



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY
MEETING HELD ON TUESDAY 09 FEBRUARY 2021 AT 16.30**

(Due to the Covid-19 pandemic, the meeting was conducted via Zoom videoconferencing)

Present: Ms Pat Frankland - LGB Member/LGB Chair
Ms Yvette Robbins - LGB Member
Mr Chris Whelan - Chief Executive Officer & LGB Member
Mr Nick Clark – Executive Principal & LGB Member
Mr Jonathan Harris - LGB Parent Member
Mr Soli Tarazi - LGB Parent Member
Mr Mike Horgan - LGB Staff Member
Ms Julie Hodgson - LGB Staff 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 & QUORACY

It was noted the two student governors were not in attendance. As the student governors do not normally attend the May meeting due to examinations and, as it is unclear at this stage if elections will be held next term to elect two student governors for the academic year 2021-22, it was **AGREED** for a request to be made to the two current student governors to make available a written statement covering the agenda item 'Student Voice'.

The Clerk confirmed the meeting was quorate

3 DECLARATIONS OF INTEREST

Pat Frankland, 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 13 October 2020 were received and approved as an accurate record of the meeting.

5 MATTERS ARISING

It was agreed at the last meeting to make available, at this meeting, training and updates covering Ofsted Inspection, GDPR and Safeguarding. It was confirmed these were agenda items at this meeting.

(i) Ofsted:

The update confirmed the following key points:

- Ofsted had intended to resume full inspections from January, but this has had to be delayed due to the current lockdown.
- Currently just monitoring visits are being conducted remotely.
- With the announcement of schools and colleges possibly reopening from 08 March, short monitoring visits could resume from this point. These monitoring visits would not be graded but a letter from Ofsted would be made available summarising the visit outcomes.
- The intention, after Easter, is to resume full inspections. However, based on previous practice, Ofsted very rarely conducted full inspections during the examination period May-June.
- Therefore, at this stage, it is unclear if the College could be subject to a full inspection. Assurances were given to the LGB that the College is fully prepared in the event of an inspection taking place next term.

(ii) GDPR:

A presentation was made available that was delivered to all staff, and also made available was a summary paper on GDPR.

In terms of best practice and working within the parameters of GDPR, the presentation covered what 'volunteers' need to be aware of to ensure compliance with GDPR requirements.

One issue arising was for the need of Trustees and LGB governors, as volunteers, to use a college email address on Trust matters. The College email system can be set up to forward college emails to governors so that they do not have to sign to the College portal.

It was **AGREED** to make available the GDPR presentation at the March Trust Board meeting and, at this meeting, to get agreement for Trustees and Governors to be allocated a College email address.

(iii) Safeguarding:

A summary update report on safeguarding was made available.

Following review, Trustees made the following observations for the Executive to consider when authoring similar update reports in the future:

- Headline explanations to be made available where there has been a significant change in numbers being reported, such as why has the number of carers doubled? Why has the number of referrals decreased? Why has there been an increase in the number of students with an eating disorder?
- It would also be helpful to receive an indication of the evidence base to support the judgement and assurances received that students feel safe. For example, how many students participated in the survey as a % of the student cohort and, of those who participated in the survey, what was the % who confirmed they felt safe.

In response, it was stated that it is not always possible to provide explanations as the reasons for increases can be very complex and very varied. This was noted by the LGB but it was agreed that, where possible, short headline explanations should be made available where there has been a significant change in the numbers being reported.

It was reported a number of students have struggled with mental health and wellbeing during the various lockdowns. The Director (Mental Health and Wellbeing) has provided substantial support for students and staff.

Last academic year, 151 students were referred to the Student Wellbeing Mentors. To date, 238 have been referred. Lockdowns have played a big part in this increase. As a result, the College has recruited a second Student Wellbeing Mentor. This is being sponsored for three years by the Netherby Trust.

Very vulnerable students are identified and supported by the Directors and referrals are made to mental health agencies. The team is aware that students may struggle when returning to full time education and planned support is in place.

Parents have been informed of the support available at the College and continue to be reminded regularly through letters home from the Principal.

