



REASEHEATH COLLEGE BOARD
QUALITY AND STANDARDS COMMITTEE MEETING
Minutes of the meeting held on 5 June 2025
Committee Room, Reaseheath College

Present:	Mike Gorton (independent), chair Marcus Clinton (principal) Jane Cowell (independent) Phil Gibbon (staff) Peter Green (independent) Summer Lakin (student)
In attendance:	Ashely Austin (independent) James Eagney (assistant principal) Paul Spearritt (vice principal) Kirsty Thornton (student life officer) <i>(items 1 and 2)</i> Wendy Watson (head of quality) Sharon Yates (assistant principal) Jackie Schillinger (head of governance)

Morning Activities open to all governors 10am – 2pm: Teaching Learning and Assessment deep dive – Learning walks, department manager panel, lunchtime student forum.

PART A unless stated.

item	Content
1.	Opening items
1.1	Apologies and Declarations: Apologies were received and accepted from Alastair Taylor and Jared Erskine. There were no declarations made to the meeting. The meeting was quorate and remained quorate throughout.
1.2	RESOLVED: The minutes of the committee meeting held on 13 February 2025, and the deep dive SEND meeting held on 8 May 2025 were confirmed as a correct record.
1.3	Matters arising: <ul style="list-style-type: none"> • Following the deep dive meeting on SEND, it was confirmed that an annual report on SEND would be made in the autumn term to the Board alongside the annual Equality Diversity and Inclusion reporting. Minutes of the deep dive meeting to be shared with all governors (action) • The reviewed Foundation offer will be in place from September 2025, in a phased approach, with the initial parts in place with the roll out of the elements of the pathway approach over the next couple of years.
Corporation Core Function Accountabilities	

2.	Holding executive leaders to account for educational performance and quality and the performance of staff
2.1	Student Life End of Year Review: Picking up from the request by the committee at its last meeting, the student life officer and the student union (SU) president provided a summary of engagement over the year. This addressed the questions raised of sufficiency of resource in the student life team to drive the extra enrichment activities; what the data tells us about whether and how learners are engaging in these specific SU led enrichment activities and what has been learned from this year to improve engagement next year. The RAG activity and total raised so far was welcomed, with over £15,000 raised so far, which compares well with the average over recent years.
2.2	<p>RESOLVED: The committee welcomed the work of the SU and Student Life Team to engage students in SU led enrichment activities during the day to enhance the overall enrichment offered by the college. Some staffing challenges had impacted the team over the year but there was sufficient staffing resource now in place. Learning taken forwards into next year to increase impact was agreed as:</p> <ul style="list-style-type: none"> • Day activities and curriculum-based enrichment activities will be brought together, with student life and SU teams working more closely with Progress Coaches, inviting curriculum area managers and teachers to book enrichment activities by providing lists of what is on offer, and to continue to offer some sports and clubs/societies during the day. • The timetable will revert to usual, as the enrichment slot added this year (15:30-16:30) was not successful. Students would rather leave early or 'relax' with friends before the buses. This will change back for next year. • Work to increase engagement and data collection to monitor this, continue to work with REAA to bring activities, stalls and events to the Apprentices during lunchtime and looking into registering options e.g. card readers to allow for non-intrusive data collection.
2.3	<p>Quality Improvement Plan Progress and Impact: The committee focused its scrutiny on whether the college had seen positive impact of its improvement actions. The assistant principal performance and progress led the item, with a full discussion based on the teaching and learning deep dive governors had undertaken that morning:</p> <p><u>Quality of Teaching Learning and Assessment (TLA):</u></p> <ul style="list-style-type: none"> • <u>Are you confident you have an accurate picture of the quality of TLA across the college?</u> The quality assurance (QA) work on the 5 principles of effective teaching (5PEDs) breakdown by curriculum area has led to a clear picture of strengths and weaknesses at a granular level to direct CPD and then revisit the QA work to measure impact of our interventions. • <u>What impact have you seen so far on achieving at least 80% effective TLA across the college?</u> Introduced the new Lesson Visit activity after February half-term. This activity is not focused on new teachers as they are covered by their induction process and so this activity is more widely done across college covering those early and more established teachers. Since February 113 lesson visits have taken place. Visits have been prioritised on a risk basis. From this QA activity we have seen 29.2% teaching excellence, 48.6% with some development points and 22.1% requiring a re-

