



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY
MEETING HELD ON MONDAY 22 OCTOBER 2109 AT 16.30**

Present: Ms Yvette Robbins - LGB Member
Mr Chris Whelan - Chief Executive Officer & LGB Member
Mr Nick Clark - Principal & LGB Member
Mr Martin Beard - LGB Member
Mr Soli Tarazi - LGB Parent Member
Mr Mike Horgan - LGB Staff Member
Mr Adaam Wallis - LGB Student Member
Ms Rebecca Griffen - LGB Student Member

In attendance: Mr Jon Allen - Clerk
Ms Sarah Walters - Deputy Principal

1 WELCOME

The Chair welcomed everyone to the meeting of the Reigate Learning Alliance Local Governing Body (LGB).

2 APOLOGIES & ANNOUNCEMENT

Apologies were received from Pat Frankland (Chair/Trustee) and Julie Heard (Staff Governor). In the absence of the Chair, it was agreed for Yvette Robbins to chair the meeting.

The Clerk reported that Helen Binnie is no longer a parent governor and has left the LGB as her daughter has completed her studies. Nominations have been sought from parents to fill the parent governor vacancy and several nominations have been received. After the closing date for receipt of nominations (3/11/19) an election will be conducted.

3 DECLARATIONS OF INTEREST

Chris Whelan, Yvette Robbins, and Nick Clark declared an interest in being members of the Reigate Trust Board.

4 MINUTES

The minutes of the Local Governing Body meeting held 04 June 2019 were received and approved as an accurate record of the meeting.

5 MATTERS ARISING

There were no matters arising from the minutes.

6. ADMISSIONS AND NUMBERS ON ROLL & MARKETING STRATEGIES

The following key points were noted from the report:

- The number of full-time students on roll at the time of authoring the report was 2525 (2451 for last year). The analysis of the full-time student population is:

	Totals
One Year Intermediate Course (P)	106 (119)
L6 Advanced Course (L)	1274 (1239)
U6 Advanced Course (U)	1145 (1093)
Total	2525 (2451)

- The retention rate for students progressing from the L6 to the U6 was 92.41% (92.64%), which is the second highest ever. The 5-year average retention rate is 90.34%. The percentage of students progressing from the Intermediate course was 71.4% (71.4%).
- The proportion of partner school students as a total of all new students has held at 31%. The number of potential Partner School students is set to increase in the coming years in line with the demographic uplift.
- The number of applicants taking up places from the partner schools, as a percentage of those who applied from Partner Schools, is 77.38% (60.46%). This is significantly more than last year, which is likely to be down to the increased number of high achieving students in each school, in addition to the additional activities the College has been doing with each of them.
- The overall conversion rate from interview is 60.5% (67%), with the average conversion rate for the past five years is 59%. The reason for this year's slight drop in conversion is simply down to the larger number of applications received. More students are making speculative applications, particularly in the independent sector, where applications to the College are often a reserve choice in case they do not meet the grades for their current sixth form.
- For 2020 entry, the College has held three Open Evenings. All the events attracted exceptionally large numbers with the direct result that applications are being received at a level which is comparable to last year. In addition to the Open Evenings, separate presentations have taken place for the four of the five Partner Schools who provide the College with Year 11 intake.
- A large number of applications have already been received for 2020 entry and interviews will commence from 20 November.

Following review of the report it was agreed there were no issues of concern on recruitment to report to the Trust Board.

Governors asked if the College had information as to why those who were accepted at interview did not enrol. It was confirmed that a follow-up is done and the main reason given for not joining the College was because the student decided to stay on at school.

Similarly, Governors asked if there was any follow-up on those who started but have since left to find out their reasons for leaving. It was confirmed follow-ups to take place and the main reason given is returning to education, either by returning to their school or attending a more vocational college.

The Chair asked if consideration would be given on the future presentation of the report, with more use of bar charts and pie charts, and by grouping schools together as summarised in the report to appreciate better student numbers by school groups, conversion rates and relative % of students by group.

7. DRAFT OUTCOME DATA 2018/19

It was agreed to cover this agenda item under the Self Assessment Report agenda item.

8. DRAFT SELF ASSESSMENT REPORT & DEVELOPMENT PLAN

(i) Self Assessment Report (SAR)

It was confirmed the purpose of the SAR is to make available a statement as to how the College has performed in the previous year, so it is a document that looks back and is updated in year.

Colleges are free to present their SAR in any format they deem to be appropriate, as the document is owned by the college, not Ofsted. The approach adopted by Reigate College is to follow the criteria and questions asked by Ofsted in the Common Inspection Framework (CIF).

