

## Curriculum, Skills & Quality Committee MINUTES

<b>Date</b>	25 <sup>th</sup> November 2025	<b>Time</b>	14:00-17:00
<b>Venue</b>	EC205 – ECAT House, Eastbourne Campus		
<b>Chair</b>	Ian Mehrtens ( <i>acting</i> )		

**Membership:** Ann Potterton (Committee Chair), Priscilla Kendall (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Kim Byford, Ian Mehrtens, Amanda Odhesa, Kirsty Reid, Jack Woodgate

**In Attendance:** Nick Backstrom (Executive Director of Curriculum & Skills), Fenella Potterton (Assistant Principal – Safeguarding & Inclusion), Andy Fitt (Consultant), Belle Howard (Director of Governance), Claire Alexander (Governance Assistant – *Minutes*)

**Quorum:** The meeting quorate throughout.

**Apologies:** Ann Potterton, Jack Woodgate

#	Item	Action
<b>Pre-Meeting</b>		
-	<p><b>COLLEGE SELF ASSESSMENT REPORT VALIDATION &amp; QUALITY IMPROVEMENT PLAN</b></p> <p>0.1 The Deputy Principal/Consultant shared the following update:</p> <ul style="list-style-type: none"> <li>• <b>Context &amp; Framework</b> – the Self-Assessment Report (SAR) had been aligned with the new Ofsted framework and included a new 5-point grading scale and focus upon inclusion, staff wellbeing and workload. External validation had been ensured throughout the SAR process, resulting in more robust departmental assessments and fewer grade changes at validation. Most curriculum areas showed improvement, especially those previously under formal monitoring. However, challenges remained in Functional Skills English &amp; Maths (particularly Hastings), A-level outcomes (notably at Eastbourne), and apprenticeship achievement rates.</li> <li>• A new, simplified key performance indicator (KPI) heatmap format had been developed to assess the following key areas: <ul style="list-style-type: none"> <li>○ <b>Safeguarding</b> – a comprehensive safeguarding culture had been established at the College with 95% of learners reporting that they felt safe. Safeguarding had also been embedded within the curriculum, with robust procedures for child-on-child abuse and safer recruitment. Furthermore, effective collaboration with external agencies continued to be evidenced. <b>Grade: Met</b> (<i>highest rating</i>).</li> <li>○ <b>Inclusion</b> – High Needs learners achieved as well as or better than their peers and the College continued to demonstrate a strong inclusive culture. Targeted support was routinely provided for vulnerable groups. Key areas for development included Assistive Technology, which was underdeveloped in some provisions; Free School Meal (FSM) learner achievement was disproportionately impacted by low functional skills outcomes; the inconsistent use of digital tools like Cognassist in Apprenticeships. <b>Grade: Expected</b></li> </ul> </li> </ul>	<b>14:02</b>

