

**REASEHEATH COLLEGE BOARD**  
**QUALITY AND STANDARDS COMMITTEE MEETING**  
**Minutes of the additional MS Teams meeting held on 24 January 2025 at 9am**

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

In attendance: Eli Broadhurst (student)  
James Eagney (assistant principal performance and progress)  
Paul Spearritt (vice principal curriculum and quality)  
Jackie Schillinger (head of governance)

**PART A unless stated**

item	Content
<b>1.</b>	<b>Opening items</b>
1.1	Apologies were received and accepted from Jane Cowell.
<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 - Quality Improvement Plan and Key Performance Indicators</b>
2.1	The committee chair introduced the meeting as an additional meeting requested by the committee to consider the quality improvement plan and key performance indicators. He explained that this was because the work carried out following the Ofsted inspection had meant these were not fully presented to the committee in the autumn term as would ordinarily be the case. The committee had asked for an opportunity to provide feedback to the draft before it is presented to the scheduled committee meeting in February and the board in March for approval.
2.2	The assistant principal performance and progress set out the scope and content of the quality improvement plan, with the following key points noted: <ul style="list-style-type: none"> <li>• The plan incorporates the further education and apprenticeships quality and performance key performance indicators (KPI).</li> <li>• The teaching and learning KPI include learning walk data currently and the first round of lesson visits and will be further developed as the quality data gained from the system increases.</li> <li>• National data is published in March and at this point there will be the need to review college KPI and reassess if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• The KPI on 'value added' has been simplified currently to high grades but there is still more work to do on getting the best measure on this.</li> <li>• An update has been added for progress against the KPI as of January, but a full update will be provided for the committee meeting on 13 February where progress will be monitored.</li> <li>• The progress against KPI will be updated on a monthly basis by the quality team and this will be reported to the committee which will better show progress and any early risk indicators that should help the committee keep track of progress and provide test and challenge.</li> </ul>
2.3	<p>The committee chair opened the discussion up for questions and feedback. This resulted in the following actions and points of clarity:</p> <ul style="list-style-type: none"> <li>• How will governors know from the KPI reporting what percentage of teaching and learning is effective and where this is not effective, what is being done to improve this rapidly? <ul style="list-style-type: none"> <li>○ The lesson visit outcomes supported by ongoing temperature check learning walks and the performance committee interventions will evidence this for governors. The KPI data reported will show the percentage of effective and above teaching and the percentage that requires re-inspection (requires improvement).</li> </ul> </li> <li>• How will governors know what the problems are if the KPI are not moving in the right direction in a particular curriculum area or course? <ul style="list-style-type: none"> <li>○ the KPI reporting will still show commentary for governors, and the 5 principles of effective delivery (PEDs) identify what lies beneath lesson visit outcomes. These 5 PEDs are housekeeping; reviewing; new concepts and modelling; practice and assessment; and feedback.</li> </ul> </li> <li>• How is health and safety covered in the quality improvement plan? <ul style="list-style-type: none"> <li>○ It is embedded into the housekeeping element of the PEDs and the lesson visit and learning walk criteria. This includes an 'urgent action' element which allows a response to be made to the health and safety manager and the assistant and vice principal to pick this up urgently with the department to ensure the health and safety elements of housekeeping are happening.</li> </ul> </li> <li>• How can governors know that the different levels of management have bought into the Reaseheath Way and that it is being actively implemented at manager level? <ul style="list-style-type: none"> <li>○ the new role for the assistant principal performance and progress brings all further education curriculum areas under his remit to drive the quality improvement through the Reaseheath Way. His role involves holding managers to account as leaders of learning (with a specific Reaseheath Way booklet for managers). This is already happening with group meetings every two weeks where outcomes of lesson visits and learning walks are picked up. There is a clear expectation that managers carry out at least 2 learning walks per week. The new lesson visits have started with programme leaders and feedback can be provided on impact seen so far at the committee meeting in February. The new teacher induction programme is underway.</li> </ul> </li> <li>• Is there sufficient visibility at governor level on performance of residential students specifically?</li> </ul>