The SAR is in draft format as it will be subject to further updating as more reports, data and information is collated. The aim is to send the SAR to Ofsted by next spring.

A new CIF was introduced in September. Ofsted has stated their intention to re-start visits to those organisations rated outstanding. Under the new Common Inspection Framework, inspectors will make an overall effectiveness judgement and key judgements on:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management.

The quality of education covers two judgements from the previous Common Inspection Framework - teaching, learning and assessment; and outcomes.

The quality of education is the 'big' judgement - this will drive the overall effectiveness grade.

Ofsted is taking a more holistic approach on the personal development of the learner. Outcomes are important, but Ofsted will be looking more broadly on learner progress.

The SAR proposes the following self assessment grades:

Overall effectiveness	Outstanding
Quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding

The SAR provided the following headline summaries to support the grades:

The quality of education at Reigate is outstanding. Students are well taught and have high levels of independent learning and participation in extracurricular activities. Value Added scores for A levels, vocational courses and GCSE retakes have been consistently above average for as long as records seem to exist and this has been achieved with retention rates that always exceed national averages. Education meets the needs of all learners, including learners with SEND and those who have high needs.

Safeguarding is effective.

Behaviour and attitudes of students are outstanding. Behaviour in classrooms and around the site are exemplary. Students participate well in the communal life of the college and respect each other, staff and the local community. Students have a positive attitude to independent study, so much so that the main problem at the moment is finding enough independent study space to meet demand.

Students' personal development is well provided for and the college provides many opportunities to allow this to happen.

Leadership and management at the college is strong, with an 'open door' approach from SLT down. All levels of leadership are effective. The College has a firm belief in innovation and leaders will make decisions based on factual evidence.

(ii) Development Plan:

The Development Plan 2018-19 listed areas for improvement and challenges and the implementation of the Development Plan was reviewed at each meeting of the LGB. The SAR provided a final year review on each of the action points. Where targets and/or required improvements were not met, it was confirmed they would be taken forward into the Development Plan 2019-20.

The format of the Development Plan 2019-20 follows the new approach adopted by Ofsted - referred to as the '3Is' of **Intent**, **Implementation** and **Impact**.

A key feature of outcome related targets in the Development Plan 2019-20 is to improve independent learning among students and to enhance the ability of students to sustain long term memory and understanding - action points 1, 2, 4, 5, 6 from the Development Plan:

	Intent What are we trying to do?	Implementation How will / are we doing it?	Impact Has it been achieved?
1	The college will seek to sustain impressive improvements made in 2017-2018 and improve on 2018-19. Achieve long term value added ALPS grade 3	Further develop independent learning skills Further develop term memory and understanding Development of Learning Spaces programme	
2	Sustain high levels of vocational value added.	Further develop independent learning	

	Achieve long term value added ALPS grade 3	skills Further develop term memory and understanding	
3	Sustain high levels of progress in GCSE English and Maths at least +0.5 grades compared to starting points	<i>Targets to be confirmed</i>	
4	Sustain the improvement in student high grades at A level. The long term aspiration is to sustain a high grades figure above 60%.	Further develop independent learning skills Further develop term memory and understanding	
5	Improve the proportion of students achieving ABB in facilitating subjects to above the national average (13.7%)	Develop independent learning skills Develop long term memory and understanding	
6	Sustain the proportion of students achieving their main study programme for A levels at 3% above the national average	Develop independent learning skills Develop long term memory and understanding	
7	Address specific areas of the college provision whose outcome data suggests that some significant aspect is below national average, with particular reference to value added scores. The following subjects had an ALPS score of 7 or below: Art (textiles), Film, and History. n.b. textiles had a specific staffing issue which is now resolved.	Produce and monitor an action plan for the departments at the department reviews. Monitor during the year via Directors of Learning	
8	The following areas DO NOT fall into the blue ALPS category, however, they are targets for improvement: Art, Chemistry, Computer Science, English Language and	Produce and monitor an action plan for the departments	

	Literature, English Literature, Law, Maths, Media and Sociology.		
9	Improve independent learning space for students.	Look at scope for immediate availability of space. Look at scope for long term availability of space.	
10	To examine whether the existing target setting and progress monitoring system for students is fit for purpose and how it might be replaced. If so, identify and implement a suitable system that takes into account both vocational and A level courses, and has a credible system for setting targets that recognises differences between subjects.	Set up a working group to examine this.	
11	Gatsby benchmarks (careers advice) to be implemented.	All teaching departments are implementing individual targets.	
12	MIS development. Develop greater integration of college databases as requested by staff.	An additional member of staff has been recruited to MIS to assist in development.	