#	Item	Action
	<ul style="list-style-type: none"> <li>○ <b>Leadership &amp; Governance</b> – accurate self-assessment and robust governance, evidenced by 72% of intervention areas with improved SAR grades. Leaders continued to prioritise high standards and staff wellbeing. Areas for development included inconsistent monitoring of English &amp; Maths, inconsistent professional development for some staff, digital literacy and Artificial Intelligence (AI) skills not fully embedded. <b>Grade: Expected</b></li> <li>○ <b>Meeting Skills Needs</b> – the curriculum was responsive to local skills priorities and employer needs, with over 1,000 employer links. Employer co-design was strong in some areas, such as Motor Vehicle and T Levels. Areas for development included limited external work experience and employer engagement in some Level 1/Level 2 provisions and inclusive learning programs. <b>Grade: Strong</b></li> <li>○ <b>Curriculum, Teaching &amp; Training</b> – teaching quality was strong, with 93% of observed sessions showing expert knowledge. The adult and High Needs provisions were exceptional. Areas for development included weak Functional Skills English &amp; Maths (Entry Level 1), inconsistent formative assessment, insufficient stretch and challenge at A Level, and apprenticeship schemes not always aligned to end point assessment (EPA) distinction criteria. <b>Grades: Study Programmes (Expected), High Needs (Strong), Adult (Strong), Apprenticeships (Expected)</b></li> <li>○ <b>Achievement</b> – overall achievement had risen from 78.8% to 82.6%. Strong outcomes had been evidenced for Adult and High Needs learners; GCSE English and Maths high grades exceeded national benchmarks. Areas for development included apprenticeship achievement and timely completion below benchmarks, A Level achievement was below national benchmarks, there had been a sharp drop in achievement for some minority groups, and weak outcomes in Functional Skills and Pathways (Eastbourne). <b>Grades: Study Programmes (Expected), High Needs (Strong), Adult (Strong), Apprenticeships (Needs Attention)</b></li> <li>○ <b>Participation &amp; Development</b> – a safe and respectful environment was evident, with a high-quality careers’ education available to learners. The College continued to demonstrate ambitious development for High Needs learners. Areas for improvement included low attendance in Functional Skills and Pathways (Eastbourne), limited external work placements, inconsistent tutorial delivery. <b>Grades: Study Programmes (Expected), High Needs (Strong), Adult (Strong), Apprenticeships (Expected)</b></li> <li>● Related action plans had been established for each of the above elements of the Ofsted framework, with persistent areas for development identified as follows: <ul style="list-style-type: none"> <li>○ Achievement for FSM learners and those on Functional Skills remained a concern.</li> <li>○ Attendance and achievement in Functional Skills and Pathways (especially at Eastbourne) were too low.</li> <li>○ Apprenticeship achievement and timely completion rates were below national benchmarks.</li> <li>○ Digital literacy, AI skills, and inclusive digital tools needed further embedding across the curriculum.</li> <li>○ Inconsistent use of formative assessment and feedback, and insufficient stretch/challenge at A Level.</li> <li>○ Some minority groups (e.g. trans women students, Gypsy/Irish Traveller) had sharply lower achievement rates.</li> </ul> </li> </ul>	

