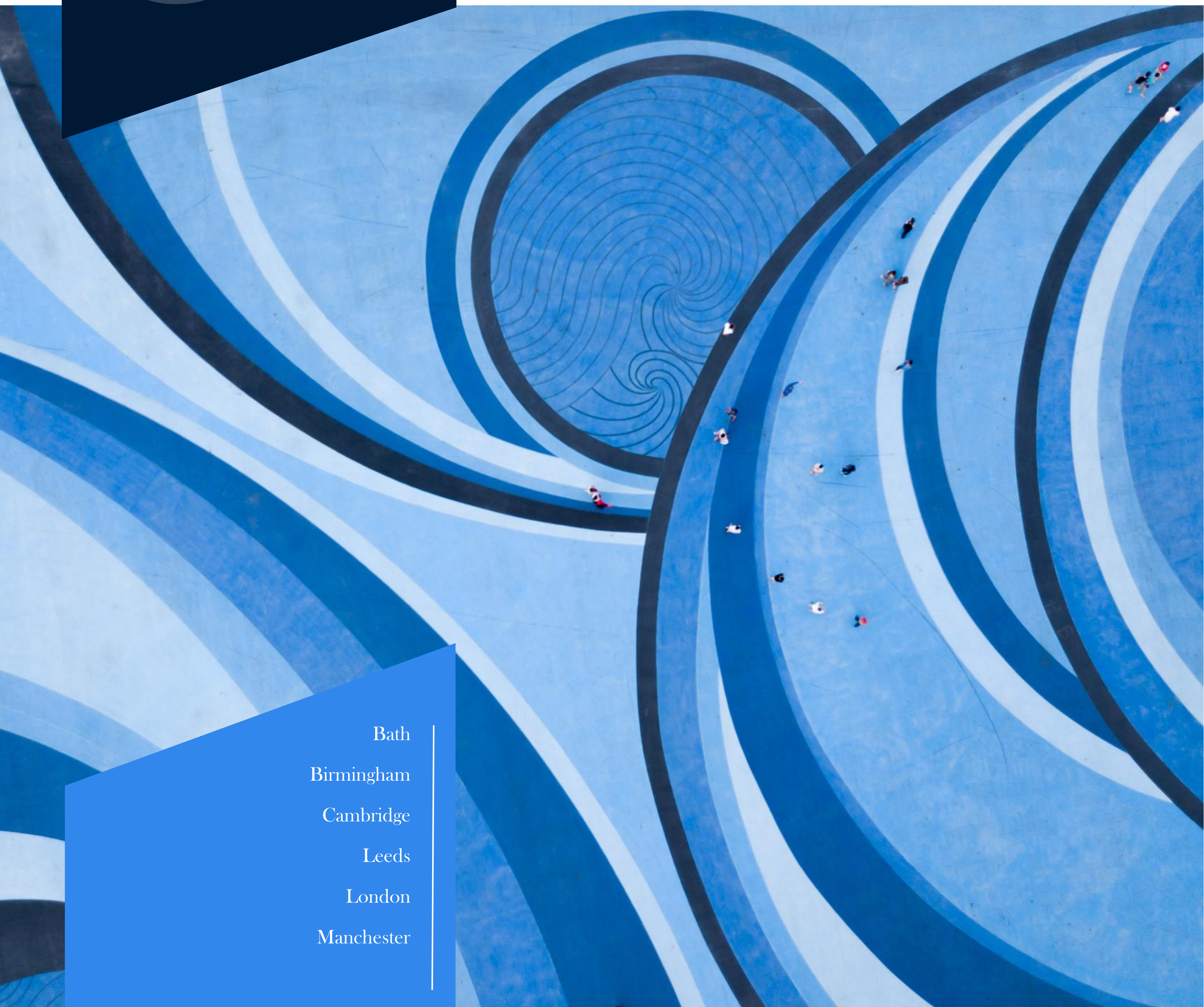
STONE KING

Brighton, Hove and Sussex Sixth Form College (BHASVIC)

February to May 2026



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Introduction

This external governance review of Brighton, Hove and Sussex Sixth Form College (BHASVIC) was commissioned by the Governing Board. The review began in February 2026 and concluded in May 2026.

BHASVIC is a sixth form college in Brighton with circa 3,750 16-19 year old students studying A levels, Applied General Qualifications and Alternative Academic Qualifications, as well as maths and English GCSE, full-time English for Speakers of Other Languages (ESOL) courses and a range of portfolio and enrichment courses, including the Extended Project Qualification. Students join the College from over 60 different schools with 50% of students coming from Brighton and Hove and 50% from the wider Sussex community.