(iii) Outcomes 2018-19

The presentation that was made available to the Trust Board meeting held on 15 October was also made available to the LGB.

The key message arising from the presentation was that the College continues to be one of the best performing 6th form colleges across all areas - A Levels, Vocational and GCSE retakes.

The following points were raised by Governors during the review of the SAR:

- Opportunities exist at a local level to build on career opportunities and working relationships with the NHS/Social Services. The local NHS Trust has set the aspiration of growing their own workforce locally to meet the Trust needs and help with sustainability and environmental concerns; this will also include create further work experience opportunities. It was agreed for Yvette Robbins to liaise with Sarah Walters to work further on this opportunity.
- The SAR should have more reference to mental health and the initiatives being taken to provide mental health support. It was confirmed that this is an area of

the SAR that is still being worked on. Reference was again made to the local NHS Trust and of the need to work with them to be more preventive in their approach to mental health rather than being reactive which is the case at the moment.

- The question was asked if the SAR an assurance document or an evidence-based document. In response, it was confirmed the judgments made in the SAR have to be based on evidence and it is the evidence that Ofsted would want to see in any inspection, rather than College interpretations. The document is also an assurance document to give assurances to the Trust Board as to how the College is performing. Recognising that the SAR document was an early draft, it was requested that more evidence of actions and dates be documented, especially in the area of safeguarding where the College is introducing innovative initiatives to help student with mental and physical well-being. Given the 3I principle, there should be more emphasis on what has been done, achievements and outcomes, with strong evidence of impact resulting in improving the quality of education and student experience.
- In the section of the SAR on behaviours and attitudes, it was suggested that the text should commence with a summary of College values and what the College expects from its students.

The LGB is responsible for scrutinising the self-assessment report and overseeing the actions being taken to improve where necessary. To this end the Development Plan will be an agenda item at each meeting of the LGB and, through the minutes of the meeting, with direct reporting to the Trust Board.

Governors placed on record sincere thanks and appreciation for the work involved in the drafting of the SAR and on the excellent outcome results achieved for 2018/19. The College continues to be an outstanding College and the first choice for many.

9. STUDENT VOICE

The student governors reported that a meeting was held with the catering manager where it was agreed to make available more vegan choices and to plan for the use of fewer plastics.

To improve support for mental health issues, the College arranged several 'Pop-Up' workshops in the refectory where students were invited to raise any issues they may have. The student governors reported positively on this initiative but did state that some students were too afraid to come forward to admit any issues that they may be facing. This led to a discussion on the various self-referral opportunities that the College has made available for students and the creative and innovative approach adopted by the College to provide mental health support to students. The student governors stated there was more evidence of staff talking to students on 'their level' resulting in a more open and honest relationship and an environment where students feel safe to raise their concerns.

It was agreed that no one model of support will be fit for all, and this is why the College is using a number of different mental health support initiatives. What would be useful for the Executive would be to have feedback from students as to what is working well and what is not working well. This will be subject to further discussion in the student discussion groups that are now being held to get the views of students.

The LGB welcomed the feedback received from the two student governors, especially on the College's arrangements on mental health, and advised the students that the more they can

feedback to the LGB, the more assured governors will be that students voice is aired. It was also important for their to be evidence to show that issues raised by students are addressed.

10. BOARD ASSURANCE ASSESSMENTS

Under the newly introduced Board Assurance Framework (BAF), each Committee is asked to conduct at the end of their meeting an assessment on their level of assurance agreed against each report received (including briefings and verbal updates) and for the assessment to be reported to the Audit Committee and Trust Board (Green = high assurance - no additional actions or monitoring are recommended at this point; Amber = medium assurance – a further report is likely to be required at the next meeting; Red = low assurance - additional actions are likely to be required and reported at the next meeting).

At the last meeting, Governors felt that there should be an accompanying coversheet for each agenda item, with the coversheet confirming the purpose of the report, its link to Corporate Objective or BAF/Strategic risk, along with reference to any legal or compliance regulations, and the decision being asked of Governors. The Clerk confirmed that this will be subject to further discussion at the November Audit Committee meeting and any proposed change to the current BAF process will be incorporated in the Risk Management & Board Assurance Framework Policy 2019-20 that will be subject to Trust Board approval in December

For this meeting, the two reports presented (Admissions/Marketing and the College's Self Assessment Report) provided in their introduction a summary on their purpose and intent and the link to the BAF and any statutory compliance requirement.