#	Item	Action
	<p>0.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• <b>Summary</b> – Governors commended the clarity and ambition of the SAR and the Quality Improvement Plan (QIP), noting the positive impact of the <i>‘Priority First’</i> agenda and a robust self-assessment process. Discussion focused on the need for continued improvement in English &amp; Maths, A Level outcomes, and apprenticeship achievement, as well as the importance of maintaining high standards in safeguarding and inclusion.</li> <li>• <b>Inclusion</b> – Governors queried whether there were plans for the wider use of the Cognassist tool to support the identification of hidden learner needs. The Deputy Principal advised that this tool could potentially be helpful for adult learners, though the College was currently limited by the scale and cost constraints that would arise from extending its current use. This would continued to be monitored.</li> <li>• <b>Budget Planning</b> – Governors considered the range of initiatives proposed within the QIP and enquired whether sufficient funding had been allocated for their implementation. Furthermore, Governors suggested that it may be prudent to make a cross-committee referral to the Resources, Culture &amp; Impact (RC&amp;I) Committee to ensure appropriate oversight from a budget planning perspective. The CEO &amp; Principal provided reassurance that all priority initiatives detailed within the QIP had been fully costed within the 2025-26 budget. <ul style="list-style-type: none"> <li>○ <b>Action 0.2.1</b> – Raise an inter-committee referral item to the RC&amp;I Committee related to <i>‘Oversight of budget planning for Quality Improvement Plan initiatives’</i>.</li> </ul> </li> <li>• <b>English &amp; Maths Provision</b> – the Chair reflected on the development action proposed related to the English &amp; Maths provision, noting issues of administrative under-resourcing linked to efforts to target attendance intervention and FSM learner support. The Deputy Principal clarified that this action formed part of a longer term, 3-year programme of work.</li> <li>• <b>Staff Development</b> – Governors suggested that plans to roll out mandatory Artificial Intelligence (AI) training to all teaching staff may be overly ambitious. The Deputy Principal clarified that emphasis would be placed upon maximising impact in rolling out this training. Governors reflected that students were often early adopters of new technology and could potentially act as AI ambassadors and promote its use at the College. It was also noted that work was underway to develop use of an internal and secure Co-Pilot system to support the effective integration of AI at the College. Governors concluded that AI adoption represented a significant cultural shift that needed to be understood and embraced, given the rapid pace of technological change. <ul style="list-style-type: none"> <li>○ <b>Action 0.2.2</b> – Update the Quality Improvement Plan (Page 6) to state – ‘All substantive teaching staff to complete digital/AI CPD by February 2026’.</li> </ul> </li> <li>• <b>Continuing Professional Development (CPD) Provision</b> – Governors considered the College’s plans to implement an annual CPD entitlement of 6 hours minimum for full-time staff, and queried whether there was adequate infrastructure in place to support this. The Deputy Principal confirmed that this was achievable.</li> <li>• <b>Work Experience</b> – the Consultant queried whether work experience (WEX) should be captured as a development area under ‘Meeting Skills Needs’, in view of the new Ofsted framework criteria and given that this area had been assessed as ‘Strong’. Instead, WEX could be exclusively captured under the ‘Participation &amp; Development’ section.</li> </ul>	<p>BH</p> <p>NB</p>

