



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY  
MEETING HELD ON TUESDAY 14 NOVEMBER 2017 AT 6.00PM**

**Present:** Ms Dawn Hughes (Chair)  
Ms Pat Frankland  
Ms Susie Ferguson  
Mr Chris Whelan  
Mr Nick Clark  
Ms Sally Hopper

**In attendance:** Mr Jon Allen, Clerk to the Corporation  
Ms Sarah Walters

**1 WELCOME**

The Chair welcomed everyone to the inaugural meeting of the Reigate Learning Alliance Governing Body.

In terms of membership of the Local Governing Body, the Chair welcomed the two staff governors who were the staff governors from the Reigate Corporation. Advice had been received that, as the Academy is new, nominations and elections need to be held for the position of staff governor (teaching) and staff governor (support), so that a fresh mandate is in place for staff governors. A letter will be emailed to all staff seeking expressions of interest for both posts and, if required, elections will be held. The Chair placed on record sincere thanks to both Sally and Susie for the excellent contributions when members of the Reigate Corporation and she hoped that both would submit expressions of interest.

The Clerk confirmed that the term of office for staff governors is 4 years, and at the end of every 4 years, a nomination and election process would be held.

Two parent governors need to be recruited and it was confirmed a letter will be emailed to all parents seeking expressions of interest and, if required, an election will be held.

The Clerk confirmed the Scheme of Delegation and Terms of Reference for the LGB is still work in progress and the Trust Board will be asked to approve these at the December Trust Board member. The Clerk advised that the LGB has the responsibility of overseeing and monitoring all aspects of the student experience.

**2 APOLOGIES**

The two student governors were not in attendance and this will be followed up.

**3 DECLARATIONS OF INTEREST**

Dawn Hughes expressed an interest in being a governor at Coulsdon College.

Dawn Hughes, Pat Frankland, Chris Whelan and Nick Clark declared an interest in being members of the Reigate Trust Board.

#### 4 ADMISSIONS AND NUMBERS ON ROLL

The College report on admissions was received (Paper 1). The number of full-time students on roll on 01 November 2017 was 2345 (2311 for the previous year). The analysis of the full-time student population on 01 November 2017 was:

	<b>Totals</b>
One Year Intermediate Course (P)	99 (111)
L6 Advanced Course (L)	1182 (1183)
U6 Advanced Course (U)	1064 (1017)
<b>Total</b>	<b>2345</b> <b>(2311)</b>

The retention rate for students progressing from the L6 to the U6 (01 November 2016 to 01 November 2017) was 89.94% (88.89%), which is the highest ever. The 5 year average retention rate is 88.53%. The percentage of students progressing from the Intermediate course was 68.5% (68%).

The number of applications from 11-18 Surrey County schools was lower than last year at 851 (934 – a record), as was the conversion rate of 48.7% (53%). The decrease in applications was predominately due to the overall dip in the birth rate.

The number of applicants from the Independent sector has continued to rise, as has the conversion. However, this is still a relatively small market.

The number of applications from the London Borough of Croydon continued to increase to 460 (374), with gains from Oasis (Coulsdon), Riddlesdown and Woodcote Schools which are prime targets for Coulsdon College. This could result in a serious reputational issue for Coulsdon College given so many applications from their catchment area being made to Reigate.

The overall conversion rate for new applicants is at 52% (53%), with the average conversion rate for the past 5 years being 58.98%. This year's reduction is partly due to the diminishing returns of the additional accepted applications. In order to increase numbers, the College has had to explore new markets but these naturally have a lower conversion rate as the College is less established as a prime progression route. In addition, the continued increase in Independent School accepted applications has had a negative impact on the overall conversion rate as many only apply to the College as a backup option should they not achieve the entry requirements for their own sixth forms.

This term, three Open Evenings were held in October. All the events attracted exceptionally large numbers with the direct result that applications continue to be received at a level which is comparable to last year. In addition to the Open Evenings, separate presentations have taken place for the 4 Partner Schools.

It was **RESOLVED** to note the report.

## 5 STUDENT OUTCOMES 2016/17

The following headline raw data was noted:

### **BTEC:**

100% pass rate for BTEC qualifications.

High grades for certificates and subsidiary diplomas are up compared to 2015/16, diplomas very slightly down but still extremely high.

		2017	2016	change
BTEC high	Cert	84.4	81.9	+2.5
	Subsid	88.3	85.3	+3.0
	Dip	97.5	97.7	-0.2

### **A levels:**

Improved pass rate but slightly lower high grades due to exam changes in reformed subjects, but it was confirmed the College still needs to see national data to verify this assumption.

