

## **Heart of Yorkshire Education Group Corporation ('Group')**

### **Curriculum and Quality Committee ('Committee')**

#### **Minutes of the Meeting held on Tuesday 11 November 2025 ('Minutes')**

Present:

- Dmitry Fedotov
- Alex Miles
- David Powell ('Chair')
- Vijay Teeluck

In attendance:

- Lorraine Cross, Group Executive Director of External Relations and Development
- Lisa MacDonald, Group Executive Director of Curriculum and Quality Standards
- Clare Allcock, Group Executive Director of Student Experience and Support
- Andrea Quantrill, Director of High Quality and Performance
- Sam Cremore, Head of Governance and Legal Services

Apologies: None

#### **1. Welcome and Apologies for Absence**

The Chair opened the meeting, welcoming all present. The Chair highlighted recent changes in committee membership, including the resignations of Louise Elkington and Annabelle James, and the departure of Duncan Agnew.

#### **2. Appointment of Chair and Vice Chair 2025/26**

The Head of Governance and Legal Services introduced the item, proposing that David continue as Chair and Dimitri as Vice Chair for the 2025/26 academic year. The Head of

Governance and Legal Services confirmed that both were willing to serve and invited any alternative nominations. The Committee unanimously approved the appointments.

### **3. Declarations of Interest**

The Chair reminded members to declare any interests relating to items on the agenda.

No declarations of interest were made.

### **4. Minutes of Meetings held on 11 June 2025**

4.1. The Chair invited comments on the minutes of the previous meeting. No amendments were proposed, and the minutes were accepted as a true and accurate record.

4.2. IT WAS RESOLVED TO approve the minutes of Meetings held on 11 June 2025.

### **5. Matters Arising**

The Head of Governance and Legal Services provided updates on actions from the previous meeting, including progress on student engagement, employer engagement for apprenticeships, learning walks and Apprenticeship personal development. He confirmed that outstanding matters were being addressed and would be monitored going forward.

### **6. Chair's Business**

The Chair reported on recent sector developments, including insights from the Association of Colleges (AOC), stressing the importance of inclusion, and the Ofsted toolkit. The Chair reflected on the value of recent training sessions, particularly those focused on the types of questions governors should ask and agreed to circulate relevant materials. The Chair also discussed the need to fill committee vacancies and

encouraged members to suggest candidates with relevant expertise, especially in technology and inclusion. The Head of Governance and Legal Services agreed to speak to the Principal regarding a former member, Julian.

## **7. Executive Director's Annual Report 2024/25**

7.1. The Group Executive Director of Curriculum and Quality Standards presented a comprehensive annual report, highlighting several key areas:

7.1.1. The year had seen strong performance data, with notable improvements in attendance and retention, particularly in 16–18 provision.

7.1.2. Improvements in the achievement of adult learners compared to the previous year, with a dip for Adult ESOL which, nevertheless, remained above the national average.

7.1.3. Improvements in apprenticeship achievement rates compared with the previous year.

7.2. The Executive Director emphasised the importance of high expectations, a relentless focus on improvement, and the role of leadership teams in driving positive change.

7.3. Questions and answers:

7.3.1. Q: Was there a correlation between improved attendance and achievement?

A: Yes, particularly for 16–18 provision. Interventions improved retention and achievement.

7.3.2. Q: Why are 19+ pass rates down?

A: Mainly due to learners moved out of district for accommodation issues.

7.3.3. Q: How is the Group addressing challenges for adult learners and those moved out of district?

A: Modularisation of programmes allows learners to achieve qualifications before leaving, reducing the impact of withdrawals.

7.3.4. Q: Are changes to the curriculum benefiting learners or just improving statistics?

A: The changes are designed to provide meaningful qualifications and improve learner outcomes, not just to enhance data.

7.3.5. Q: Why are adult learner GCSE Maths high grades down?

A: Again, due to learners moved out of district but the area is going into intervention due to quality issues.

7.4. The Committee congratulated the Group Executive Director of Curriculum and Quality Standards on the outturn position and it was agreed to share the results with the Board.