#	Item	Action
	<ul style="list-style-type: none"> <li>• <b>Skills</b> – Governors noted that the <a href="#">Post-16 Education &amp; Skills</a> white paper had focussed on participation, development, and enrichment for post-16 learners, with emphasis on careers education and work experience. The Deputy Principal advised that the College’s tutorial programme included targeted content on employability and work readiness.</li> <li>• <b>Employer Engagement</b> – Governors noted plans to extend and deepen use of the College’s Employer Advisory Groups, with a view to widen their scope to more extensively validate the local curriculum provision.</li> <li>• <b>Tutorials</b> – Governors queried why tutorial attendance among A Level students was low. The Deputy Principal advised that several students had indicated that they did not perceive value in their tutorial sessions. However, some students had expressed a preference for sessions led by familiar and approachable staff members, and where this was the case, engagement levels were typically higher. Similarly, plans were underway to improve timetabling for next year to ensure all students have access to necessary resources.</li> <li>• <b>SAR Format</b> – Governors suggested that moving forward, it would be helpful for a simplified, summary SAR format to be developed for CS&amp;Q Committee and Board level review, with the more detailed SAR document to be made available as an appendix.</li> <li>• <b>Governors extended thanks to the Deputy Principal and curriculum teams for developing comprehensive SAR and QIP papers, noting the significant amount of work required to complete this process.</b></li> </ul> <p>The meeting was adjourned for a short break at 15:04 and reconvened at 15:14.</p>	
<b>Standing Items</b>		
1)	<p><b>WELCOME, APOLOGIES &amp; DECLARATIONS OF INTEREST</b></p> <p>1.1 The Chair of the Board opened the meeting at 15:14 with a warm welcome to colleagues. The Chair explained that he would be chairing the meeting in the absence of the Curriculum, Skills &amp; Quality (CS&amp;Q) Committee Chair, whilst also accommodating the capacity of the CS&amp;Q Committee Vice Chair, who needed to prioritise the forthcoming Independent Governor recruitment panel.</p> <p>1.2 Apologies were received and accepted from Ann Potterton and Jack Woodgate.</p> <p>1.3 There were no new declarations of interest received.</p>	15:14
2)	<p><b>MINUTES OF LAST MEETING</b></p> <p><b>2.1 Approval</b></p> <ul style="list-style-type: none"> <li>• Governors considered the minutes from the Curriculum, Skills &amp; Quality Committee meeting on 21<sup>st</sup> May 2025.</li> <li>• <b>Governors agreed that the minutes were a true and accurate record of the meeting.</b></li> </ul> <p><b>2.2 Matters Arising</b></p> <ul style="list-style-type: none"> <li>• Governors noted that all actions from the prior meeting had been successfully completed.</li> </ul>	15:15