	<p>observation (i.e. not effective). Therefore, we are around 78% effective TLA currently of those observations.</p> <ul style="list-style-type: none"> • <u>What progress has been made with those 25 (22%) observed lessons that need to develop to become effective?</u> The 25 re-observations are attributable to 23 teachers. 5 teachers are in a capability process. 7 teachers have left the college through their own choice. 5 teachers have had a positive reobservation. • <u>What happens to improve the 55 (48%) observations of teaching that is seen as sufficient but still needing more development?</u> The 55 teachers who received development points now have an individualised development plan. Progress against this is checked through the learning walk process and programme leader development walks (Leadership of Learning). • <u>How are you using your teachers identified as teaching excellence to support improvement in others?</u> 33 (29%) of Teachers identified as part of TEX (Teaching Excellence) are delivering cross departmental training. TEX teachers will be running a showcase in each curriculum area on Staff Development Day at the end of the year to share best practice. • <u>Which aspects of TLA have improved and which need more work – based on the 5 PEDs: Housekeeping; New Concepts and Modelling; Practice; Reviewing; Assessment and Questioning?</u> We have seen a positive 7% shift in effective reviewing in lessons since March as a result of focused cross-college CPD. New Concepts and Modelling and Assessment and Questioning have also improved since March. The themes for increased focus next half term are Practice and Housekeeping. • <u>What impact have you seen so far on improving the quality of learning support in lessons?</u> Improvement actions have been put in place and checked via the lesson observation process whenever there is learning support in a class observed this is included in the observation. However, training with the leaders in the inclusive learning team and the specific learning support quality assurance observations are about to start. This will provide a more comprehensive picture. This action from the quality improvement plan is a priority to progress as it requires more pace at this stage.
2.4	<p>RESOLVED: The Teaching Learning and Assessment improvement actions in the Quality Improvement Plan show impact in a more granular understanding of the quality of teaching and learning and assessment across the college departments with this more accurate picture driving targeted CPD and a shift has been seen in the 5 principles of effective teaching dashboard, as well as in college retention data. More pace is needed especially in relation to the specific lesson observation work on the quality of learning support in lessons, which needs to be fully implemented as soon as possible.</p>
2.5	<p>Governor feedback from their deep dive activities in the morning was shared with the executive management present in the meeting. These activities included joint learning walks with the curriculum area managers/programme leaders in curriculum departments, a student forum and two panel meetings with managers. The key points of feedback were:</p> <p><u>Learning Walks:</u></p> <ul style="list-style-type: none"> • Learning Walks in Agriculture and Construction triangulated with the points already made that Housekeeping still requires more focus to improve in some classes. This will

be essential to get right at the start of next year to set the example for the upcoming year and to maintain the grip on this all year. The assistant principal confirmed there is a clear plan with clear accountability at all leadership levels.

- In T level agriculture, students could clearly explain their targets, progress, progression on to the next stage and they could clearly articulate why what they had learnt would help them in their future careers.
- Strong teaching seen in Animal Management with exam revision, practice lessons. Still some tweaks/development seen over the morning but effective and strong practice.
- Evidence of Career Ready Behaviour in Sport with students at the end of their first year, in a practical session with students displaying progressional workplace ready behaviour. Also in a team exercise, showing collaborative learning and leadership. Learners clearly able to articulate why they were doing the activity/learning and how this related to their future careers.

Student Forum:

- Students in the student forum shared an informal conversation with governors over lunch, on their experiences of teaching and learning. Feedback was very positive overall with students referring to a variety of teaching activities and engaging lessons. Areas that were raised with individual experiences were:
 - that staffing instability had impacted on teaching quality in construction last year, but that it was now much better to have a stable staff team.
 - Another theme was the availability and quality of some of the laptops, whilst in the main IT rooms this was good, some had found this a challenge in other areas of the college.
 - Catering access to outlets in the further away parts of the campus was raised, with students noting that vending machines had helped, but their experience could still be improved.