	<ul style="list-style-type: none"> <li>○ Data for residential students is tracked and this visibility for governors is important. Residential students currently perform about 2% higher in terms of attendance and retention than non-residential students and this includes English and maths and functional skills. Residential student performance and outcomes to be tracked by the committee in its termly reporting.</li> <li>• Should the quality improvement plan focus solely on the Ofsted areas for improvement to ensure clarity and visibility or include wider elements such as more focus on health and safety (not currently separated out) and adult provision (as currently included)? <ul style="list-style-type: none"> <li>○ The plan is a strong working document and has capacity to add in items and is intended to be fluid. Detailed health and safety action plan oversight already exists via the task and finish group reporting into audit and the curriculum elements of the plan are embedded in the Reaseheath Way. Further consideration will be given to the other elements.</li> </ul> </li> <li>• How can governors have clarity of progress against the areas for improvement as set out in the Ofsted inspection report when they are embedded in the quality improvement plan? <ul style="list-style-type: none"> <li>○ The areas for improvement will be the headlines with progress reported against these six areas and then mapped to the detail in the quality improvement plan so that the visibility is there for governors.</li> </ul> </li> <li>• The committee meeting in February will review in more detail the new quality assurance and improvement process and progress against KPI.</li> </ul>
2.7	RESOLVED: The college has moved quickly in response to the areas for improvement identified in the Ofsted inspection, via the Reaseheath Way implementation. The committee will monitor progress and impact at its meeting in February.
<b>3.</b>	<b>Closing items</b>
3.1	There was no other business reported to the meeting.
3.2	The date of next formal meeting is Thursday 13 February 2025 at 2pm.

The meeting closed at 9.50am.

*Currently unconfirmed to be Approved as a correct record [13 February 2025]*

#### Action log from Teams meeting

Date	Action	Who	When	Progress
24 Feb 2025	The KPI data reported will show the percentage of effective and above teaching and the percentage that requires re-inspection (requires improvement).	PS/JE	Termly reporting	
24 Feb 2025	Residential student performance and outcomes to be tracked by the committee in its termly reporting.	PS/JE	Termly reporting	
24 Feb 2025	February meeting to review in more detail the new quality assurance and	PS/JE	Termly reporting	

	improvement process and progress against KPI.			
24 Feb 2025	Ofsted Areas for improvement always the headline for progress reporting to governors, with this then mapped to the detail in the quality improvement plan so that the visibility is there for governors	PS/JE	Termly reporting	

### Terms of Reference

1. To monitor, consider and assure the Board on the effectiveness of the College's quality assurance systems in order to achieve measurable gains in educational performance to meet all criteria for Ofsted, relevant quality marks and indicators, and to take action to recover poor performance/bring improvement plans into place.
2. To monitor the College's readiness for a positive inspection outcome, review inspection findings and the college's response to these.
3. To ensure continuous improvement through a culture of learner and client centred focus to all activities.
4. To receive assessment reports on the quality of the Further Education and Apprenticeships educational services provided by the College and advise on any necessary action.
5. To report termly to the Board, including an evaluation of the overall quality of educational services provided by the College.
6. To recommend to the Board challenging educational performance indicators and targets for the College and to monitor and assess performance, using appropriate benchmarks, with a particular emphasis on retention, attendance, pass rates and achievement rates.
7. To scrutinise and challenge in order to ensure continued improvement, maintenance of high performance and the rigour of the Self-Assessment process to ensure regular and rigorous

assessment of educational performance which identifies strengths and weaknesses, informs strategic planning and leads to continued improvement.

8. To monitor the effectiveness of the College student charter and the standards of service that can be expected by students and other customers of the College.
9. To monitor the effectiveness of systems for effectiveness of assessing and monitoring the quality of teaching and learning and professional development for staff.
10. Whilst the Corporation retains responsibility for monitoring of all safeguarding and prevent matters across the College, it may from time-to-time delegate aspects of this responsibility to the committee and the committee may at any time consider safeguarding, prevent and wellbeing as it relates to the curriculum.
11. To receive student data on equality, diversity and inclusion and SEND and to monitor related actions taken forward through the quality improvement plan.
12. To review sections of the risk register that are relevant to this committee as requested by the Audit Committee and provide assurance to the Audit Committee on mitigating actions.
13. To consider relevant policies and procedures that require Board approval and, where agreed, recommend them for approval to the Board.