The external review of governance was undertaken in the context of the most recent inspection by Ofsted (January 2022) which graded the overall effectiveness of BHASVIC as 'outstanding'. The following quotation is taken from page 5 of the Ofsted inspection report:

Governance is highly effective. Governors are skilled and have very strong and relevant experience, which they bring to their roles. They understand the college's many strengths and challenge leaders appropriately to ensure continued improvements. They have enhanced governance obligations to guarantee they are meeting their statutory responsibilities.

This external governance review was undertaken by Stone King LLP, specifically Rachel Robson (Governance Consultant). The previous external governance review, completed in May 2023, was also undertaken by Rachel Robson.

We would like to thank all the contributors from BHASVIC for their time and insight regarding governance at the College.

Code of Governance

The Governing Board of BHASVIC has adopted the AoC Code of Good Governance (the Code) and, as stated in the Statement of Corporate Governance for year ended 31 July 2025, endeavours to conduct its business in full accordance with the Code which it formally adopted in July 2024.

A full and robust review of compliance against the Code, with evidence identified to support the outcomes, is undertaken by the Governance Director on an annual basis and reported to Search and Governance Committee.

Whilst this review is not an audit against code expectations, this review took account of the Code in reaching an understanding of governing practice.

Methodology

The methodology adopted for this review, undertaken between February and May 2026, was as follows:

- Observation of the Quality & Curriculum Committee (2nd March 2026, on-line) and Governing Board (23rd March 2026: in-person)
- Interviews with the Co-Chairs of the Governing Board, the Principal, the Governance Director and Clerk to the Corporation (Governance Director), the Chair of Audit Committee, the Co-Chairs of Quality & Curriculum Committee, the Chair of the Resources and Remuneration Committees, and the Deputy Principal
- Core governance documentation supplied by the Governance Director to support a desk review

CONTENTS

Our external governance review documentation is provided in two parts:

- **KEY REFLECTIONS**
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  - Table of reflections on what works well, what could work better and new ideas
  - Recommendations
- **MAIN REPORT**
  - Strategy and planning
  - Capability and culture
  - Structures and processes
  - Appendix 1: Observations

The 'Key Reflections' section is designed to present our messages in a clear and accessible format. The content of the Key Reflections derives from our review of governance documentation, observation of meetings (as listed above), and interviews with key governance role players. To assist understanding of our key reflections and supporting the creation of a governance action plan, our accumulated evidence and commentary is provided in the section headed 'Main Report'

KEY REFLECTIONS

Executive Summary

In summary, taking account of meeting observations, discussions and documentation available, this review recognises that the governing of BHASVIC is committed, well-structured and demonstrates effective processes. The College and its place in the community is highly valued by Governors, many of whom are parents of current or former students or are former students themselves, and as a result they undertake their roles diligently.

A positive culture exists at meetings with student governors given the time and the encouragement to actively participate in meetings. Governors use their skills and experience to offer appropriate support and challenge to the reports shared by the senior leadership team. Discussion and questioning during the meetings observed was open and inclusive enabling key issues to be considered, this actively enables decisions to be reached as required.

Since the previous external governance review the College has adopted a Co-Chair model. This relies on excellent communication between the Co-Chairs and is supported by governors, the Principal and the Governance Director.

There remains potential for further development with adjustments to reporting aimed at the review of well-chosen KPIs ensure that governors monitor progress in-year and to underpin more strategic governing.

The following table is intended to provide a summary, on the basis of our evidence, of what works well, what could work better and offer some new ideas.

Works Well

- *Governors and leaders are proud of the College and its place in the communities that it serves*
- *Governors have a good knowledge of their local community and of the College*
- *Appropriate support and challenge is offered by governors, this is well received by the senior leadership team*
- *Student governors are actively supported and encouraged to participate in meetings as full governors*
- *There are clear maximum terms of office for governors, which are adhered to*
- *There is a good level of attendance by governors at meetings of the Governing Board and its committees*
- *Governors have relevant skills and experience and use those to provide appropriate challenge and support*

