



**REASEHEATH COLLEGE BOARD**  
**QUALITY AND STANDARDS COMMITTEE MEETING**  
**Minutes of the meeting held on 14 November 2024 at 2pm**  
**Philip Leverhulme Centre (PLC) L5, Reaseheath College**

Present: Mike Gorton (independent)  
Jane Cowell (independent)  
Peter Green (independent)  
Alastair Taylor (independent, associate)  
Jared Erskine (independent)  
Summer Lakin (independent)  
Phil Gibbon (staff) PGibbon  
Marcus Clinton (principal)

In attendance: James Eagney (assistant principal)  
Sharon Yates (assistant principal)  
John Kendal (assistant principal)  
Iain Clarke (assistant principal)  
Wendy Watson (head of quality)  
Wendy Brissett (head of teaching and learning and innovation)  
Jackie Schillinger (head of governance)

**PART A unless stated**

item	Content
<b>1.</b>	<b>Opening items</b>
1.1	There were no apologies received, or declarations made to the meeting.
1.2	RESOLVED: Jared Erskine and Summer Lakin appointed to the committee and Mike Gorton was appointed as Chair of the committee for 2024-25.
1.3	RESOLVED: The minutes of meeting held on 6 June 2024 were approved as a correct record.
<b>Corporation Core Function Accountabilities</b>	
<b>2.</b>	<b>Holding executive leaders to account for educational performance and quality and the performance of staff</b>
2.1	<p>The student governor reported on the start of the year, including welcome week and the new timetable, student life activities including RAG fundraising, engagement in enrichment activity, the first student council meeting of the year and Ofsted inspection involvement. Key points made were:</p> <ul style="list-style-type: none"> <li>Freshers' fayre and student societies fayre success with good engagement.</li> <li>RAG raising and giving so far with activities of twelve days of Christmas and mental health run around campus coming up.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ofsted meeting with the student union covered what the student union does and how it benefits the student, the career ready offer, the enrichment with sports and societies and very positive feedback on this, with personal development as 'good'.</li> <li>• Very positive engagement at the first student council meeting, endorsed by a committee member who attended the council meeting as a governor. Issues raised included enrichment opportunities and the take up of these in the new timetable model as well as several 'environment' issues like catering, recycling and student lockers.</li> </ul>
2.2	<p>The committee asked for more information on take up numbers. They asked that this be separated into FE /Apps/HE and into residential and day students and challenged on what is being done to promote and increase take up of the enrichment offer. They recommended that more work on understanding what students want and promotion and communication of the offer. They recognised the wider career ready offer as a current strength which should be enhanced by the new timetable model with positive impact once the enrichment offer is more embedded, which will be driven by the student services assistant principal role working closely with the student union.</p>
2.3	<p>The committee thanked the student union team for their work, with the career ready offer coming across very positively in the recent inspection and requested that the student governor report back on impact of actions to increase take up of the enrichment offer at the next meeting. <i>ACTION</i>.</p>
2.4	<p>The Principal introduced the Quality Improvement Report, including reflection and response to the recent Ofsted inspection. He emphasised that the executive team fully own the improvement actions and are committed to achieving these with a clear action plan in place to take this forward. Governors and executive have been very aware of the improvement journey and self-assessed as requires improvement last year, with the positive impacts seen in the recent September governor day. However, with some remaining inconsistency in theory lessons and with some further improvement in data needed the overall grade of requires improvement dominates the narrative. Apprenticeships and personal development were rated as good, safeguarding as effective and the college making a reasonable contribution to skills needs. Progress will be monitored by Ofsted in about a year, with a re-inspection in two to three years. He highlighted that the Ofsted model will change for next year with no overall grading. Discussion followed on:</p> <ul style="list-style-type: none"> <li>• Areas identified as actions to improve</li> <li>• The positive impact of the Reaseheath re-set work last year on planning and sequencing, which came out very well. The existing improvement plan is now pushing on to pedagogy and this will be the key focus in the quality improvement plan.</li> <li>• The role of the committee and governing body in supporting the improvement plan via challenge and enhanced monitoring. Responsibility is owned by governors on teaching and learning quality focus, challenge and knowledge, with the need for governors to be better at how assurance is gained on teaching learning and assessment without straying into operational management. The committee will need a better sense of milestones down the journey for new teachers to get to where they need to be.</li> <li>• Support for responding via the formal process on several aspects of accuracy.</li> </ul>