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	<p><b>2.3 Home Learning Support Update</b></p> <ul style="list-style-type: none"> <li>• The Deputy Principal shared the following update: <ul style="list-style-type: none"> <li>○ A new initiative had recently been implemented to enhance the College’s home learning support, specifically targeting A level students.</li> <li>○ This entailed an additional 1.5 hours of mandatory independent study for students, and focussed on improving higher grades and independent learning skills.</li> <li>○ Staff were being trained to use ALPS (a progress tracking tool) to help stretch students beyond their target grades, with intervention protocols in place for those not meeting targets.</li> <li>○ The initiative had already been embedded at the Lewes campus, with an estimated 75% uptake at Hastings and approximately 50% at Eastbourne.</li> <li>○ The intent had been to pilot the initiative at one campus, ahead of wider rollout, with ongoing monitoring of staff and student engagement/effectiveness.</li> </ul> </li> <li>• <b>Governors thanked the Deputy Principal for this comprehensive update.</b></li> </ul>	
3)	<p><b>COLLEGE SELF-ASSESSMENT &amp; QUALITY IMPROVEMENT PLAN</b></p> <p style="text-align: right;"><b>15:17</b></p> <p><b>3.1 Self-Assessment Report – 2024-25</b></p> <ul style="list-style-type: none"> <li>• Governors had no further questions following the earlier validation exercise, with only minor amendments requested, related to staff AI training and references to ‘trans female’ students. <ul style="list-style-type: none"> <li>○ <b>Action 3.2.1</b> – Update the ‘Self-Assessment Report’, ‘Quality Improvement Plan’ and the ‘Annual Diversity, Equity, Inclusion &amp; Belonging Report’ papers throughout, to replace ‘trans females’ with ‘trans women’ students.</li> </ul> </li> <li>• <b>RESOLUTION</b> – The Curriculum, Skills &amp; Quality Committee agreed to recommend the ‘Self-Assessment Report – 2024-25’ to the Board for approval, subject to the agreed amendments.</li> </ul> <p><b>3.2 Quality Improvement Plan – 2025-26</b></p> <ul style="list-style-type: none"> <li>• <b>RESOLUTION</b> – The Curriculum, Skills &amp; Quality Committee agreed to recommend the ‘Quality Improvement Plan – 2025-26’ to the Board for approval, subject to the agreed amendments.</li> </ul>	NB
4)	<p><b>INTER-COMMITTEE REFERRAL</b></p> <p style="text-align: right;"><b>15:18</b></p> <p><b>4.1 ESCG Strategy Day Output – Ongoing CS&amp;Q Committee Oversight &amp; Next Steps</b></p> <ul style="list-style-type: none"> <li>• Governors noted that this item had been referred by the Board to the CS&amp;Q Committee at its meeting on 7<sup>th</sup> July 2025.</li> <li>• The Chair of the Board introduced the inter-committee referral item, referencing the related paper arising from the July 2025 Strategy Day, which included actions related to ongoing oversight of English &amp; Maths attainment and engagement with local schools.</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Governors discussed the need to rationalise those actions already linked to existing activity within the Quality Improvement Plan, thereby enabling a streamlined approach for monitoring and reporting.</li> <li>○ The Director of Governance recommended that substantive updates on strategic actions should be provided at future Board meetings and strategy events, with interim progress to be reported and monitored through the CS&amp;Q Committee. <a href="#">Governors agreed.</a></li> </ul> <p><b>4.2 English &amp; Maths Attainment – Supporting Local Schools</b></p> <ul style="list-style-type: none"> <li>● Governors noted that this item had been referred to the CS&amp;Q Committee at its meeting on 11<sup>th</sup> October 2025.</li> <li>● The CEO &amp; Principal shared the following update: <ul style="list-style-type: none"> <li>○ Collaboration was underway with local area headteachers and schools to address English and Maths attainment. It was universally acknowledged that it was not possible for the College to resolve the related issues and challenges in isolation.</li> <li>○ Moving forward, the College had agreed to facilitate English &amp; Maths specific ‘escape room’ interactive sessions, which would be developed and delivered onsite in college classrooms. These sessions would be targeted at a limited number of marginal students in schools, aiming to provide extra experience and support. The sessions would be offered after Easter 2026, in half-hour slots, on specified days.</li> <li>○ Furthermore, entry requirements for English &amp; Maths were being dropped to help more students access college programmes. This was in direct response to feedback from local schools that strict entry requirements had become a barrier to accessibility and progression.</li> <li>○ The College had adopted nuanced messaging, encouraging schools to help students achieve their best, while assuring that English &amp; Maths support would be available for those who needed it upon arrival. The approach emphasised partnership and tailored support, aiming for improved attainment and progression in future years.</li> </ul> </li> </ul>	
5)	<p><b>CURRICULUM, SKILLS &amp; QUALITY REPORT</b></p> <p>5.1 The Deputy Principal shared an update on the following areas:</p> <ul style="list-style-type: none"> <li>● <b>Enrolment</b> – overall, there had been strong performance across all areas. 16–18 was at 101.1% of allocation, adult enrolments had exceeded target by 18%, and HE recruitment was 7% above target, with growth in direct delivery and subcontracted provision. Apprenticeships were slightly below target but supported by a healthy sales pipeline, while international enrolments remained on track, with further growth expected throughout the year.</li> <li>● <b>Strong Overall Performance &amp; Improvement</b> – the College had seen a 3.8% increase in overall achievement (now 82.6%), with main programmes (excluding English &amp; Maths) exceeding national benchmarks. Most curriculum areas showed steady improvement, especially those previously under formal monitoring. High Needs and adult learners were performing exceptionally well.</li> </ul>	15:26