Raw data shows most, but not all, phase 1 subjects are about 2% down for A\* to B grades.

		2017	2016	change
A	high	49.1	51.1	-2.0
	pass	99.2	99.1	+0.1
	A*	5.3	4.3	+1.0
	A	14.9	15.8	-0.9
	B	28.9	31	-2.1
	C	31.4	27.7	+3.7
	D	14.5	14.5	+0.0
	E	4.2	5.8	-1.6
	U	0.8	0.9	-0.1

### **AS:**

There were fewer U grades than ever, with much improved high grades, although this will only really benefit phase three subjects.

		2017	2016	change
AS	high	46.7	39.6	+7.1
	pass	96.4	94.8	+1.6

	A	22.6	17.7	+4.9
	B	24.1	21.9	+2.2
	C	24.0	26.6	-2.6
	D	16.9	19.6	-2.7
	E	8.7	9	-0.3
	U	3.6	5.2	-1.6

**Value added scores (ALPS)**

EPQ	BTEC	AS	A
Grade 2	Grade 3	Grade 2	Grade 4.

In future reports, it was requested to have student numbers in conjunction with % figures.

The Chair fed back comments that she had received from students on the lack of diversity in the reading list for English Literature, with the novels being written by men with no female or ethnic minority authors. In response, it was stated that the requirements of the National Curriculum informed the reading list but that these comments would be fed back to the curriculum team.

The Committee noted and welcomed the continued excellent outcomes for students.

It was **RESOLVED** to note the report.

Made available after the meeting, and attached to the minutes, is a more detailed breakdown of outcome results for 2016-17.

**7 DRAFT SELF ASSESSMENT REPORT 2016/17**

The Self-Assessment process begins with each teaching Department preparing a self-assessment report based on the Common Inspection Framework. Strengths and areas for development are evaluated, a provisional grade proposed, actions agreed and a development plan prepared to address areas for improvement and further development.

The Senior Management Team (SMT) then evaluate the reports and prepare an analysis of the effectiveness of the College as a whole. Following this evaluation, the following grades, proposed in the draft SAR, will be presented to the Trust Board for approval in December:

Overall effectiveness	Outstanding
Outcomes for learners	Outstanding
Quality of teaching, learning and assessment	Outstanding
Effectiveness of leadership and management	Outstanding

The SAR identified the following key strengths and areas for improvement:

## Key strengths

- 94.2% Success Rate – 0.4% lower than 2015/16 but 7% ahead of the average for sixth form colleges.
- Above average L3VA for both academic and vocational qualifications – although the lower confidence limit for A level courses indicates that this now falls within the ‘average’ range of values.
- Continuing very high standard of teaching and learning
- Excellent approach to social and educational inclusion, with increased numbers of bursary students and students with LDD. Headline outcomes for disadvantaged students are in line with the rest of the cohort although VA scores appear to be lower.
- Successful promotion of an ethos of high achievement and respect for all
- Outstanding academic and pastoral support for students, which has been extended to provide timetabled lessons for students in all subjects to attend additional classes as required by the course.
- Excellent accommodation and resources
- Outstanding leadership and management
- Strong and effective commitment to equality and diversity. Outcome data indicates that BME students achieve broadly in line with the whole cohort.
- GCSE English and Maths show outstanding progress

## Areas for improvement and challenges:

- Respond effectively to the Ofsted monitoring visit
- A level value added, although above average, is not as good as vocational or AS courses. The lower confidence limit for A level courses indicates that this now falls within the ‘average’ range of values.
- Prepare for changes to the vocational curriculum
- Continue to implement changes to the academic curriculum
- Prepare for students who have taken the new type of GCSE
- Look to develop further independent learning and social space for students
- Further develop advice and guidance for prospective HE and apprenticeship students
- To address specific areas of the college provision whose outcome data suggests that some significant aspects are below national averages, with particular reference to value added. For 2017/18, this will include English Literature, Sociology, Art, Politics, German and Music. All subjects identified for improvement in 2015/16 have made improvements.
- Examine the scope for improving high grades in A levels (moving Cs to Bs)
- Monitoring of student progress – to include review of ILP and target setting
- Examine staff wellbeing
- Examine possible improvements to college communication
- Effective tracking of student progression

It was **RESOLVED** to recommend the Trust Board approves the College’s SAR 2016/17.

