



MINUTES OF THE QUALITY AND STANDARDS COMMITTEE MEETING

Wednesday 26th November 2025 at 6.00pm
Meeting held via Microsoft Teams

Present:

Natasha Meade (Chair)
Mark Aulds (MAU)
Jane Duscherer (JDU)
Thea Torosyan (TTO)

Alex Davy (ADA)
Liz Gilroy-Scott (LGI)

Sagar Patel (Advising Officer)
Catherine Davies (Clerk)

1. DECLARATIONS OF INTEREST

There were no declarations of business interest from Trustees.

2. APOLOGIES FOR ABSENCE

The Chair welcome ADA and TTO to their first meeting in their roles of Parent and Student Trustees. Apologies were received from John Thater.

3. MINUTES OF THE LAST MEETING HELD ON 25 APRIL 2025

The Minutes of the previous meeting of 25 April 2025 were approved as an accurate record.

4. MATTERS ARISING

None

5. COLLEGE SELF ASSESSMENT REPORT 2024-25

5.1 OFSTED UPDATE

The Deputy Principal gave an overview of the new Ofsted Framework; this is because it is reflected in the Self-Assessment Report and Quality Improvement Plan.

There are 6 evaluation areas, 1 is Safeguarding and is met or not met and the other 5 evaluation areas have 5 levels of grading.

The new areas are:

Inclusion
Leadership and Governance
Curriculum, teaching and training
Achievement
Participation and development

The new levels of grading are:

Urgent Improvement
Needs Attention
Expected
Strong
Exceptional.

A 6th Form College has yet to be inspected under the new framework, but it's known an Exceptional grading will be very difficult to achieve. Each level of grading is a secure fit (not a best fit) so every bullet point in the grading level must be met for the next level of grading to be considered. Parents will see a report card for the College which will have a grading for each area of the inspection.

Throughout the inspection there will be a focus on Inclusion. Inclusion includes students who meet the Pupil Premium criteria, receive a College bursary, learners with SEND or high needs, EHCP's, known to Social Care, Social Services or Youth Justice Services, those re-sittings Maths and English GCSE and those who have been categorised due to pastoral reasons. The inspection framework asks the College to identify barriers to learning and how these can be addressed.

The Self-Assessment Report grades the College as **Strong** in all 5 areas and focus has been given to the areas for development plus an Inclusion Strategy is being drawn up.

An Inspection is due from September 2026 (4 years since the last inspection).

The Chair asked the Deputy Principal how the staff had reacted to a recent presentation on the new Framework and the Deputy Principal replied "the message to staff is to continue doing what you do" as reflected in the QIP and key messages will be imparted via targeted groups.

Trustee (TTO) asked if the manner of how the inspection will be conducted has changed and the Deputy Principal replied that more notice will be given before an inspection and a handful of (disadvantaged) students will be followed by inspectors during their timetabled day so see their experience.

5.2 SELF-ASSESSMENT REPORT 2024/25

The Deputy Principal continued that the SAR takes each new Ofsted Inspection area and gives the backing for the Judgement area and areas for development.

Inclusion

Inclusivity is a core value at the College, and the data shows the achievement for SEND and EHCP learners is a significant strength. Barriers to learning are reduced and high expectations are maintained for all students. The focus on Quality First Teaching provides support for SEND students and strengthening processes for all learners. Areas for development include a whole College inclusion audit and an update to the College Inclusion strategy.

Trustee (MAU) commented on the achievements made by students who re-sit Maths and English GCSE and the Deputy Principal agreed that whilst this is mentioned in the Achievement section he will add it to the Inclusion section.

The Chair asked the Deputy Principal to revise the wording in the bullet point concerning Disadvantaged Students and the support they receive and he agreed to soften the wording. The Chair also asked for more comment regarding the ALPS data scores and agreed with the reasoning given by the Deputy Principal.

Leadership and Governance

The strengths include the leaders and Academy Trust have an accurate evidence-based understanding of the College's performance using the SAR and QIP cycle. The College has a range of partnerships including the SFCA and S7 consortium. The College is financially stable.

Trustee (MAU) added how the Departmental Joint Reviews he attended were excellent and Trustee involvement should be added as a Strength. Trustee (LGI) agreed.

Trustee (ADA) asked if the bullet points on Leaders identifying underperforming areas and the Extended Certificate High Grade increases should be linked more clearly and the Deputy Principal agreed.