#	Item	Action
	<ul style="list-style-type: none"> <li>● <b>Ofsted Framework Readiness &amp; Quality Assurance</b> – the College was fully prepared for the new Ofsted inspection requirements, including a 5-point grading scale and a sharper focus on inclusion and staff wellbeing. External validation had been embedded into the self-assessment process, leading to more robust departmental reviews and fewer grade changes.</li> <li>● <b>Persistent Areas for Development</b> – achievement and attendance in Functional Skills English &amp; Maths remained below national averages, especially at Hastings. A-level outcomes, particularly at Eastbourne and Hastings, were below benchmarks. Apprenticeship timely achievement and distinction rates needed further improvement.</li> <li>● <b>Teacher Development &amp; Quality</b> – the College had strengthened its quality infrastructure by adding two Quality Leads and Teaching &amp; Quality Advanced Practitioners to focus on compliance, pedagogy and staff development.</li> <li>● <b>Safeguarding, Wellbeing &amp; Student Satisfaction</b> – Safeguarding and Prevent policies were robust and up to date, with all staff trained and students reporting high levels of safety and satisfaction. Wellbeing referrals remained high, especially for mental health, however the College had responded with increased support and enrichment activities. Student satisfaction had improved significantly, with an average ‘agree’ rating of 91.6%.</li> <li>● <b>SWOT Analysis Highlights</b> – strengths included a positive culture, strong employer partnerships, inclusive provision, and exceptional Adult/ESOL (English for Speakers of Other Languages) outcomes. Weaknesses focussed upon English &amp; Maths, A-levels, apprenticeship achievement, and external work experience. Opportunities lay in skills partnerships, CPD, AI in education, and new curriculum collaborations, while threats included funding uncertainty, demographic shifts, and policy changes.</li> </ul> <p>5.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>● <b>Summary</b> – Governors welcomed the positive trends in achievement and satisfaction, while recognising persistent challenges in English &amp; Maths, A Levels and Apprenticeships. The importance of targeted interventions, robust monitoring and continued investment in teacher development was also emphasised.</li> <li>● <b>Format</b> – Governors agreed that the new scorecard reporting format was helpful and requested trend data in future reports, to further support monitoring/oversight of progress.</li> <li>● <b>Enrolment</b> – Governors reflected on the College’s significant growth over the last few years, with an increase of more than 1000 students, which in turn had presented a range of challenges linked to the systemic issues across the wider county. Governors queried the age distribution of enrolments for 2025-26. The Deputy Principal advised that 50% of the cohort were aged 16-18, with 25% aged 19-23 and 25% aged 24+.</li> <li>● <b>Improvement Focus Areas</b> – students studying Construction and Arts subjects typically struggled with attendance for English &amp; Maths; work was underway to explore options for maximising engagement levels. Similarly, the quality of teaching remained a key factor, with a significant variance noted in outcomes from excellent English &amp; Maths teachers, who had invested time in building strong relationships with their students from the offset.</li> <li>● <b>Teacher Development &amp; Quality</b> – Governors noted that approximately 50% of teachers opted to leave the sector within three years, reinforcing the importance of robust onboarding and retention strategies. Work was also underway to address staff workload.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• <b>Safeguarding Training</b> – participation data was currently under review by the Senior Leadership Team, with a view to prioritise completion for any outstanding members of staff. Moving forward, Safeguarding training would be delivered on the first day of the academic year, to maximise participation levels.</li> <li>• <b>Radicalisation &amp; Extremism</b> – Governors considered options to strengthen related messaging and ensure greater vigilance, noting that existing mitigations may not consistently identify extremist activity. Governors received confirmation that staff training content included processes for identifying and reporting concerns, with a recent refresh having focussed on vigilance. The Director of Governance suggested that Sussex Police could provide additional resources/support to further enhance awareness of potential risks.</li> <li>• <b>Action 5.2.1</b> – Review the current risk rating for the ‘Radicals &amp; Extremists within College Community’ risk detailed within the Prevent Risk Register, and consider whether an amendment was needed to the proposed rating.</li> <li>• Governors requested the following updates to be incorporated into the next ‘CS&amp;Q Termly Report’ and related summary paper: <ul style="list-style-type: none"> <li>○ To include trend data to enable comparison between reporting periods moving forward.</li> <li>○ To include a ‘Prevent’ line in the Safeguarding update for the reporting of related referrals, even in the event of the value being zero.</li> <li>○ To include key policy changes and the implications arising for the College, particularly related to the international provision, English &amp; Maths reforms etc.</li> <li>○ To note the Autumn 2025 Government Budget within the ‘Threats’ section of the Summary SWOT update.</li> </ul> </li> <li>• <b>Action 5.2.2</b> – Incorporate the requested amendments to CS&amp;Q Committee Report/ summary paper, as detailed in Section 5.2 of the minutes, for the next meeting’s report.</li> <li>• <b>RESOLUTION</b> – The Curriculum, Skills &amp; Quality Committee agreed to recommend Board approval of the ‘Prevent Risk Register’.</li> </ul>	<p>FP</p> <p>NB</p>
6)	<p><b>STUDENT GOVERNOR UPDATE</b></p> <p><b>16:05</b></p> <p><b>6.1 Transition to Year 2 A Level Update</b></p> <ul style="list-style-type: none"> <li>• The Student Governor presented the following update: <ul style="list-style-type: none"> <li>○ <b>Overall Satisfaction &amp; Preparedness</b> – students generally felt satisfied and well-prepared for the transition to Year 2 A-levels, with the highest ratings for feeling prepared being 4 out of 5 stars.</li> <li>○ <b>Support Systems</b> – most students felt supported, especially valuing informal one-on-one sessions, along with online resources, the library and teacher support.</li> <li>○ <b>Areas for Improvement</b> – inconsistencies in homework assignments were noted, and some students lacked clarity on the importance and methods of independent study, which could disadvantage those needing more structure.</li> <li>○ <b>Recommendations</b> – suggestions included standardising homework deadlines, clearer communication of expectations and pairing students with mentors for informal guidance, especially in coursework-heavy subjects.</li> </ul> </li> <li>• Governors commended the Student Governor’s insights and supported the implementation of the recommendations, noting alignment with existing Quality Improvement Plan actions.</li> </ul>	