## 8 **SAFEQUARDING: OFSTED MONITORING VISIT LETTER AND RESULTING ACTION PLAN**

Following the recent Ofsted monitoring visit on the College's safeguarding arrangements, Ofsted have issued a letter summarising outcomes from their visit and their judgements against five themes. These were:

<b>Theme</b>	<b>Judgement</b>
What progress has been made in developing staff and governors' understanding of British values and of ways to safeguard students from radicalisation and extremism?	<b>Significant Progress</b>
Do students participate in a wide range of activities that develop their understanding of British values and teach them how to stay safe online?	<b>Reasonable Progress</b>
Have leaders and managers made sure that students are sufficiently involved in the implementation of the college's statutory duties under the 'Prevent' legislation and in the dissemination of British values?	<b>Reasonable Progress</b>
What progress has the college made in carrying out a 'Prevent' risk assessment, and what actions have been taken as a result?	<b>Reasonable Progress</b>
What have managers done to ensure that student societies are properly regulated and what due diligence is carried out prior to an external speaker being invited?	<b>Significant Progress</b>

Made available was the College's action plan to address the points raised in the judgements made by Ofsted on the five themes. Reservations were expressed as to how some of the themes in the letter can be measured, but it was agreed for the LGB to review regularly the Ofsted safeguarding action plan under the fixed agenda item on 'Safeguarding'.

Governors placed on record their thanks to Mel Peart and the work of the College's Safeguarding & Prevent Team.

It was **RESOLVED** to note the report.

## **9 LEARNING STUDENT SUPPORT SERVICES REPORT**

The College report on learning support was received (Paper 6)

The Learning Support Department operates a drop in system, providing individual support sessions for needy and vulnerable students. Students referred to this service work independently, under supervision, and have a timetabled period added to their timetable. In the academic year 2016/17, the number of timetabled sessions increased by 8% from 570 to 618 sessions and there was also a 12% increase in the number of students referred from 405 to 455.

Of the 2,217 students on the College register at the end of the 2016-17 academic year, 480 students (21.7%) have identified themselves as having a learning difficulty, or have been identified as potentially having a difficulty or health issue, from the screening performed as part of the induction programme. All of these students have been contacted via their College email to explain College services and to offer support.

Breakdown of difficulties 2016-2017 was as follows:

Year	2014/2015		2015/2016		2016/2017	
Condition	Number	% of all students (2161)*	Number	% of all students (2135)	Number*	% of all students (2217)
Dyslexia/Dyspraxia/Dysgraphia or other organisational problems	198	9.2	226	10.6	235	10.6
Complex communication difficulties; ADD/ADHD/ ASD /BESD and mental health problems	136	6.3	119	5.6	176	7.9
Physical and health problems	117	5.4	92	4.4	11	0.5
ESOL (English as a second language)	55	2.5	35	1.6	8	0.4

All students requiring Access Arrangements to support them in their exams have to be reassessed on entry to College. To be able to grant access arrangements, each student has to be interviewed and assessed individually, with information collected from the teachers to support the application. A report is then written. Joint Council Qualification increased the level of qualifications required for staff to undertake access arrangements. Therefore, three members of staff had to undergo additional training to meet these enhanced requirements.

The numbers of students requiring access arrangements is increasing each year as the College gets better at recognising students issues;

2014-15 we processed 302 (15%)  
2015-16 we processed 364 (17%)  
2016-17 we processed 462 (20.8%)

Nineteen students have been enrolled with an Educational Health Care Plan (EHCP). All of these students had to have their EHCP reviewed annually and the Learning Support Manager conducted all the reviews. Each review takes approximately three hours and necessitates meeting with the parents, student, support workers and external agencies.

To qualify for additional high needs funding, students must have an EHCP. In total, four students qualified for additional high needs funding during 2016-17.

Due to a high demand for the Relate Youth Counselling Service, the College now has counselling on site four days per week and, on the 5<sup>th</sup> day, additional counselling is available at the Relate Centre. To facilitate this service, counsellors now operate their own appointment schedule and waiting list.

The College has also referred students to many other organisations and agencies where appropriate.

A comparison of the success rates of students with learning difficulties and difficulties with the whole cohort shows that the success rate for this group of students is comparable with the whole College cohort.

It was **RESOLVED** to note the report.

**10 STUDENT CONCERNS**

As there were no students in attendance this agenda item was deferred.

**11 ANY OTHER BUSINESS**

There was no other business.

**12 DATE OF NEXT MEETING**

Monday 19 February 2018 @ 1800

The meeting closed at 19.35

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Points:**

**Minute 8:** To review the Ofsted safeguarding action plan under the fixed agenda item on 'Safeguarding'