It was noted there may be considerable changes and support required moving forward, but the College has a highly experience Pastoral Team and, as demonstrated, the College is well placed to react and adapt to change.

Following review and discussion, it was **AGREED**:

- (i) In the Annual Safeguarding Report that is a fixed agenda item at the summer term LGB meeting to include, where possible, explanations where there has been a significant change in numbers being reported, and to provide data to support the evidence base when assurances are being made on safeguarding matters; and
- (ii) At the summer term meeting, for one of the well-being mentors to attend to provide an overview on well-being support made available to students and staff.

6. SELF ASSESSMENT REPORT AND DEVELOPMENT PLAN

Prior to considering this agenda item, the CEO made available an update on the summer examinations, following the announcement from the Secretary of State of the cancellation all GCSE, AS and A Levels scheduled for the summer term. OFQUAL has instigated a consultation on various options to replace these examinations and their report proposing a framework is due to be published on 22 February. It was **AGREED** to update Trustees and Governors on the outcomes of the OFQUAL consultation.

It was noted the consultation has greater clarity of intent on GCSE, AS & A Levels, but there is less clarity and, indeed, more confusion on how vocational qualifications will be assessed.

The Self-Assessment Report (SAR) was received for information purposes. It was noted the SAR is a retrospective document covering the previous academic year. The Development Plan reports on actions being taken now to address areas identified in the SAR that require improvement.

The following updates on the Development Plan were made available, with the final column confirming the current position on impact and achievement of each action point.

	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	Skills / memory development proceeding differently under lockdown. The college will be establishing a 'what have we learnt from lockdown' group. Planning permission now granted for increased learning space and bid submitted to DfE
2	Sustain high levels of vocational value added. Achieve long-term value-added ALPS grade 3	Further develop independent learning 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		November GCSE raw outcomes show maths approximately in-line with national average for retakes and English well ahead.
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 Target students in need of extra help at the Plus session	
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	The listed subjects have had an increased amount of remission time for	The listed departments have regular reviews with the CEO, Assistant Principal (Quality) and

	significant aspect is below national averages (prior to 2020) or where changes to the course are likely to have a very significant impact on the college. This includes: History, English, Maths, Sociology and Vocational Business.	the Head of Department to spend on development work, staff management and liaison with SLT.	their own Director of Learning. Under lockdown these reviews have had to be conducted via Teams.
8	To maintain student attendance at >90% raw and >95% adjusted	Improve the current monitoring system whilst having regard for the effects of the Covid situation on student mental health.	Continuing to monitor attendance during Covid through participation in on-line learning. There is no evidence to show that students are just logging-on, turning off their screen, and not engaging with learning. Each week a report is made available on those students who have not attended, and they are all followed up by the Pastoral Team.
9	Improve independent learning space for students.	Look at scope for immediate availability of space. Look at scope for long term availability of space. Additional space has been created as a temporary measure. The college is exploring a long-term solution based on adding an additional floor to the Refectory.	The space issue has been partially mitigated this year by the need to acquire temporary space to separate the L and U students. A long-term solution has been agreed and the college is seeking finance. Planning approval has been given by the Local Authority.
10	To implement a target setting system for students that takes account of the lack of accuracy in GCSE grading	The DfE GCSE to A level transition formula will be applied to students after the first Key Assessment to look at usefulness. It is likely that teachers will then be able to modify the targets.	Given the unreliability of GCSE results this is not likely to be reliable at the moment, or for some years to come.
11	Gatsby benchmarks to be implemented.	All teaching departments are implementing individual targets.	College continues to implement these although employer links are

			difficult due to the Covid-19 Pandemic.
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It was **AGREED** in future reporting on the Development Plan, to track changes made to the Development Plan since the last review undertaken by the LGB.

The CEO and Executive Principal reported positively on the College’s communication with students and parent/carers against the backdrop of numerous changes in Government guidance and policy in relation to education arising from the Covid-19 Pandemic, mainly at very short notice. The College has received over 30 supportive messages from parents and these have been shared with staff. Both Parent Governors endorsed the effective communications and thanked the College for their efforts.

