, with recognition that work is already underway to revise and improve related processes, particularly exploring underlying causes of poor attendance and procedures for Children Missing in Education. • Review and implementation of updated lockdown and evacuation procedures, with plans in place to take this forward. • Governor safeguarding training, including Prevent, was noted as a recommendation for update. A discussion took place regarding whether a specific requirement had been suggested by the reviewers, and it was agreed to seek clarification to ensure the correct training offer for Governors was in place (Governors currently undertake the same training as staff with a three-year refresher required). • Filtering and monitoring software, where the reviewer identified that the current system is "clunky" and provides limited reporting functionality. The College acknowledged this and confirmed it is actively reviewing alternative systems.	**Action: Mr Veltman June 2026**
123	A Committee member queried whether the College was directly linked with the DfE Prevent coordinators. Mr Veltman clarified that the Safeguarding team worked primarily through the local authority Prevent team, participated in the Channel Panel, and also received regular training and information updates. Mr Veltman welcomed any additional information.	

Min Ref	Minutes	Action
124	Committee members requested that clarification be sought from the safeguarding reviewers on whether a specific new Prevent training requirement for Governors had been recommended.	**Action: Mr Veltman June 2026**
125	Mr Veltman explained that all recommendations were being fed into the QIP and faculty safeguarding actions.	
126	**Resolved**: The Committee received the external assurance.	
	CQS/26/114 – Policy	
127	Code of Practice – Freedom of Speech and Expression	
128	Mr Veltman presented the updated Code of Practice – Freedom of Speech and Expression along with a summary of changes in the updated Policy. It was noted that the updates had been recommended following the HE revalidation / validation process	
129	**Resolved:** Committee members recommended the Code of Practice – Freedom of Speech and Expression to the Board for approval.	
	CQS/26/115 – Ofsted preparation	
130	Committee members received an update on preparations for a future Ofsted inspection.	
131	It was reported that the Ofsted Task Force continued to meet weekly, including a meeting held earlier that day. Ongoing monitoring arrangements were in place for the Single Central Record and staff safeguarding and compliance training, with assurance provided that these areas remained under close scrutiny and in line with requirements.	
132	Committee members were advised that there continued to be a strong focus on College and Faculty Quality Improvement Plans (QIPs), which were reviewed on a quarterly basis and embedded within position statements. Inspection focus areas had been identified across each faculty, with Heads of Faculty and senior staff selecting examples of strong provision to demonstrate the quality of education across the College. These reflected a wide range of strengths, including learner progression and student support.	

Min Ref	Minutes	Action
133	Mr Veltman explained that work scrutiny materials had been completed and uploaded in readiness for inspection notification. Employer engagement evidence was also being further strengthened, with detailed logs demonstrating not only employer endorsement but direct employer contribution to curriculum design and delivery.	
134	Aspect-lead preparation was underway to ensure that staff responsible for inspection themes, including education programmes and personal development, had engaged with relevant teams such as student services, and felt confident and prepared to present a holistic overview of provision.	
135	Reference was made to the use of data dashboards previously shared with the Committee. In addition, recent Ofsted inspection reports had been analysed by the Task Force to ensure effective understanding of current inspection language, strengths identified elsewhere, and common themes for development. Attention was drawn to the prominence of English, maths and attendance within recent inspection outcomes. It was noted that contextual information, including student starting points, local attendance patterns, and the College's demographic profile—particularly levels of deprivation significantly above the national average—would be clearly articulated to inspectors.	
136	Committee members were advised that GCSE mathematics had been identified as an inspection focus area, reflecting confidence in the quality of teaching and learning and the College's desire to showcase this provision.	
137	Mrs Taylor-Holmes explained that a dedicated Ofsted Governor Group had been established, with its first meeting scheduled in the coming weeks. Named members included the Suzan McGladdery, Chair of Governors, Safia Kauser, CQS Committee Chair, Naz Mukhtar, the Safeguarding Link Governor, and Jenny Stocks as Skills Link. The group would meet regularly to ensure Governors were fully prepared for engagement with inspectors, including the anticipated Governors' meeting during inspection.	
138	It was noted that recent inspection reports placed increased emphasis on governance, with more detailed and frequent references to Governors rather than brief commentary.	
139	**Resolved:** The Committee received the Ofsted update.	

Min Ref	Minutes	Action
	CQS/26/116 - Risk Register	
140	Committee members considered the risks specifically allocated to the Committee and the update paper prepared by Mr A Harrison, Vice Principal, Corporate Services.	
141	The summary paper highlighting the changes agreed at the previous meeting. The changes related to two minor amendments to risks C1 and C9, which had been identified and incorporated into the Risk Register. No additional material changes were proposed.	
142	Attention was drawn to the updated progress and mitigation notes column within the Risk Register. Members were advised that time had been spent strengthening this section to provide clearer evidence of mitigating actions in place. It was noted that this additional detail also supported members in gaining assurance and confidence when discussing risk and the actions being taken to manage it.	
143	The Committee noted the update and the minor amendments to the Risk Register.	
144	All risks were reviewed and approved with no changes proposed.	
145	It was agreed that Mrs Taylor-Holmes would raise the potential risk of curriculum reform in the context of the changes introducing significant additional workload and strategic risk with Mr Harrison for further discussion.	**Action: Mrs Taylor-Holmes March 2026**
146	**Resolved:** The Committee received the Risk Register report.	
	CQS/26/117 – Internal Audit Strategy	
147	Committee members noted that a discussion around the Internal Audit Strategy for 2026/27 would commence in the coming weeks.	
148	Committee members were asked whether any specific risks or areas might benefit from targeted internal audit review. Committee members were advised that planning for the internal audit strategy for the forthcoming year would be undertaken through the Audit Committee, and feedback from the Committee on potential focus areas would be welcomed.	