- *A comprehensive induction programme for new governors is in place including meetings with staff and students*
- *Governors' skills and experience are reviewed and used to support recruitment and allocation of committee membership and link governor roles*
- *Comprehensive governance self-assessment process in undertaken with a resulting action plan*
- *Link governor roles are in place and working well in key areas*
- *The Co-Chair model is working well in practice; it is supported by the Governing Board, the Principal and the Governance Director*

Could work better

- *A refresh of the KPIs to support a more strategic approach to governing*
- *Reschedule the Governing Board agenda to provide a more visible link between KPIs that show progress against the strategic plan and the risk register*
- *Refresh executive summaries to include the key points to drive discussion and to better support governing and ensure that they are completed consistently for all reports*

New Ideas

- *The reporting of KPIs to show progress against the strategic aims to the Governing Board to be immediately followed by review of the risk register to better link the two reports*
- *Take deep dive presentations of the strategic aims identified in Strategic Plan at Governing Board meetings*
- *Revisit the Governing Board meeting agenda structure to ensure greater emphasis on strategy*
- *A committee Chair's report to sit alongside minutes when reporting to Board to ensure reporting is more concise and focussed on assurance, alerts and approvals coming through from each committee*
- *Search & Governance Committee to consider compliance with 'What acedemies and further education colleges must or should publish online'.*
- *To include in-year reporting on attendance, retention and any areas of concern to Quality & Curriculum Committee*

Recommendations

- Any recommendations which are adopted by the Governing Board should be placed in a specific plan for design, implementation and monitoring of effectiveness.
- The Governing Board is encouraged to use the text of this report as well as the summary table below in determining an agenda for continued improvement.

N.B. The paragraphs and appendices referenced in the table below are contained in the Main Report section Recommendations are further cross referenced in the Main Report and marked [R]

	Objective with desired impact	Recommendation
1	*The Governing Board's impact on the success of BHASVIC* ***Impact:** Taking action to address 1.1 – 1.3 should lead to a more strategic, risk-focussed Governing Board, holding senior managers to account for the performance of BHASVIC in relation to the Strategic Plan*	1.1 Agree clear KPIs to enable governors to monitor progress against the strategic plan. (para 1.2) 1.2 Introduction of deep dive presentations on one of the strategic aims at Governing Board meetings (para 1.3) 1.3 Introduce a Governing Board agenda with an increased strategic focus (para 3.4)
2	*How the Governing Board works with the executive leadership team to provide strategic direction for BHASVIC* ***Impact**: Adopting 2.1 will assist the Governing Board in the achievement of becoming a more strategic, risk-focussed Board.*	*2.1* Ensure executive summaries are completed consistently and that they include the key points to drive discussion and to better support governing (para 3.6)
3	*The Governing Board's accountability for oversight and assurance of BHASVIC's educational and financial performance* ***Impact**: Adopting 3.1 and 3.2 will improve the Governing Board's accountability through clearer procedures and defined expectations*	3.1 All Agenda items to require a decision from governors (para 3.7) *3.2 Search & Governance Committee to consider compliance with 'What acdemies and further education colleges must or should publish* online (para 3.16)
4	*The extent to which the Governing Board fosters high quality learning*	4.1 Introduce KPIs for the Quality & Curriculum Committee to monitor in year performance (Appendix 1)

	***Impact**: Addressing 4.1 will improve the ways in which the Governing Board secures high quality learning experiences for students*	
5	*The potential for the Governing Board to evolve in the context of the future needs of BHASVIC* ***Impact:** Implementation of 5.1 – 5.2 will prepare the Governing Board for the foreseeable future*	5.1 Reschedule the Governing Board agenda to provide a more visible link between KPIs that show progress against the strategic plan and the risk register (para 1.5) 5.2 Further develop committee chairs' reporting to the Governing Board to ensure clarity on the assurance gained from the committee, any areas of concern to alert the Governing Board to and items for approval (para 3.5)

MAIN REPORT

1. Strategy and Planning

Strategic Plan, Reporting and KPIs

1.1 The Governing Board has approved a 'Strategic Plan' for the period 2025-2030 with the following strategic aims:

1. *Contemporary – to be a modern forward thinking college prioritising sustainability, digital environment, the learner journey and accommodation and resources*

2. *Creative – to encourage creative innovative and reflective approaches to our culture, staff development, leadership & governance and income generation*

3. *Learning – to achieve outstanding levels of performance based on curriculum intent, implementation of learning, support and guidance, and impact and outcomes*

4. *Community – where every individual feels part of a community and where we play an active role in our own community focussing on wellbeing, EDI, students as learners and citizens, and partnerships & stakeholder engagement*

Each of the strategic aims sets out what the College want to achieve and through what reporting mechanisms success will be reported.