Admissions/Marketing Report	<p>The report was designed to give board assurance for the following:</p> <ul style="list-style-type: none"> • Trust Board – Learner Numbers and Student Data (R3) • Student Activity – Marketing and School Engagement (LGB) • Student Activity – Recruitment, Application and Enrolment (LGB & Trust Board)
Self Assessment Report (SAR)	<p>Document purpose: the College SAR is used to record a self-assessment of the college for the LGB, Trust, Ofsted and any other interested stakeholders. The SAR references the following BAF components:</p> <ul style="list-style-type: none"> ➤ Quality Improvement Plan (QIP) (R2) ➤ Safeguarding and Prevent (R9) ➤ Preparation for Ofsted (Action Plan) ➤ Equality and Diversity (R8) <p>The Safeguarding section in the SAR provides evidence of compliance against statutory requirements - 'Keeping Children Safe in Education 2019' and with Surrey County Council Safeguarding,</p>

The Chair sought from Governors their overall view on the level of assurances provided from the reports and verbal updates received at this meeting. The Local Governing Body confirmed the following assurance assessments:

Agenda Item	Paper	Subject	RAG rating	Any Committee Recommendation(s)
6	Paper 2	Admissions And Numbers On Roll & Marketing Strategies	Green - High Assurance	<p>The evidence base to support the high assurance was the excellent recruitment for 2019/20 and the well attended open evenings held this term.</p> <p>Th only comment made on the report was presentation with more use of bar and pie charts.</p>
7	Part of SAR	Draft Outcome Data 2018/19	Green - High Assurance	<p>Although some results are still outstanding, overall, outcomes are outstanding and the College continues to be one of the top performing 6th form colleges for student results.</p>
8	Paper 3	Reigate College Self Assessment Report & Development Plan - Draft	Amber - Medium Assurance	<p>The assurance assessment of medium is entirely due because the SAR is still in draft format and is work in progress. The assessment must not be viewed in any way of being a critical negative assessment.</p> <p>The LGB fully endorsed the self assessment grades proposed in the SAR:</p>

				Overall effectiveness - Outstanding Quality of education- Outstanding Behaviour and attitudes - Outstanding Personal development - Outstanding Leadership and management - Outstanding
9	N/A	Student Voice	Green - High Assurance	The LGB welcomed the feedback received from the two student governors, especially on the College's arrangements on mental health, and advised the students that the more they can feedback to the LGB, then the more assured governors will be.

11. ANY OTHER BUSINESS

There was no other business.

12. DATE OF NEXT MEETING

Tuesday 03 March 2020 at 16.30.

The meeting closed at 18.10.

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN	ACTION	REVIEW DATE
2	Parent Governor: Nominations have been sought from parents to fill the parent governor vacancy and several nominations have been received. After the closing date for receipt of nominations (3/11/19) an election will be conducted.	3/3/20
6	Admissions Report: Consideration to be given on the future presentation of the report, with more use of bar charts and pie charts, and by grouping schools together as summarised in the report to appreciate better student numbers by school groups, conversion rates and relative % of students by group.	Future Admission Reports
8	Opportunities exist at a local level to build on career opportunities and working relationships with the NHS/Social Services. The local NHS Trust has set the aspiration of growing their own workforce locally to meet the Trust needs and help with sustainability and	3/3/20

	environmental concerns; this will also include create further work experience opportunities. It was agreed for Yvette Robbins to liaise with Sarah Walters to work further on this opportunity.	
8	<p>SAR</p> <p>The SAR should have more reference to mental health and the initiatives being taken to provide mental health support. It was confirmed that this is an area of the SAR that is still being worked on</p> <p>It was requested that more evidence of actions and dates be documented, especially in the area of safeguarding where the College is introducing innovative imitatives to help student with mental and physical well-being. Given the '3I' principle, there should be more emphasis on what has been done, achievements and outcomes, with strong evidence of impact resulting in improving the quality of education and student experience.</p> <p>In the section of the SAR on behaviours and attitudes, it was suggested that the text should commence with a summary of College values and what the College expects from its students</p>	3/3/20
8	The LGB is responsible for scrutinising the self-assessment report and overseeing the actions being taken to improve where necessary. To this end the Development Plan will be an agenda item at each meeting of the LGB and, through the minutes of the meeting, with direct reporting to the Trust Board.	3/3/20