

**MOULTON COLLEGE
CURRICULUM QUALITY AND STANDARDS COMMITTEE**

Meeting held on Tuesday 25 November 2025 at 4.00pm in M6.

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| Present: | Alastair Thomson (Chair) | Independent Governor |
| | Prof. Elaine Limond | Independent Governor |
| | Pauline Hawkesford | Independent Governor (via Teams) |
| | Oliver Symons | Principal |
| | Amy Griffiths | Staff Governor |
| | Catherine Duro | Head of Governance (via Teams) |
| | Wiktor Bien | Student Governor |
| In attendance: | Faye Williams | Vice Principal |
| | Tony Mangan | Executive Director Excellence and Innovation |
| | Nikki Southgate | Executive Director Student Support & Wellbeing |
| | Catherine Duro | Head of Governance |

SECTION A – ROUTINE ITEMS AND GOVERNANCE:

Apologies for absence

1. Suzanne Ijewski and David McVean apologies were accepted.

Declarations of interest

2. There were no declarations of interest.

Minutes of the meeting held on 14 October 2025

3. The minutes of the meeting held on 14 October 2025 were **approved** as a true and accurate record.

Actions from last meeting

4. There was a thorough review of the action tracker, Governors were pleased to note progress in all areas. Further feedback on English and maths in faculty was requested; an immersion visit and student presentation at the March meeting was requested.

SECTION B – STRATEGIC UPDATE

Executive position – Presentation

5. The Vice-Principal presented an update on the 2025/26 position clarifying the current opportunities, challenges and actions in process.
6. It was reported that 80% of the college's students could be classed as disadvantaged.
7. The external landscape changes and the unknowns were discussed including the changes to Ofsted, Post 16 Education & Skills white paper, curriculum and assessment reform and devolution. Governors agreed it was worth responding to consultations to inform questions for the MP to present at PMQ's to require answers.
8. It was asked if the change in balance between level 2 and 3 was expected or was it just what flowed through. This was due to GCSE results not progression. It was asked if this had changed behaviour levels. Support and oversight are better this year; it is being better managed. A small spate of vandalism at the start of the year. Changing the conversation to understand what is triggering the behaviour what is beneath the surface.

9. A governor questioned if level 2 learners were being stretched enough to want to progress and move onto level 3, or were they viewed as potential trouble. It was agreed that there were some challenges, with teachers often having a preference to teach level 3. We are on a journey of improvement, to teach level 2 well needs a highly skilled teacher, encouraging learning can be harder.

Risks and Mitigations

10. The paper was received and questions were invited.
11. A governor challenged that although risk C1 was reported to be monitored what action was then taken. This was to be a trigger for intervention, narrative would be added to the report for clarification. How are you going to check that training staff would actually help students to learn. Feedback from students, learning walks check 6 components including checking for understanding that teaching leads to learning.
12. No mention of AI, what are we doing with equipping staff and students on AI. A report was requested for the next meeting. **(Action TM)**

SECTION C – QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Balance Scorecard

13. The updated balance score card was shared and governors assured they would receive monthly updates on the portal. Governors appreciated the clarity. There were no questions.

SAR 2024/25

14. The Committee was informed that two governors had attended a detailed validation meeting.
15. It was asked what metric was being used – confirmation was sought that the college was meeting national standards but not our own higher standards. This was confirmed. Governors were reminded the report was looking backwards and we didn't do as well as hoped. Is a true reflection of where we sat at the end of last year against the new OFSTED framework Governors were grateful for the honesty and transparency in the report and assured this will help the college improve and impact was already being seen.
16. Not all areas need improvement, but we need more consistency of excellent teaching and learning, which is seen in pockets.

QIP 2025/26

17. Clarifies areas that need improvement to extend the consistency across all areas.
18. Governors were grateful for the honest transparent reports. A good starting point to see where we started the year and measure ourselves against.

Resolved that both the SAR and QIP be recommended to the Corporation Board for approval.

First Impressions Survey 2025/26

19. Feedback on the structure of the report was sought and questions were invited. The Committee agreed the report worked better, less passive with greater focus on actions.

20. It was asked if there was anything specific around the need stated to improve digital onboarding, asked if there was a check at the point of entry. The challenges around this were discussed.