1.2 Progress against strategic projects is reported to governors through the College Development Plan. In addition the Principal's report includes KPIs, but these are not directly linked to the strategic aims. Further clarity in reporting, perhaps through agreed KPIs at every meeting, would better enable governors to monitor progress against the strategic plan. [R 1.1]

1.3 The introduction of a deep dive presentation on one of the strategic aims at each Governing Board meeting would provide governors with the opportunity to grow their knowledge in that area and concentrate discussion at strategic level. [R 1.2]

Risk Management

1.4 The risk register is divided into three sections; strategic risks, operational risks and inherent risks. All risks are linked to a strategic aim from the Strategic Plan 2025-2030. The complete risk register is reviewed at every meeting of the Audit Committee. Risks considered relevant to the business of other committees are assigned to and considered by those committees to provide assurance around the identified management of those risks. The risk register is then brought to the Governing Board for review with recommendations for approval from the committees as necessary.

1.5 Taking the review of risk immediately after the review of agreed KPIs to monitor progress against the strategic plan at Governing Board meetings would create a more themed approach to the agenda, better enable governors to easily identify the risks to the achievement of the strategic aims and, in turn, provide greater opportunity for further scrutiny and challenge on the effective mitigation of those risks. [R 5.1]

Scheme of Delegation

1.6 The Governing Board has a comprehensive scheme of delegation that summarises the delegated responsibilities documented in the internal and external framework for governing the College. In addition, the scheme of delegation provides clarity on the requirements for approval of key documents and policies and is used to drive the annual cycle of business.

2. Capability and Culture

Membership

2.1 The Instrument and Articles provide for the Governing Board to comprise:

- up to fifteen members with necessary skills (external members)
- the Principal
- at least one and not more than three members of staff
- at least two and not more than three students
- at least one and not more than two parents of students

Standing Orders state that actual numbers in each category will be thirteen external members, the Principal, two staff members, two student members and two parent members. The Governing Board membership during this review was constituted in accordance with Standing Orders.

2.2 The Standing Orders state the terms of office applicable to each category of membership. No current governors have terms of office that exceed the maximums stated.

Attendance

2.3 Governor attendance data is reported to the Search & Governance Committee on an annual basis. Standing Orders refer to an expectation of at least 70% attendance for every governor. Overall mean average attendance for 24/25 at 81% is only just short of the FE Clerks' Network annual survey outcome which confirmed mean average attendance (based of the response of 91 colleges) of 82%. The Governing Board has previously considered whether to set a more ambitious target and decided not to do so noting the contribution made by governors with lower attendance in other ways such as link governor activity and a potential correlation between increased diversity of background and more mixed attendance rates. Notwithstanding that previous consideration it is suggested that an increase in target attendance is considered again, perhaps with a mandated minimum target, and that this is kept under review. This would be in line with sector norms and the stance being taken by the sector regulator.

Governors' Skills and Expertise

2.4 A skills audit is undertaken annually by governors. Governors are asked to assess their skills and experience against those deemed as being key for a governor at a sixth form college such as education delivery and financial management, as well as more general areas such as chairing and communications. The audit could be further enhanced by including weightings for areas of core significance. It is suggested that the skills considered are reviewed ahead of each audit to ensure that they remain relevant and that the audit is considering changes in sector realities, for example AI could be added to the audit.

2.5 The outcome of the skills audit is used by the Search & Governance Committee to identify skills gaps within the overall Governing Board membership to support both the consideration of reappointments and recruitment activity. It is also used to ensure that governors are asked to join committees and undertake link governor roles that best reflect their skills and experience. Contributions at observed meetings, together with evidence from interviews, confirmed relevant specialist knowledge across the membership of the Governing Board.

Recruitment and Appointment

2.6 The Terms of Reference of the Search & Governance Committee confirm delegated responsibility from the Governing Board to undertake the appropriate recruitment, selection and assessment procedures for external members and to make recommendations to the Governing Board on candidates for appointment. The Committee is required to make recommendations to fill vacancies on the basis that the Governing Board membership has a balance of skills and experience as required and to consider equality and diversity in membership. A Governors' Recruitment and Succession Planning Policy is in place, this provides the framework for governor recruitment. The policy recognises the importance of diversity in membership to strengthen the Governing Board.

