



**REASEHEATH COLLEGE BOARD**  
**QUALITY AND STANDARDS COMMITTEE MEETING**  
**Minutes of the meeting held on 20 October 2025 11am**  
**F3 Farm Information Centre, Reaseheath**

Present: Mike Gorton (independent), chair  
 Ashely Austin (independent)  
 Claire Blanchard (independent)  
 Marcus Clinton (principal)  
 Jane Cowell (independent)  
 Peter Green (independent)

In attendance: James Eagney (assistant principal)  
 Paul Spearritt (vice principal)  
 Wendy Brissett (head of teaching learning and innovation)  
 Wendy Watson (head of quality)  
 Sharon Yates (assistant principal)  
 Jackie Schillinger (head of governance)

**PART A unless stated**

Item	Content
<b>1.</b>	<b>Opening items</b>
1.1	Apologies and Declarations; Apologies were received and accepted from Phil Gibbon. There were no declarations made in relation to the agenda items.
1.2	RESOLVED: The minutes of meeting held on 5 June 2025 were confirmed as a correct record.
1.3	Matter arising: <ul style="list-style-type: none"> <li>• Inclusion is a key part of the new Ofsted programme and incorporates a wider context than SEND, though annual SEND reporting was planned to be made with the EDI reporting to the December Board meeting.</li> <li>• Staff conference on inclusion is planned for the new year, to which governors are welcome – Monday 23 February 2026.</li> <li>• Assurance that the college will access external guidance on its compliance with the care standards action plan if considered necessary in addition to its current work.</li> </ul>
1.4	RESOLVED: The cycle of committee business for 2025-26 was confirmed.
<b>2.</b>	<b>TOR 1 - Advise the Board on arrangements for assuring the quality and standards of all educational activities</b>
2.1	Specific lesson observation work on the quality of learning support in lessons – verbal update progress made on this action: <ul style="list-style-type: none"> <li>• ILPs (learning support staff members in the classroom) now have a clearer CPD model.</li> <li>• Embedded the tracking of ILPs in the lesson visit as well.</li> <li>• The quality of learning support in lessons is captured against 5 principles of effective support.</li> <li>• We are in the early implementation of this quality cycle.</li> </ul>

	<ul style="list-style-type: none"> <li>• Restructure of roles in the learning support team has created more clarity of roles</li> <li>• We can see the benefits with teachers and ILAs (office-based staff member who alongside curriculum coauthor the learning passport) now working more closely together on learner passports</li> <li>• Learning support team are now more out and about to see learning support quality in lessons.</li> <li>• Still features in the new QIP.</li> <li>• Ofsted in progress monitoring recognises that progress is being made.</li> </ul>
2.2	<p>Challenge provided by governors in the discussion that followed, highlighted the main areas as:</p> <ul style="list-style-type: none"> <li>• Have we got the 5 PEDS (principles of effective delivery) for learning support now written down and communicated – confirmed as complete.</li> <li>• Have we started the quality cycle of observations yet, and what is the outcome so far – confirmed the quality assurance observations have started. It is early in the cycle and so the outcome of these can be reported to the next meeting. ACTION</li> <li>• Assurance that learning support comes out very well on learning walks generally when we speak to students.</li> </ul>
2.3	RESOLVED: Assurance taken that the specific quality assurance work on learning support in lessons has commenced with the 5PEDS for learning support now in place, and observations/learning walks happening, with a report back on the outcome of this activity to the next meeting of the committee.
<b>3.</b>	<b>TOR 4. Monitor performance: Consideration of external agencies judgements and data.</b>
3.1	Ofsted Progress Monitoring Visit: Opportunity to discuss feedback and next steps. The vice principal curriculum and quality summarised the key points on each of the themes and confirmed that each received a judgement of reasonable progress. The next actions were summarised and how these were covered in the Quality Improvement Plan (QIP) for 2025-26.
3.2	<p>Challenge provided by governors focused on the following areas:</p> <ul style="list-style-type: none"> <li>• Discussion on feedback to ensure it has sufficient focus on the QIP. – is a focus in the QIP.</li> <li>• Recommendation that the work on feedback include work with learners to explain what it is in practice so that they can understand it properly – so for example work with staff to ensure they are being overt when giving students feedback.</li> <li>• Governor sharing of experience of the new framework pilot emphasises this point, as it was clear that the learner response is key, so there is a need for a common language between staff and learners.</li> <li>• Agreement that this is all part of the work that the QIP focus on feedback needs to do.</li> <li>• Seeking assurance that good practice on feedback on practical sessions as well as written work in classroom is linked back to the QIP – confirmed this is the ambition to ensure all feedback both classroom and practical is consistent.</li> </ul>
3.3	RESOLVED: Reasonable progress outcome from the Ofsted progress monitoring visit received for assurance with a key focus moving forwards being a significant piece of work on feedback including ensuring learners' understanding and articulation of feedback, which the committee will monitor at its meetings over the year. ACTION.
<b>4.</b>	<b>TOR 6. Review the College's Annual Self-Assessment report and Quality Improvement Plan and recommend its approval</b>
4.1	College Self-Assessment Report (SAR) 2024-25: The VP curriculum and quality provided a recap of the SAR validation process with thanks to committee members and all governors for the