2.5	<p>Assistant Principal Performance and progress then presented the detail of the quality key performance indicators and the improvement action plan against each of the areas identified as needing improvement, including:</p> <ul style="list-style-type: none"> <li>• Performance data metrics have moved forwards in all indicators including attendance, in all but one curriculum area, providing evidence of the positive impact of the Reaseheath re-set. Student survey data is very strong.</li> <li>• Consistency in accountability at the middle layer is a key focus, with senior leaders and the quality team responsible for better driving change at this level.</li> <li>• The teaching and learning quality assurance model provides data on teaching and learning, but this needs to be developed to ensure it is strong enough to drive the pace of change. This will involve more in-depth observations with a smaller team in addition to the existing learning walk model.</li> <li>• A different KPI tracking model will be implemented with a more focused fortnightly forum where the curriculum area leaders are held to account for area performance with clearer expectations and targets on driving teaching and learning in their department.</li> <li>• High Needs curriculum and external support will be developed to be more tailored and not so qualification driven, with collaboration between teachers and learning support at the heart of the delivery and better management of the quality of support provided.</li> </ul>
2.6	<p>The committee questioned managers and reflected on their own role in the implementation of the improvement plan and measuring impact, including challenge on:</p> <ul style="list-style-type: none"> <li>• The whole college Quality Improvement Plan needs to be forensically focused on the identified improvement actions following inspection, but with some wider actions also forming part of the plan.</li> <li>• The full governing body needs to have a clear understanding of actions and how impact is measured with the first stage of this to be presented to the meeting in November.</li> <li>• The Reaseheath re-set phase on pedagogy requires careful communication with staff voice forums to ensure it is inclusive of views and ideas to support effective implementation.</li> <li>• The need to effectively resource the CPD requirements and staffing roles to effectively drive improvement.</li> <li>• Questioning on how senior leaders will report to governors on impact and progress, with continued use of KPI reporting including the more detailed action plan indicators to the Quality and Standards Committee.</li> <li>• Questioning on the way retention data is reported and communicated to governors and managers to ensure it is used to proactively manage risk areas and all areas of the college contribute to driving the overall improvements to retention.</li> <li>• Enhanced monitoring by governors to support the plan needs to include a clear view of the college's 'Reaseheath Way' expectations of teaching learning and assessment with triangulation gained from link visits with aide memoire prompts, learning walks with managers and the quality team, and by dipping into curriculum areas with curriculum area managers contributing to special meetings focused solely on teaching learning and assessment this year.</li> </ul>

	<ul style="list-style-type: none"> <li>Ensuring consistency in induction and support for new teachers across all curriculum areas must be a key focus. A governor gave a good practice example from his recent link visit to the Engineering department where a new member of the instructor team benefitted from team teaching with a colleague for five weeks and was being mentored very effectively.</li> <li>Sharing of best practice in the sector is key and the leadership team have already contacted several colleges that they will be working with to support with the improvement plan implementation.</li> </ul>
2.7	RESOLVED: The committee supported the improvement action plan presented and gave its commitment to enhanced monitoring of the impact of teaching learning and assessment quality improvement. It will continue to monitor performance data closely to ensure the quality improvement plan has the intended impact.
<b>3.</b>	<b>Setting, Communicating and Monitoring Strategy – Strategic Risk</b>
3.1	RESOLVED: The committee considered the strategic risk that the quality of provision and student outcomes in further education decline. Based on the reporting to the meeting, the committee took partial assurance that the controls are effective and reported that action is needed, in the form of the college's Quality Improvement Plan 2024-25 to strengthen the control framework to manage the risk.
<b>4.</b>	<b>Governance</b>
4.1	The committee considered its impact and reflected on its role following the Ofsted inspection feedback, including the need to recognise that whilst it had effectively focused on performance data, staffing resource and the improving picture, it needed to enhance its focus on the detail of teaching learning and assessment within this monitoring. Enhanced monitoring measures were agreed to hold curriculum leaders to account on the five principles of effective delivery (PEDS) – the college's framework for teaching and learning via meetings, deep dive sessions and link visits and learning walks supported by the central team to support governor questioning and challenge. It was agreed that the initial action would be to circulate the completed quality improvement plan and KPI to the committee if available before the full board meeting on 22 November for discussion at that meeting, or via a short Teams meeting otherwise.
4.2	RESOLVED: The governance development plan should incorporate the committee's enhanced monitoring measures to hold leaders to account for the delivery of the five principles of effective delivery (PEDS) – the college's framework for teaching and learning with expectations of what teachers should be doing when delivering. These measures included meetings, deep dive sessions and link visits with learning walks supported by the central team to support governor questioning and challenge.
<b>5.</b>	<b>Items of Assurance</b>
5.1	RESOLVED: The Further Education Academic Board meeting minutes June 2024 were received for completeness with the recognition that once the Academic Board meets in the current academic year these will be forwarded to members for information.
<b>6</b>	<b>Closing items</b>
6.1	There was no other business reported to the meeting.
6.2	The date of next formal meeting was agreed as Thursday 13 February 2025 at 2pm.

The meeting closed at 4.15pm.

Approved as a correct record 13 February 2025

Mike Gorton (Chair)