With the current lockdown it was reported the College has been even more effective and efficient in the delivery of on-line lessons, with staff and students engaging positively under very difficult circumstances.

The LGB placed on record its sincere appreciation of the work of all staff and students during the current lockdown.

7. COLLEGE HIGHER EDUCATION PROVISION

The report presented information regarding the Higher Education provision that the College offers – teachers training in partnership with Canterbury Christchurch University Campus. The report covered success rates, evaluations and action planning for the provision.

It was noted the take up of teaching training courses nationally has been very poor, and this was the case for Reigate, with only four starting in 2019. However, in 2020, entrants to the scheme had risen to 16.

With a small cohort, the participative nature of the programme was more difficult, but the trainees did not report any concern regarding this. It prompted a change of approach with greater 1:1 supervision and coaching in the latter modules. The concluding modules of both year groups had to be delivered online due to the COVID-19 pandemic. The challenges for both trainee and teacher in adapting to this new environment were met with commitment and success with all trainees completing either their first or second year.

There was a 30% return of completed CCCU end-of-year online evaluations. Of those who completed, 100% agreed, or highly agreed, that the quality of provision was good.

Governors asked for the reasons why only 30% completed the end of year evaluation. In response, it was reported the College has had to rely on the university as they oversaw the year-end evaluation process but, clearly, this has proved to be ineffective. To address this, a decision has been made to conduct year-end evaluations in-house.

Following the decision made by CCCU to reduce the number of partners delivering their teaching trainer course, the College has entered into a new partnership arrangement with Brighton University to enable the teacher training programme to continue.

8. STUDENT VOICE

The student governors were not in attendance to report on the student voice.

9. STAFF VOICE

No observations or comments were received.

10. BOARD ASSURANCE ASSESSMENTS

Under the 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).

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

Agenda Item	Subject	RAG rating	Any Committee Recommendation(s)
5(i)	Ofsted	Green	No concerns/no recommendations
5(ii)	GDPR	Green	No concerns – recommendation made to make the presentation available to the March Trust Board meeting
5(iii)	Safeguarding Update	Green	No concerns – suggestions made on how to add more information to future reports
8	SAR Development Plan	Green	No concerns/no recommendations other than the action point to track new updates
8	HE Provision	Green	No concerns/no recommendations
9	Student Voice	N/A	No assessment possible due to the absence of the student governors
10	Staff Voice	Green	No issues raised

11. ANY OTHER BUSINESS

Following the discussions held at the last meeting on the Parent Portal, it was confirmed Jonathan Harris sent suggestions to the CEO on how the Portal could be made a more effective communication tool between parents and college staff. The CEO confirmed the suggestions previously received would be acted upon during the Easter break by the IT department, subject to there being no further lockdown disruptions.

It was **AGREED** a progress update at the May LGB meeting,

12. DATE OF NEXT MEETING

Tuesday 25 May 2021 at 16.30.

The meeting closed at 18.00.

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN	ACTION	REVIEW DATE
2	A request to be made to the two current student governors to make available a written statement covering the agenda item 'Student Voice'.	25/5/21
5(ii)	To make available the GDPR presentation at the March Trust Board meeting, and, at this meeting, to get agreement for Trustees and Governors to be allocated a College email address	25/5/21
5(iii)	In the Annual Safeguarding Report that is a fixed agenda item at the summer term LGB meeting, to include, where possible, explanations where there has been a significant change in numbers being reported, and to provide data to support the evidence base when assurances are being made on safeguarding matters; and At the summer term meeting, for one of the well-being mentors to attend to provide an overview on well-being support made available to students and staff.	25/5/21
6	To update Trustees and Governors on the outcomes of the OFQUAL consultation on replacing GCSE, AS and A Level examinations that were scheduled for the summer term.	25/5/21
6	To track changes made to the Development Plan since the last review undertaken by the LGB.	25/5/21
11	The CEO confirmed the suggestions previously received on improving the Parent Portal would be acted upon during the Easter break by the IT department, subject to there being no further lockdown disruptions.	25/5/21