	<p>engagement with the curriculum areas panels and the external validation day. The main points to note from the summary were:</p> <ul style="list-style-type: none"> <li>• Robustness of the QIP process is important.</li> <li>• Shift in emphasis from lengthy description of what happened in the previous year, to what needs improving is both welcome and important. We have wanted to move that dial to improvement – looking forward.</li> <li>• Way the SAR is put together supports this, with a fresh perspective this time to focus more on understanding what is causing the things that need to improve to provide a good link to improvement plans</li> <li>• The focus on impact is developing, with more in the SAR on the impact of our actions and not just what we have done.</li> <li>• There has been positive impact seen from the rapid programme of intervention over the year, with an increase in learner performance across the majority of programmes. Learner achievement on core qualifications has increased by 5% in the last year and 12% compared to 2023.</li> <li>• Themed Learning Walks, focusing on different elements of the 5 principles of effective delivery (SPEDs) showed that over 90% of sessions were attempting to embed strategies that have been promoted in continuing professional development (CPD) with 85% of those identifying effective practice.</li> <li>• However, the quality of education across the college remains variable and therefore the Self-Assessment Report concludes that overall effectiveness requires improvement</li> </ul>
4.2	<p>Discussion and challenge on the SAR followed with the key points summarised as:</p> <ul style="list-style-type: none"> <li>• Questioning on how the managers responded to the panels and how the changes made have landed and are being complied with. Confirmed that the curriculum area manager level are on board and none of it was a surprise because this is the norm now. The programme leader level is developing and continued support work with them will ensure that there is a consistent response at this level to the new approach.</li> <li>• The joined-up involvement at so many different levels has been fantastic, with thanks to the quality team, in managing quality though compliance and improvement, with these improvements recognised in the Ofsted progress monitoring visit.</li> <li>• Support for the overall requires improvement self-assessment, but with recognition of the improving picture, evidenced by the Ofsted progress monitoring visit.</li> <li>• Make some minor amendments, contextualize the grade comparison, and report final version to the Board on 13 November for approval.</li> </ul>
4.3	<p>College Quality Improvement Plan 2025-26: The VP curriculum and quality presented the QIP for recommendation to the Board. The key messages were:</p> <ul style="list-style-type: none"> <li>• QIP linked closely to KPIs, which are part of the QIP this year.</li> <li>• KPI targets embedded to staff performance development reviews this year.</li> <li>• The priority areas for 2025-26 are: <ul style="list-style-type: none"> <li>○ Despite improvements, teaching and learning remains variable in theory sessions, particularly in Construction, Agriculture and GCSE English and, as a result, retention on core aims is variable. This includes retention on some apprenticeship standards</li> <li>○ The quality and consistency of written feedback requires further improvement. In particular, the implementation of a cross-college approach to the improvement of spelling, punctuation and grammar (SPAG) and strategies to track learner improvements over time.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The implementation of the Leadership of Learning requires further developing and monitoring</li> <li>○ Some parts of the curriculum offer lack ambition, in particular, the Foundation Learning offer and aspiration for high grades on T Level programmes</li> <li>○ The quality of learner support is inconsistent.</li> </ul>
4.2	<p>Challenge provided by governors focused on the following areas:</p> <ul style="list-style-type: none"> <li>● Retention and achievement - consider adding interim expectations in the QIP.</li> <li>● Consider impact measures</li> <li>● % target of non-negotiable compliance with leadership of learning - change to 100%</li> <li>● Retention this year after 42 days looks better than last year, with the national average around 5% we expect to be just under that at 4%.</li> <li>● It is important to have data against all the categories in the new Ofsted framework, with confirmation that the college is changing its dashboards to ensure this is visible in data reporting.</li> <li>● Governor experience shared on the likely Ofsted approach which is to look at the data by each category and to cross reference against other indicators such as bursary criteria, so a learner could be asked about how they are supported in relation to all of the categories they might fall into. There is a need to look at learners in the round – collection and understanding of data is key.</li> <li>● Apprenticeship data drop questioned – confirmed this due to one discrete issue that will not impact next year, with data tracking indicting achievement rates back up this year.</li> <li>● Good to see data on teaching and learning, with a good number completed and effectiveness at 80—85% against target of 90%</li> <li>● Consideration of appropriate KPIs for 2025-26 and these supported to go forwards to the Board for approval.</li> </ul>
4.3	RESOLVED: The Committee recommends approval of the Self-Assessment Report 2024-25, the Quality Improvement Plan and performance KPI for 2025-26.
<b>5.</b>	<b>TOR 4 – Monitor performance: Recommending annual targets and key performance indicators</b>
5.1	<p>In year KPI update as of October 2025: Assistant Principal performance and progress presented an early indication of progress in year.</p> <ul style="list-style-type: none"> <li>● Themed learning walks so far this year have focused on housekeeping and questioning. They have flagged up more work is needed on questioning in lessons – this is being followed up and it shows the process we have put in place on monitoring the 5PEDS is working.</li> <li>● Lesson visit data is impacted by the fact that the observations are carried out on a risk basis, based on those re-observations from the end of last year or those on courses requiring rapid improvement.</li> <li>● For the next meeting we will report on this and we will have more data on the other PEDS and a fuller picture of the outcome of performance management processes.</li> </ul>
<b>6.</b>	<b>TOR 7 - Review committee risk remit – report to Audit Committee</b>
6.1	RESOLVED: The committee reports Reasonable assurance on the management of the risk to quality of student outcomes and student experience, with this risk exposure now back within tolerable level. Positive impacts are clearer, positive Ofsted monitoring visit and FE commissioner team active support visit, with positive triangulation from governor learning walks/forums.

<b>7.</b>	<b>Governance</b>
7.1	RESOLVED: The meeting had covered its remit against its against terms of reference and cycle of business for this meeting with actions noted for the next meeting.
<b>8.</b>	<b>Closing items</b>
8.1	There was no other business reported to the meeting.
8.2	The date of next meeting was confirmed as 9.30am 12 February 9.30am, followed by a deep dive session with HE Committee on AI in education.

The meeting closed at 1pm

Approved as a correct record 12 February 2026

Mike Gorton, Chair