Curriculum, Teaching and Training

This section outlines the strength of the teaching including quality first teaching and data to support this such as exam results, student surveys etc.

Achievement

The Deputy Principal added that this section focuses on data and reflects the excellent results achieved in August 2025. The more data will be added as the year progresses.

Participation and Development

A highlight of this section is the enrichment programme offered to students; the wider learning opportunities are extensive and well attended. Senior Leaders model and reinforce a positive culture of the 3Ps – presence, profile and positivity ensuring warm, respectful interactions with students across the College.

Trustee (TTO) added that her discussions with students supports the view of the excellent enrichment opportunities and the College is a positive environment.

Trustee (ADA) suggested that more data is added to this section and the Deputy Principal agreed that data from Lamda, EPQ's and dance could be added.

Action: To add Maths/English gcse re-sit data to inclusion section of SAR.

Action: Revise wording regarding disadvantaged students in inclusion bullet point.

Action: Deputy Principal to add Trustee involvement in Departmental Joint Reviews to the SAR. Bullet points on leaders identifying underperforming area and high grade increases to be linked.

Action: Deputy Principal to add data to the Participation and Development section.

The Committee recommended the SAR to the full board for recommendation.

6. QUALITY IMPROVEMENT PLAN 2025-26

The Deputy Principal introduced the QIP that has been redrafted to reflect the new Ofsted inspection areas.

Target 1 – implement the College Inclusion Strategy

This includes setting up focus groups to find out how students from disadvantaged backgrounds feel when they come to the College and how they can be helped.

Target 2 – Property Strategy

To ensure the College has a well maintained estate.

Trustee (TTO) commented that the study spaces can become full and students who aren't listed to attend a study session maybe unable to access the library. The canteen is not a good working environment. The Deputy Principal replied that he will follow up on the lack of study spaces.

Target 3 – Admissions

Reviewing the Admissions process from registration to enrolment.

Target 4 – People Strategy

Embedding the People Strategy developed last year.

The Chair asked the Deputy Principal to revise the wording in the Performance Indication column and agreed. He also agreed to check the dates in the When column.

Target 5 – AI strategy

Continued use of AI and supporting students to use AI for feedback.

Target 6 – Communications Policy

The Deputy Principal is looking at Student Voice and offered to include the Parent Trustees in any focus work.

Trustee (JDU) asked for more information regarding the increasing level of communication from parents and the Deputy Principal replied that the parameters of communication will be set in the Strategy.

Target 8 – Level 3 Reform

This constantly changing area of the QIP now includes the introduction of V levels.

Target 11 – to achieve a pass rate at A Level of 99%

The Committee agreed with this target.

Target 12 – to achieve A level high grade rate of over 61%

The Committee agreed with this target.

Target 15 – Inclusive vision for enrichment activity

To give parents more notice for residential trips and protocols for proposing new trips.

The Chair asked if the Curriculum Policy will feature in the QIP and the Deputy Principal replied that it's in his own QIP and he will write a new Curriculum, teaching and training policy.

Trustee (ADA) asked if the How column for Targets 11 and 12 could be reviewed and the Deputy Principal agreed.

Action: The Deputy Principal replied that he will follow up on the lack of study spaces.
Action:

Action: The How column wording for Targets 11 and 12 to be reviewed.

The Committee recommended the SAR and QIP to the full board.

7. ANY OTHER BUSINESS

The Deputy Principal outlined the 4 Departments that are getting support from the SLT following their academic outcomes in August 2025.

8. WHAT ARE THE THREE THINGS WE HAVE DONE IN THIS MEETING THAT HAVE MADE A POSITIVE CONTRIBUTION TO THE COLLEGE?

- Improved the SAR by providing challenge and asking for Trustee participation in Departmental reviews to be included.
- Improved the QIP by asking for review of wording in the performance indication column.
- Bought focus to usage in the Study Space areas.

9. DATE OF NEXT MEETING – Wednesday 23 April 2026

*The meeting closed at 7.12pm
Attendance was 86%*

Signed and date

SUMMARY OF ACTIONS

1	To add Maths/English gcse re-sit data to inclusion section of SAR.
2	Revise wording regarding disadvantaged students in Inclusion bullet point.
3	Deputy Principal to add Trustee involvement in Departmental Joint Reviews to the SAR. Bullet points on leaders identifying underperforming area and high grade increases to be linked.
4	The Deputy Principal replied that he will follow up on the lack of study spaces.
5	The How column wording for Targets 11 and 12 to be reviewed