Residential SAR/QIP

21. Governors were informed this SAR had been Completed following an OFSTED inspection on the area 12 months ago. There is opportunity to improve to an outstanding grade. Some staffing retention issues due to the shift pattern brought challenges.
22. Governors were assured that keeping residents safe, occupied and enjoying their time in residence is strong. All are on main site. A large recruitment drive for residence for next year.
23. There was a discussion around the food offered which had not scored well again. The fine balance between meeting preferences and providing a healthy offer was discussed. Governors were informed the college was in advanced discussions but not yet signed a contract with an external contractor that will revolutionise catering, with a new approach and step change in the offer, which will include all residential catering, and exciting development if consultation is successful.
24. The importance of taking opinion from different sites and potential providing alternative offers. The rural hub hatch is being very well received following student feedback.

Careers Strategic Plan (Draft)

25. Thanks were given for a careers strategic plan. Governors appreciated that an audit against the Gatsby framework and matrix assessment the following week would inform improvements. It was known there would be gaps but this will be a good starting point. An action plan and timeline to show planned improvements was requested. **(Action NS)**
26. Careers needed to be integral to the college. The restructure will enable this, through the curriculum.
27. Is great progress. Thanks and congratulations for a detailed starting point were offered to the team. Triangulation was planned with the Chair scheduled to visit the careers lead in the spring term.

HEBOS – Feedback and Recommendations

28. The significant discussions from the HEBOS meeting were shared:
- A review of strategic plans around the partnerships and MoU
 - Clarity of governance around MoU sought to ensure reciprocal arrangements.
 - Destinations internal data collection required.
 - Requirement for HE teachers to be qualified.

SECTION D – TRIANGULATION

Link Governor Feedback (Agenda item 11)

29. Governors encouraged to visit the college and see classrooms and students regularly.
30. A governor gave feedback on a visit, and was pleased students were enjoying their courses. A frustration around workshop resource planning and the impact on learners was raised.

31. A different governor gave feedback on a recent visit to meet with some staff to more deeply, understand their roles, the pressures and impact. They had deepened their understanding of marketing and admissions and separately quality and HR to understand the synergies.
32. Concern was raised around extensions being given, thought to be for the right reasons but leading to a build up later in the year, so later assignments are rushed or incomplete. Staff are perhaps being too lenient on extensions; this should go through a full process to ensure it is fair and manageable for the learner. **(Action to review process TM)**

Student Council Report

33. Governors were informed a student leader meeting was taking place later the same week.
34. It was asked that minutes be made available on the student hub. **(Action NS)**
35. A governors asked if students receive feedback on any actions minuted. The facilitator wouldn't know all the answers – some can and have been resolved, issues have explored and were issues can't be resolved explanations will be found and honest feedback given.
36. Days have been alternated to enable broader attendance.
37. The digital lead was attending the next meeting to cover AI and digital issues.

SECTION E – Standing Items

Safeguarding Report

38. Governors heard it had been a busy month. More referrals, more issues, more multiagency meetings. Governors were assured that an additional post had been approved to help manage the caseload and response.
39. A recent case of a student in crisis was shared to illustrate the enormity of the issues. In instance staff had responded out of hours to an off-site incident when other agencies had not been responsive. The reasons were understood and sympathised with, but a firmer policy and support was sought so staff new when they could and should say no without fear of any repercussions. Governors were assured supervision and support is available for our staff.
40. The need to greater multi agency support was discussed and the need for clarity and guardrails for staff to know where their responsibility ends. The college were seeking to work with the local authority to have a person available to call.
41. It was asked if we have data on the number of students were are supporting and the timeline between being identified and the progress, they are making to get an education and us fulfilling our service. It was confirmed that in our SEMH provision we have that data, but vulnerable students are college wide.

SECTION F – Policy

Teaching and Innovation Policy

42. Excellent teaching and learning has a positive impact on equality and inclusion. Policy was less clear about ensuring high achievers are being challenged. Governors were advised that excellent teaching was being added to learning walks as a pilot to record great learning taking place to put in teach meets and acknowledge and reward teachers. Concerned about students a lot of support for less high achievers, governors were assured that actions were in place.
43. **Resolved** that the Teaching and Innovation Policy be approved.

44. A proposal for governors' recognition of a member of staff, or a student of the month/term.
(Action CD)

SECTION G- CLOSING ITEMS:

Any other business

45. Ivy was runner up in AoC adult student of the year having been earlier recognised as national student governor the year 2024/25.
46. What can be different – governors getting to know each other better, skills, strengths and areas that wish to develop.

Impact of Governance

- Agreed a student award, promoting excellence Governors keen to hear lived experience of student experience.
- Assurance and scrutiny across SAR's
- Promotion and scrutiny importance of careers education
- Support to push for multi-agency robust safeguarding support.

Date of next meeting

The next scheduled meeting was 10 March 2026