7.5. The Committee also discussed progress against the Quality Improvement Plan ('QIP'). Members noted that while many targets were on track, there was a need to ensure that evidence for green-rated actions clearly demonstrated impact, particularly around teaching and learning enhancements and inclusion. Governors emphasised the importance of aligning QIP actions with Ofsted toolkit criteria and requested that future iterations include clearer links to measurable outcomes and any emerging risks.

## **8. The Ofsted Toolkit and the Work of C&Q**

Alex Miles, drawing on recent training and sector updates, presented an overview of the Ofsted toolkit and its implications for the Committee's work. Alex highlighted the increased focus on governance and oversight, noting that the toolkit referenced governance and oversight over 40 times. Alex encouraged governors to identify specific areas for improvement and to ensure that statutory duties were being met. The presentation emphasised the need for clear documentation and alignment of committee activities with the toolkit's criteria and, therefore, Alex agreed to meet with the Chair, the Group Executive Director of Curriculum and Quality Standards and the Head of Governance and Legal Services to review the Committee's agendas for the rest of the year to ensure they were aligned with the Ofsted toolkit.

## **9. Student Update Report 1**

9.1. The Group Executive Director of Student Experience and Support, provided an update on the start-of-year activities. She reported a busy and positive start to the year, with strong enrolment and recruitment, and the successful introduction of the myXP model and a new student app. Claire highlighted significant levels of intervention and support for students, as well as the positive impact of student leadership initiatives, including the student leadership conference and increased student voice activity. The report also noted ongoing efforts to capture qualitative feedback and ensure consistency in student induction.

9.2. Questions and answers:

9.2.1. Q: What has been learned from the new online induction process?

A: The process has been streamlined based on student and staff

feedback, resulting in a more consistent and engaging induction experience.

9.2.2. Q: How is the College supporting student leadership and engagement?

A: Dmitry Fedotov noted, Leadership conferences and student voice activities have been well attended.

9.2.3. Q: Is the Group tracking progression beyond UCAS?

A: Yes, a destinations report will be provided to the Committee later in the year for detail.

9.2.4. Q: Has the work experience policy been updated to include broader opportunities.

A: Yes, the work experience policy has been updated to include things like volunteering and community outreach, with ongoing monitoring of uptake.

9.2.5. Q: How is the Group addressing misogyny?

A: Through various projects which were then outlined.

9.2.6. Q: Can you provide qualitative data relating to the student experience?

A: The student survey will be coming to the Committee later in the year which should provide useful information.

## **10. NEET Report**

The Group Executive Director of Curriculum and Quality Standards presented the NEET report, noting that while Wakefield's NEET rate is not the highest nationally, it remains an area of concern. The report highlighted the adaptation of the alternative curriculum to address a wider range of barriers to learning, including behavioural and emotional needs, and the importance of supporting progression to college courses. There was a

debate as to whether the NEET rate was above national average. The Committee was assured by Group Executive Director of Curriculum and Quality Standards that the alternative curriculum was very effective in re-engaging young people, with a significant number of them progressing onto other courses within the Group.

## **11. Agency Staff Impact Report**

11.1. The Group Executive Director of Curriculum and Quality Standards presented the Agency Staff Impact Report, at the Committee's request, which detailed the use of agency staff, particularly in areas with skill shortages such as Construction and Engineering. The report highlighted the challenges of ensuring quality and consistency and the College's commitment to minimising reliance on agency staff wherever possible.

11.2. Questions and answers:

11.2.1. Q: How does the College ensure agency staff meet expected standards?

A: Agency staff undergo learning walks and are encouraged to participate in CPD. Those on longer contracts are included in the full teaching and learning programme.

11.2.2. Q: What is the impact of agency staff on teaching quality?

A: While agency staff are necessary in some areas, the College is committed to minimising reliance and ensuring robust quality assurance.