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<b>Annual Reports</b>		
7)	<p style="text-align: right;"><b>16:16</b></p> <p><b>ANNUAL DIVERSITY, EQUITY, INCLUSION &amp; BELONGING REPORT (2024-25)</b></p> <p>7.1 Governors noted that the ‘<i>Annual Diversity, Equity, Inclusion &amp; Belonging Report</i>’ was due to be jointly reviewed with the Resources, Culture &amp; Impact Committee.</p> <p>7.2 The Deputy Principal shared the following update:</p> <ul style="list-style-type: none"> <li>• <b>Culture</b> – the College had strengthened its focus on diversity, equity, inclusion and belonging (DEIB), embedding these principles into its values, policies, and practices, and expanding initiatives to support underrepresented groups, including targeted support for LGBTQIA+ and mental health.</li> <li>• <b>Student Outcomes &amp; Achievement Gaps</b> – overall student achievement had improved to 82.6%, with notable gains among adult learners, but persistent gaps remained for students from disadvantaged backgrounds, those with learning difficulties, Gypsy/Irish Traveller, and trans women students; targeted interventions were planned to address these disparities.</li> <li>• <b>Staff &amp; Governor Diversity</b> – staff DEI data disclosure had reached 97%, with ongoing efforts to diversify recruitment and reduce bias. The gender pay gap had narrowed slightly, and the Board continued to prioritise representation and diversity of thought in its membership.</li> <li>• <b>Action Plan &amp; Future Objectives</b> – the plan strived to ensure inclusive curriculum design, improved engagement and outcomes for vulnerable groups, and the development of recruitment and leadership strategies to ensure the workforce and Board’s membership reflected the communities served by the College.</li> <li>• The following discussion then occurred: <ul style="list-style-type: none"> <li>○ Governors noted that the College was the only local provider to offer free breakfasts and lunches to all students as part of its ‘<i>Priority First</i>’ offer. Governors queried whether this was sufficiently celebrated, and the CEO &amp; Principal reflected that this could be more broadly promoted.</li> <li>○ The Deputy Principal advised that supporting disadvantaged students remained central to the College’s agenda, with one-third of students identifying as disadvantaged. Significant investment continued to be prioritised in wellbeing services and priority pathways. Attendance data showed stronger performance at the College compared to local schools and disadvantaged learners generally achieved well. However, it was noted that students receiving free school meals remained the most challenging cohort.</li> <li>○ It was agreed that the free school meal offer should be more widely advertised, and this message had already been incorporated into school liaison communications.</li> </ul> </li> <li>• <b>RESOLUTION – The Curriculum Skills &amp; Quality Committee agreed to recommend the ‘Annual Diversity, Equity, Inclusion &amp; Belonging Report – 2024-25’ to the Board for approval, subject to the agreed amendments.</b></li> </ul> <p><b>Andy Fitt left the meeting at 16:26.</b></p>	