Curriculum Area Manager (CAM) Panel

Several key messages came out of the panel, and were shared as:

- Governors felt that there was buy in and commitment to the Reaseheath Way by the CAM group.
- There was a greater sense of clarity expressed than when the previous staff panel was held in January 2025, following the Ofsted inspection in October 2024. There was a much clearer sense of the route coming out with a clear plan of what they need to do.
- Governors picked up the sense of moving along the change curve, with positive intent and sense of direction, however still with changes needing to be embedded and consolidated.
- Governors welcomed the honest discussion in the panel meeting on some of the challenges of change.
- The message to the management teams perhaps now could be that there is nothing else new to come on this – this is a time of embedding what is now in place, using the Leadership of Learning guide.
- The committee recognised the CAM role as a challenging role that receives ‘asks’ from different parts of the organisation with numerous essentials that need action. Further clarity on the priorities and central messaging would be very useful for managers as part of this next consolidating change phase.

	<ul style="list-style-type: none"> • Everyone appreciated the need for a structured approach to achieve consistency of effective teaching across the college. • There was a sense that managers would welcome support to develop more creative and innovative practice where this was appropriate, which would be important for the central team to keep in mind next year. • A strong theme was that the Reaseheath Way was a whole college approach and so communicating how the support areas of the college contribute to this, as well as the academic staff, was important. <p><u>Programme Leader (PL) Panel:</u></p> <ul style="list-style-type: none"> • The group were very positive about the introduction of the ‘Leadership of Learning’ guide clarifying the roles of CAM’s & PL’s in teaching and learning and supporting teachers. • They welcomed the introduction of formalised Mon/Tue afternoon slots and the ability to call on the teaching and learning team to support them at these meetings. This formal approach could reduce time spent informally over the week. • The group wondered if more could be done to streamline workload to free up more time, by looking at the ‘day to day’ activities and really focusing in on those essential activities to support teaching and learning quality. • On what differences they had seen, they felt that the whole situation was better than in previous years with a reduction in staff turnover. They appreciated the fact that a few staff left the college due to the teaching and learning quality drive, which they considered to be necessary. They felt it was a bit too early to know the full impact of the Reaseheath Way changes on lesson quality, but they gave some positive examples of much more talk around aspects of teaching and learning, more sharing of good practice and more focus on lesson planning.
2.6	<p>Reporting to the Committee included the following KPI summary:</p> <p>Impact of quality improvement actions on performance is measured by our Key Performance Indicators. These show improvements in retention on last year, with the aim to secure improvement in achievement rates at year end:</p> <ul style="list-style-type: none"> • Overall College retention is currently 90.00% against a KPI target of 91.00% and the end position in 2023/24 of 89.20%. • Attendance is currently 89.46%, a 1.00% decline on the same period last year. • The core retention is currently ahead of the same point last year, with 1st year retention on 2-year level 3 programmes remaining strong and increased by 6% on last year. • Retention of 16- and 17-year-old residential learners is 97.44% (124 learners). Attendance of this cohort is 93%. • Retention for learners studying on level 3 programmes 80.09% compared to an end position of 76.93%. This figure is still significantly impacted by the 1080 Technical Qualification in Agriculture. Without this aim, level 3 core retention is 83.33% compared to an end position of 77.85% in the previous year – a 5.5% increase. • Maintaining this retention rate and an increase in pass rate to 90% (88% in the previous year), would mean level 3 achievement increases by approximately 5%. This figure will be confirmed when the final Performance and Effort Grade window closes after half-term.