Induction

2.7 Newly appointed governors are required to take part in a comprehensive induction process from the point of initial contact through to appointment to a particular committee. This includes meetings with members of the senior leadership team to provide an understanding of key aspects of the College, meeting with the Governance Director, a tour of the College and meetings with staff and students. This is an area of good practice.

Training and Development

2.8 Training and development opportunities are offered to governors by the College and through external sources such as the Association of College and the Sixth Form College Association. Governing Board meetings regularly have a pre-meeting training session. At the observed meeting a session was provided on an AI course chatbot project being undertaken by the College. This session was attended by all governors attending the meeting and was well received; it provided governors with an insight into the use of AI to support students.

2.9 Governors can identify training needs through the annual governor self-assessment process. An annual training budget is in place to support governors' training needs.

Link Governors

2.10 Link Governor roles are in place for Digital, EDI, Safeguarding, SEND, Skills and Sustainability. A role description is in place for all link roles. All Link Governors are asked to meet regularly with a lead member of staff and to attend internal meetings related to their link area. Link Governors are members of the committee that receives reports on the area that they are linked to and are expected to input into meetings to ensure that governors are advised of any significant concerns or risks. This is an area of good practice.

Succession Planning

2.16 The Governors' Recruitment and Succession Planning Policy in place, recognises the need to ensure a consistent and effective approach to the development and succession planning of governors into the Chair(s) and Vice Chair(s) roles. Early indication of governors willing to consider these roles is sought during the annual governor self-assessment process. Succession is a standing item on Search & Governance Committee agendas.

Annual Self-Assessment of Governance

2.18 An annual governance Self-Assessment Report and Action Plan (SARAP) is presented to the Governing Board. The Governance SARAP is viewed as a critical part of the College's Quality Cycle and links to the Strategic Plan, the College Self-Assessment Report and Development Plan, internal and external audit functions. The structure of the report is to provide headlines and then more detailed information under each of the six principles of the AoC Code of Good Governance. Areas for improvement are identified and actions placed. The report draws on a detailed analysis of all governance self-assessment activity including the outcome of Governing Board and committee surveys, the skills audit, annual Chair and governor 1:1 conversations, governor training and a summary of other aspects of effectiveness (such as attendance). Progress against the action plan is monitored through the Search & Governance Committee. This is an area of good practice.

Senior Post Holders

2.19 The Remuneration Committee undertakes the regular review of Senior Post Holder (SPH) performance and consideration of SPH pay. Recommendations from the Committee are taken to the Governing Board for approval. The Committee has reviewed the DfE's '*Effective senior post holder appraisal and chair performance review'* guidance and has identified that it is content that its practice is line with the guidance. The Committee has also reviewed its practice against the recommendations from the FE Commissioner in the report on Weston College and has taken steps to ensure that the practices in place are compliant with those recommendations.

Previous external governance review

2.20 The previous external governance review was undertaken by Stone King with a report to the Governing Board in July 2023. The areas for improvement were reviewed and where deemed appropriate actions incorporated into the Governance Action Plan.

Co-Chair Model

2.21 Since the previous external governance review the Governing Board has introduced a Co-Chair model. This was reviewed as part of the 2024/25 governance self-assessment process with 100% positive feedback. As part of this review those interviewed were asked their views on the Co-Chair model, all reflected positively. Advantages identified were that those undertaking the role do not feel isolated in the role, the activities needed to be undertaken can be shared creating a more manageable workload, there is no risk of a single point of failure as the onus is not on a single person, those in role work collaboratively and that two skill sets and views are available. The risk of the potential for issues to fall between a gap is mitigated by scheduled catch ups. The College has presented externally to the wider sector on good practice in undertaking this model.

Culture

2.22 Overall there is a positive, respectful relationship between governors and senior staff during meetings that is encouraged by both the Co-Chairs and the Principal. Governors and staff alike actively contribute to discussion and are thanked for their contributions. All those interviewed as part of this review reflected positively on the relationship between governors and staff, it is highly valued by all involved.

2.23 Governors and senior staff are very proud of the College and of its place in the communities it serves. This was evident at the meetings observed and during interview. All are keen to ensure that students receive a positive experience at the College, that they achieve and progress to positive destinations.

2.24 Student governors are actively asked to contribute to discussion at committee and Governing Board level. The student governors observed spoke freely and confidently at meetings, adding value to the discussions.