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<b>Policies &amp; Key Documents</b>																																
8)	<p><b>POLICIES</b> <span style="float: right;"><b>16:26</b></span></p> <p><b>8.1 Safeguarding &amp; Prevent Policy</b></p> <ul style="list-style-type: none"> <li>The Assistant Principal – Safeguarding &amp; Inclusion outlined the key changes as detailed in the Policy Change Summary sheet.</li> <li>Governors noted the policy and there were no questions arising.</li> <li><b>RESOLUTION – The Curriculum Skills &amp; Quality Committee agreed to recommend the ‘Safeguarding &amp; Prevent Policy’ to the Board for approval.</b></li> </ul>																															
<b>Close</b>																																
9)	<p><b>ANY OTHER BUSINESS</b> <span style="float: right;"><b>16:27</b></span></p> <p><b>9.1 Spring Term Learning Walk (Lewes Campus)</b></p> <ul style="list-style-type: none"> <li>Governors agreed that the Spring Term learning walk would focus on Performing Arts (exceptional practice) and English &amp; Maths (recent changes). <ul style="list-style-type: none"> <li><b>Action 9.1.1 – Schedule a learning walk for the Spring term at the Lewes campus, with this to precede the CS&amp;Q Committee meeting on 26<sup>th</sup> February 2026.</b></li> </ul> </li> </ul>	CA/NB																														
10)	<p><b>DATE OF NEXT MEETING</b> <span style="float: right;"><b>16:28</b></span></p> <p>10.1 Governors noted that the next meeting of the Curriculum, Skills &amp; Quality Committee had been scheduled for <b>26<sup>th</sup> February 2026, 15:00-17:00, which would be an in-person meeting at the Lewes campus and preceded by a learning walk from 14:00.</b></p>																															
11)	<p><b>LIVE COMMITTEE SELF-ASSESSMENT</b> <span style="float: right;"><b>16:29</b></span></p> <p>11.1 Five survey responses were received from Governors, via an online form as follows:</p> <table border="1" data-bbox="178 1485 1367 2085"> <thead> <tr> <th>#</th> <th>ASSESSMENT QUESTION</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Was the agenda sufficiently balanced between core governance business and strategic priorities?</td> <td>100%</td> </tr> <tr> <td>2.</td> <td>Were the papers succinct, with clarity in the information being communicated and the action required by Governors?</td> <td>80%</td> </tr> <tr> <td>3.</td> <td>Did you have all the information you needed to fully participate in discussion and decisions?</td> <td>100%</td> </tr> <tr> <td>4.</td> <td>Was there sufficient time to debate priority items in depth?</td> <td>100%</td> </tr> <tr> <td>5.</td> <td>Were you satisfied that decisions were arrived at in a proper manner?</td> <td>100%</td> </tr> <tr> <td>6.</td> <td>Was the student experience at the heart of decision making?</td> <td>100%</td> </tr> <tr> <td>7.</td> <td>Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?</td> <td>100%</td> </tr> <tr> <td>8.</td> <td>Were opportunities created to invite input from Student and Staff Governors?</td> <td>100%</td> </tr> <tr> <td>9.</td> <td>Any comments or suggestions?</td> <td>Yes*</td> </tr> </tbody> </table>	#	ASSESSMENT QUESTION	RESULT	1.	Was the agenda sufficiently balanced between core governance business and strategic priorities?	100%	2.	Were the papers succinct, with clarity in the information being communicated and the action required by Governors?	80%	3.	Did you have all the information you needed to fully participate in discussion and decisions?	100%	4.	Was there sufficient time to debate priority items in depth?	100%	5.	Were you satisfied that decisions were arrived at in a proper manner?	100%	6.	Was the student experience at the heart of decision making?	100%	7.	Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?	100%	8.	Were opportunities created to invite input from Student and Staff Governors?	100%	9.	Any comments or suggestions?	Yes*	
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#	Item	Action
	<p><b>*Comments:</b></p> <ul style="list-style-type: none"> <li>• <i>More strategically focused presentations/summaries as part of the papers are useful and might encourage more questions.</i></li> <li>• <i>Efficient, but with full clarity.</i></li> </ul>	
12)	<p><b>CLOSE</b></p> <p><b>12.1 The meeting closed at 16:30.</b></p>	<b>16:30</b>

### Action Summary

Item	Owner	Action	Due Date
0.2.1	BH	Raise an inter-committee referral item to the RC&I Committee related to 'Oversight of budget planning for Quality Improvement Plan initiatives'.	Complete
0.2.2	NB	Update the Quality Improvement Plan (Page 6) to state – 'All substantive teaching staff to complete digital/AI CPD by February 2026'.	Complete
3.2.1	NB	Update the 'Self-Assessment Report', 'Quality Improvement Plan' and the 'Annual Diversity, Equity, Inclusion & Belonging Report' papers throughout, to replace 'trans females' with 'trans women' students.	Complete
5.2.1	FP	Review the current risk rating for the 'Radicals & Extremists within College Community' risk detailed within the Prevent Risk Register, and consider whether an amendment was needed to the proposed rating.	11 <sup>th</sup> December 2025
5.2.2	NB	Incorporate the requested amendments to CS&Q Committee Report/summary paper, as detailed in Section 5.2 of the minutes, for the next meeting's report.	26 <sup>th</sup> February 2025
9.1.1	CA/NB	Schedule a learning walk for the Spring term at the Lewes campus, with this to precede the CS&Q Committee meeting on 26 <sup>th</sup> February 2026.	26 <sup>th</sup> February 2025