## **12. Quality Assurance Plan 2025/26**

12.1. The Director of Quality and High Performance presented the Quality Assurance Plan for 2025/26. The plan was described as a key document for monitoring progress and alignment with the Ofsted toolkit. The Director

outlined the plan's structure, timelines, and responsibilities, and emphasised the importance of regular updates to the Committee.

12.2. Questions and Answers:

Q: Will you tell the Committee when it is not appropriate for governors to attend?

A: Yes.

12.3. IT WAS RESOLVED THAT the Quality Assurance Plan 2025/26 be approved.

### **13. Arrangements for SAR and QIP Validation**

13.1. The Chair led a discussion on the arrangements for validating the Self-Assessment Report (SAR) and QIP. The Committee agreed on timelines for report circulation and question submission and confirmed roles for validation activities. The importance of focusing on the QIP as the primary tool for monitoring improvement was emphasised.

### **14. Draft Teaching and Learning Strategy**

14.1. The Director of High Quality and Performance presented the draft Teaching and Learning Strategy. She explained that the strategy builds on previous work around the 'PRISM' approach, incorporates feedback from teaching and learning champions, and aims to support educators in reflecting on and developing their practice. The strategy includes a focus on professional learning, experimentation, and sharing of best practice, and is rooted in current educational research.

14.2. Questions and Answers:

14.2.1. Q: How does the strategy address the needs of agency staff?

A: Agency staff are included in professional development activities where possible, with a focus on core teaching standards.

14.2.2. Q: Does the strategy align with the College's strategic plan?

A: The strategy is designed to support the College's broader objectives, with ongoing review to ensure alignment.

14.3. IT WAS RESOLVED TO recommend the Draft Teaching and Learning Strategy to the Board for approval.

### **15. Additional Learning Support Policy**

15.1. The Committee considered the amended Additional Learning Support Policy, noting that it is a short-term update pending national reforms. The policy would be updated again as required, early in 2026, superseding this version.

15.2. IT WAS RESOLVED TO recommend the Additional Learning Support Policy to the Board for approval.

### **16. Policy on the Quality Improvement of Teaching, Learning and Assessment**

16.1. The Director of Quality and High Performance presented the updated policy, noting minor changes and alignment with current practice.

16.2. IT WAS RESOLVED TO recommend the Policy on the Quality Improvement of Teaching, Learning and Assessment to the Board for approval.

**17. Amended Committee Terms of Reference**

17.1. The Head of Governance and Legal Services presented the amended Committee Terms of Reference, which were updated for clarity and alignment with the Ofsted toolkit.


17.2. IT WAS RESOLVED TO recommend the amended Committee Terms of Reference to the Board for approval.

**18. Review of Effectiveness of Meeting and Identification of Emerging Risk**

The Committee reflected on the effectiveness of the meeting, noting the value of in-depth discussion and the need to streamline future agendas to allow more time for strategic items.

**19. Close**

The Chair thanked all attendees for their contributions and closed the meeting.

Signed  ..... Date 11.03.2026

## Actions

<b>Number</b>	<b>Minute</b>	<b>Action/Recommendation</b>	<b>Deadline</b>	<b>Owner</b>
1	6	The Head of Governance and Legal Services agreed to speak to the Principal regarding a former member, Julian.	Next meeting	Clerk
2	8	Alex agreed to meet with the Chair, the Group Executive Director of Curriculum and Quality Standards and the Head of Governance and Legal Services to review the Committee's agendas for the rest of the year to ensure they were aligned with the Ofsted toolkit.	Next meeting	Alex Miles, the Chair, the Group Executive Director of Curriculum and Quality Standards and the Head of Governance and Legal Services
3	14.3	Recommend the Draft Teaching and Learning	Next Board meeting	Clerk

		Strategy to the Board for approval		
4	15.2	Recommend the Additional Learning Support Policy to the Board for approval	Next Board meeting	Clerk
5	16.2	Recommend the Policy on the Quality Improvement of Teaching, Learning and Assessment to the Board for approval	Next Board meeting	Clerk
6	17.2	Recommend the amended Committee Terms of Reference to the Board for approval	Next Board meeting	Clerk