2.25 The relationship between the Co-Chairs, the Principal and Governance Director is key to the success of the Governing Board. The working relationship between the 'triumvirate' roles at BHASVIC is positive; all reflect on the beneficial nature of the relationship confirming that they understand each other's roles in relation to the Governing Board and how to work together. This positivity extends to how the Co-Chair model works in practice.

3. Structures and Processes

Committee Structure

3.1 The Governing Board has established the following committees:

- Audit Committee
- Search & Governance Committee
- Remuneration Committee
- Resources Committee
- Quality & Curriculum Committee
- Premises Group (meets as and when, reports to Resources Committee)

Each committee has formal terms of reference that are reviewed on an annual basis in the summer term by that committee and recommended to the Governing Board for approval.

This governance model should be reviewed on an annual basis to ensure that it enables the Governing Board to gain the necessary assurance required to take all necessary decisions.

Meeting Calendar and Business Cycle for Governing

3.2 There is a governance meeting calendar in place for 25/26 which provides for scheduled meetings of the Governing Board and its committees. There is a detailed annual cycle of business in place for all Governing

Board and committee meetings. Once approved by the Governing Board the annual cycle of business is used in the planning agendas for meetings.

Agenda Formation, Reporting, Minutes and Actions

3.3 Agendas are drafted using the annual business cycle and any identified actions and changes or additions required. These are then shared with the Chair(s) for comment and agreement.

3.4 The first substantive items on the Governing Board agenda are the Principal's Report followed by the Student Governors' Report, this ensures that the meeting is immediately focussed on strategy and students. The Principal's Report includes internal and external key strategic information and KPIs. However, the KPIs included are not directly linked to the progress of the Strategic Aims as set out in the Strategic Plan. If this report were to include, or be followed by, a review of KPIs as agreed by the Governing Board that are relevant to the progress of the Strategic Plan and then subsequently by the risk register the focus at the start of the meeting would then be at a higher level and more strategic in nature and content. Taking these items first is also likely to add value to the subsequent items as relevant contextual information will have already been provided and add to the overall flow of the meeting. [R 1.3]

For example, the ordering could be:

- Principals' Report
- Student Governors' Report
- College Development Plan
- Review of KPIs to monitor progress of the Strategic Plan
- Review of risk register
- Quality & Curriculum Committee feedback with items for approval
- Other committee feedback with items for approval

3.5 The reporting of committee business by committee Chairs to the Governing Board is a key source of assurance. Current practice is to include the minutes in the pack and the relevant committee chair to provide a verbal summary. At the observed meeting this practice was variable in terms of length and content. It is suggested that the Governing Board meeting pack includes a single side summary report from each committee chair alongside the draft minutes. The inclusion of both of these papers in the meeting pack will provide added assurance around the work of the committee and limit the temptation to re-run the committee meeting or to provide feedback in too much detail. The report from committee chairs to the Governing Board can be in the same executive summary format as used for all other reports. The summary section should focus on what assurance the committee can give to Governing Board, what issues gave the committee cause for concern that it needs to alert the Governing Board to and what approvals the committee is seeking. This information can be set out as bullet points in the report and will provide the basis of the script for the committee chair at the meeting. A draft can be shared by the Governance Director along with the draft minutes from the committee for review and amendment by the committee chair. [R 5.2]

3.6 An executive summary is provided ahead of some reports to governors but not all. Where used, this sets out certain key information in terms of the author, the request of governors, the link to the Strategic Plan, link to risk and implications for students amongst other things. All of this is good practice which provides support to governors. However, the section which seeks to summarise the report varies in terms of effectiveness for supporting governing. The summary section should seek to drive the required discussion by highlighting a few key points from the report. The discussion sought should be focused on enabling governors to reach the required outcome being requested in response to the paper. Currently not all reports have an executive summary sitting above them. Consideration of lengthy reports such as the College Development Plan would be enhanced by directing governors' attention to the key aspects of the report via the effective use of an executive summary. Authors may like to view writing an executive summary as part of their preparation for the meeting itself insofar as it should cover the key points to be highlighted within the meeting [R 2.1].

3.7 Not all papers taken to governors currently require a decision. Each item on the agenda should require a recorded decision from the Governing Board regarding satisfaction (or otherwise) with progress towards agreed targets and expectations. This will provide more active and effective governing throughout each meeting. So, for example, rather than recording that the Governing Board 'received' or 'noted' a report, this could be recorded as 'accepted with concern in relation to [the issue in question]' or 'the Governing Board were pleased to accept the report and noted the positive progress made [in relation to a specific strategic priority]'. [R 3.1]

3.8 Minutes are well-presented and are of a high standard. Scrutiny, challenge and support offered by governors is evidenced within the minutes. Decisions taken are recorded clearly. Actions placed are clearly noted together with the follow up taken.