Min Ref	Minutes	Action
149	In response, Committee members noted that identifying suitable areas for review was challenging, given the breadth of work already covered through recent audit activity. It was acknowledged, however, that internal audit can add value by providing an external perspective beyond compliance or process-based review. No specific areas were identified at this stage, although members agreed to reflect further on whether additional assurance would be beneficial.	
150	It was agreed that members would be invited to provide any suggestions following further consideration, and that any feedback would inform discussions with the Audit Committee during development of the internal audit plan.	
	CQS/26/118 – Items to be reported to the Board	
151	Mr Veltman explained that a full staff conference had been held on 11 March, attended by approximately 450 staff which had been a highly positive and successful event.	
152	The conference reflected on progress made since the previous strategic planning conference, celebrated achievements over the past three years, and engaged staff in discussions on future aspirations for the College, including how it could develop as an aspirational organisation for staff, students, and stakeholders. An update on progress would be provided to Governors at the April Board meeting and the Governor Development Day in May.	
153	<u>Area for Committee future focus</u> – Females in STEM **Action for the Board:**	
154	<u>For onward presentation to the Board:</u> ➢ Code of Practice – Freedom of Speech and Expression (for approval)	
155	Safeguarding annual review report (April Board) - The Safeguarding Link Governor's annual review would be submitted to the April Board meeting, with case-specific detail anonymised prior to circulation.	
156	Risk register – curriculum reform - The Clerk to raise the emerging strategic risk associated with Post-16 Pathways Reform with the Vice Principal (Corporate Services) for consideration within the corporate risk register.	

Min Ref	Minutes	Action
	Key Assurances to the Board	
157	Quality of Education & Performance 16–18 recruitment is above plan and retention shows significant improvement across most areas. Attendance interventions are strong, contextualised, and improving year-on-year, particularly in English and vocational programmes. Robust tracking of student risk status and progress is now embedded, with clearer and more aspirational use of data.	
158	Safeguarding Full assurance received through: Safeguarding Link Governor annual review Random case-file scrutiny Safer recruitment compliance checks Positive student focus group feedback	
159	All statutory training is up to date and safeguarding arrangements were described as highly effective by both Governors and external reviewers.	
160	External safeguarding review follow-up (by June 2026) Management to: Seek clarification from Calderdale Council reviewers regarding whether additional Prevent training for Governors is required. Confirm next steps on filtering and monitoring software replacement.	
167	Teaching, Learning & Assessment Significantly increased classroom visits and coaching activity. Strong professional behaviours observed; inclusive participation evident. Clear plans in place to strengthen formative assessment and explicit progress tracking.	
168	Digital Strategy External validation of digital transformation (Jisc recognition). Digital innovations (VLE consistency, MyCalderdale app, automation) are demonstrably enhancing learner experience, inclusion, and staff workload management.	
169	Ofsted Readiness Weekly Ofsted Task Force in place.	

Min Ref	Minutes	Action
	Strong preparation across curriculum, governance, safeguarding, employer engagement, and data. A dedicated Ofsted Governor Group established to ensure Governor readiness, reflecting heightened Ofsted focus on governance. **Alerts / Strategic Issues for Board Oversight**	
170	<u>Post-16 Pathways Reform</u> Government reform introduces significant strategic, curriculum, and resource risk, including new planning and compliance requirements (June and October submissions). Added workload and implementation complexity acknowledged and merits Board-level oversight.	
171	<u>Attendance (English & Maths)</u> While improving, maths attendance remains an area of focus and continues to be a sector-wide risk area requiring ongoing focus and mitigation.	
172	<u>Apprenticeship Retention</u> Retention is below 95% and despite significant improvement remains an identified area for continued improvement. **College Apprenticeship retention rate for 24/25 was 68.1% compared to National Retention Rate of 66.7%; College Apprenticeship achievement rate for 24/25 was 66.9% compared to National Achievement Rate of 65.4%.*	
173	<u>EDI – Specific Gaps</u> Apprenticeships show lower retention for males, learners with LDD and learners from the most deprived deciles.	
174	<u>Safeguarding Technology</u> Current filtering and monitoring software limitations acknowledged; replacement options under active review.	
	CQS/26/119 – Date of Future Meetings	
175	Curriculum, Quality and Standards Committee – 11 June 2026 17.00, principally in person	

Approved as a true and accurate record at the Curriculum, Quality & Standards Committee meeting held on 11 June 2026