	<ul style="list-style-type: none"> The latest MiDES report shows that combined in year retention is 3.2% ahead of the same period last year and broadly in line with the national rate for land based colleges.
2.7	<p>RESOLVED: The Committee reports to the Board that:</p> <ul style="list-style-type: none"> It is satisfied that the executive team has a system that gives an accurate picture of teaching and learning quality to drive improvement and has picked up the themes from learning walks and lesson observations that require more pace and focus, with interventions in place via the targeted CPD Deliver – Support – Check approach to drive these aspects of the Quality Improvement Plan One aspect that the Committee will expect to be driven with pace is the specific lesson observation work on the quality of learning support in lessons, which needs more pace. Positive shifts can be seen from re-observations and performance data indicates improvement, including retention with significant improvement in first year retention. Learning Walk, Student and Staff forum governor activity informed the meeting discussion and triangulated with other reporting to the committee. Feedback from this activity supports an accurate understanding of the pace of change and supports simple clear messaging to staff in the next phase of consolidating the new quality assurance and improvement system.
2.8	<p>Ofsted Care Standards Actions Progress Summary: The vice principal, curriculum and quality and designated safeguarding lead presented a RAG rated report evidencing progress against each of the improvement actions linked to the minimum standards compliance. He reported that good progress had been made since the end of January. He confirmed a completion report will be made as soon as all actions were fully completed but that the Committee could take assurance that the College had effectively responded to the action points. In summary:</p> <ul style="list-style-type: none"> A significant aim of the action plan was to utilise expert external input to support the work being undertaken following the inspection. Since the inspection, the college had worked closely with the Safeguarding Children in Education Settings (SCiES) team to review several areas of practice. Notable support provided by the SCiES team included: <ul style="list-style-type: none"> Delivery of safeguarding training (1 day) for the whole student/residential services team. This training revisited types of abuse, contextual safeguarding, effective reporting of disclosures and involved some scenario training focused on areas of concern identified in the Care Standards report. A more advanced ‘DSL Light’ training day was in the process of being arranged. An audit of safeguarding records and practice (half-day), which involved two SCiES Safeguarding Officers reviewing CPOMS (and other) records with the Safeguarding Manager. The team were currently reviewing a number of recommendations from the subsequent report received mid-May, no concerns such as the main one identified in the inspection were identified. A supportive observation of the process undertaken in the ‘Applications, Interview and Safeguarding’ weekly meeting, scheduled for the 12 June and will provide feedback on the effectiveness of the meeting and processes followed. The College is currently reviewing services provided by some external safeguarding consultants who can provide both formal and informal support relating to specific safeguarding cases on an ad-hoc basis, along with more defined reviews of practice. This is in anticipation of using such services during the 2025-26 academic year. Alongside the Care Standards action plan, some of the roles within the residential and student services teams will be realigned to ensure greater collaboration between roles,

	improved clarity around key task and duties and improved quality. The new structure will also lead to the creation of a Deputy Head of Student Services, with this role having a specific focus on the residential provision.
2.9	<p>The Committee welcomed the assurance report and sought further clarification:</p> <ul style="list-style-type: none"> • Are staff clear on what they have discretion on and what they need to report? Yes, we have revisited this with the team to ensure that the limit of discretion/mandatory reporting is clear. • How have the team responded to the action plan improvements? The team has responded positively, and good progress has been made. There has been some impact by the temporary absence of the head of student services to completion of some of the actions. However, compliance actions identified in the inspection have all been actioned. Resourcing of the team will increase with the deputy manager role.
2.10	RESOLVED: The Committee reports to the Board that it is satisfied from the reporting to the meeting that the College has made satisfactory progress in its response to the Care Standards Residential Standards Inspection including ensuring that the key compliance actions are complete and securing expert external oversight of its practices.
3.	Setting, Communicating and Monitoring Strategy - Annual Strategic Plan Objectives
3.1	Strategic Risk 3: Quality of provision and student outcomes decline: The executive team recommended that the FE quality risk exposure be reduced slightly to a high amber risk due to the in-year KPI showing positive impact of improvement measures in 2024-25. The Committee considered the agenda items and reporting in the meeting as evidencing this direction of travel. The Committee emphasised that there is still much more impact to see before the risk exposure is managed back to a Green rated risk. However, a positive shift can be seen, indicating that the Quality Improvement Plan is having traction and in year performance measures indicate improved data at the year end. Having the chance to see teaching in the classrooms and in practical sessions, as well as talking to students and staff also provided a sense of reasonable assurance that progress is being made.
3.2	RESOLVED: The Committee reports to the Audit Committee that it takes reasonable assurance that the College has taken appropriate mitigating action to strengthen the control framework to manage the risk on the quality of provision and student outcomes.
3.3	RESOLVED: The Committee reviewed its terms of reference and cycle of business, aligned to the 4Es of the Strategic Plan, and recommended them to the Board for approval.
4.	Closing items
4.1	A question on the College self-assessment process was raised. It was confirmed that governors and external experts would be involved in the validation process, and students would be invited to validation panels, with dates provided shortly.
4.2	The date of the next meeting was confirmed as 16 October 2025 [<i>post meeting note: date changed to 20 October 2025</i>]

The meeting closed at 4.15pm.

Approved as a correct record 20 October 2025

Mike Gorton, Chair