Observation of Meetings

3.12 The observation of meetings (listed in the methodology section of this report) demonstrated a positive governing culture. The detail is provided in Appendix 1.

In summary:

- Overall governor support and challenge is appropriate, the right questions are asked in the right way.
- There is a positive and respectful relationship between governors and the senior leadership team.
- Student governors contribute well to meetings. Their input is welcomed and their reports are well received.

Annual Reporting

3.13 From the documents provided, annual reports are provided to the Governing Board regarding

- Health and Safety
- Safeguarding and Prevent
- Equality, diversity and inclusion

The identified actions are monitored by governors through the College Development Plan and more directly through governors' involvement in the self-assessment report process.

Voice Frameworks

3.14 The outcomes from parent and student surveys are considered by the Quality & Curriculum Committee. The committee receives regular reports from student governors that reflect on a wide range of student related issue and the actions underway to address those.

3.15 The outcomes of the staff survey are reported to the Resources Committee meeting.

College Website

3.16 Every FE college must publish specific information on its website to comply with its accountability agreement and statutory obligations. This is detailed in DfE guidance '*What acdemies and further education colleges must or should publish online'.* The Governing Board has a role to play in ensuring that the college's website is compliant with legal and regulatory requirements. More generally, an annual review of compliance against the 'musts' and 'shoulds' set out in the guidance would be a useful addition to the Search & Governance Committee cycle of business. [R 3.2]

Appendix 1 : Observation of Meetings (additional evidence)

Governing Board 23rd March 2026

The meeting was preceded by a development session on an AI course chatbot project. This was well received by governors who were actively involved in discussion on the work being undertaken.

The Principal's report provided information from within the College and external issues that are likely to impact the College. KPIs were included in the report but these are not all updated to include in-year data. The KPIs are not obviously linked to progress against the Strategic Plan. A review of KPIs agreed by the Governing Board that enable the Governing Board to review progress against the Strategic Plan followed by a review of the risk register would better connect risk to strategic progress and ensure that discussion remained at a strategic level.

The College Development Plan is a very lengthy document that is used by the senior leadership team and governors to monitor progress against the Strategic Plan, the College's Self-Assessment Report, Departmental Self-Assessment and other strategies. In both the Governing Board meeting and the Quality & Curriculum Committee it was unclear whether this document alone is enabling governors to monitor progress as intended. Longer serving governors may find this an easier ask than those more recently appointed, particularly as there is no executive summary to provide any direction. If this is to remain the sole route for monitoring of this kind by governors, thought should be given as to how to make it more effective, for example by helping governors to focus on specific parts of the College Development Plan relevant to the agenda item.

The student governors' report gives them a voice at Governing Board meetings. Having this report near the start of the agenda ensures a focus on students and the student experience throughout the meeting.

New governors were present and contributed well at the meeting. Their skills and experience were very much in evidence.

Reporting back from chairs of committees was verbal only and variable in nature and length. Committee reporting needs to provide the Governing Board as a whole with the required assurance. The flow of the meeting through feedback items is clear with chairs picking up on items coming through for approval.

Quality & Curriculum Committee 2nd March

A very positive culture was in evidence at this meeting. An outgoing governor spoke very positively about her experiences on the committee.

Student governors presented on their experiences and reflected on current issues. Governors and senior leaders responded respectively and positively to the student governors' input.

The College Development Plan only led to three queries being raised by governors. If this was presented in such a way as to direct governors to the current areas of concern or where the College is currently working to make improvements this may lead to better engagement.

Governors discussed their role with the SARAP process in the autumn term with confidence. This was considered in interviews where governors explained the level of assurance they gain through direct engagement in the process.

The Committee did not consider any in year data on attendance or retention, any areas of concern, outcomes of mock exams. KPIs should be developed for review by the Committee to ensure that governors have oversight of these areas in-year [R 4.1]

Rachel Robson (Consultant)
Stone King LLP

22nd May 2026

STONE KING

Contact us

0800 111 4336

stoneking.co.uk

Bath
Birmingham
Cambridge
Leeds
London
Manchester