



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY  
MEETING HELD ON TUESDAY 25 MAY 2021 AT 16.30**

**Present:** Ms Pat Frankland - LGB Member/LGB Chair  
 Mr Chris Whelan - Chief Executive Officer & LGB Member  
 Mr Spencer Bowen – LGB Member  
 Mr Nick Clark – Executive Principal & LGB Member  
 Mr Mike Horgan - LGB Staff Member

**In attendance:** Mr Jon Allen - Clerk  
 Ms Sarah Walters - Deputy Principal  
 Mr Michael Jones – Trust Chair, attending as an observer

**1 WELCOME**

The Chair welcomed everyone to the meeting of the Reigate Learning Alliance Local Governing Body (LGB). Mr Spencer Bowen was welcomed to his first meeting of the LGB).

**2 APOLOGIES & QUORACY**

Apologies were received from Jonathan Harrison, Yvette Robbins, Julie Hodgson and the two student governors.

The Clerk confirmed the meeting was quorate

**3 DECLARATIONS OF INTEREST**

Pat Frankland, Chris Whelan, 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 09 February 2021 (Paper 1) were received and approved as an accurate record of the meeting.

**5 SUMMARY ACTION LIST & MATTERS ARISING**

The ‘*Summary Action List*’ was received (Paper 2) and the following updates were noted:

Min Ref from last LGB Meeting 09/02/2021	Action	Review Update 25 May 2021
2	A request to be made to the two current student governors to make available a written statement covering the agenda item ‘Student Voice’.	Agenda item
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	This was made available at the March Trust Board meeting
5(iii)	In the Annual Safeguarding Report that is a fixed agenda item at the summer term LGB meeting, to	Agenda item

	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.	
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.	Agenda item
6	To track changes made to the Development Plan since the last review undertaken by the LGB.	Agenda item
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.	The update received at the meeting was noted.

## 6. ANNUAL REVIEW OF THE TERMS OF REFERENCE FOR THE LOCAL GOVERNING BODY

The report made available provided Governors with a copy of the current terms of reference approved by the Trust Board and proposed changes to be considered by the LGB (Paper 3). The changes proposed follow a similar format and structure used for the other committees of the Trust Board.

In addition to minor textual amendments, it was agreed to remove section 9 on the responsibilities of trustees in the current terms of reference. In the proposed new section on 'Risks and Risk Management', for the Clerk to undertake further work on this section so that it reports on the board assurance framework (BAF) agreed by the Trust and the role of the LGB in the BAF.

It was **RESOLVED** for the Clerk to make the changes agreed and, to make the final version available to the LGB Chair for review, before submitting to the Trust Board for approval.

## 7. SUMMARY OF ASSESSMENT ARRANGEMENTS FOR 2021

The report from the Chief Executive Officer (Paper 4) provided Governors with a summary of the assessment arrangements for 2021. In the absence of exams, the DfE have directed that a system of Teacher Assessed Grades be used for A levels and GCSEs overseen by Ofqual (the qualification regulator) and the Joint Council for Qualifications (the body responsible for the conduct of exams). The DfE has delegated authority for the assessment of vocational qualifications to individual exam boards.

The report outlined in detail the process that will be followed for A Levels, GCSEs and Vocational Qualifications. Although there remains a number of points yet to be confirmed, the arrangements for 2021 have to be viewed as a better alternative to the algorithm fiasco experienced last summer.

Results will be published in August. Students may make appeals to the College if they feel there may be an administrative or procedural error, and to the exam board if they feel there is an error of 'academic judgement'. Details of this are not yet finalised, however, but grades can go down as well as up in the appeal process. Once the

College is in receipt of the full details of the appeals process the details will be made available to parents and staff will be on hand in August to help.

It was noted that with no formal examinations the DfE will not publish performance tables for 2021. It will take several years post Covid before performance tables can be used for benchmarking purposes.

## 8. ANNUAL REPORT ON SAFEGUARDING & PREVENT 2020-21

The 'Annual Report on Safeguarding & Prevent 2020-21' was received for review (Paper 5).

Melanie Pearl, Safeguarding Manager, was in attendance to present the report.

The report made available the following data on the types of safeguarding categories and the number of students in each category:

Category	2020/21	2019/20
R1 (Very High Risk) Students	11 (6 have now finished)	9
R2 (High Risk) Students	285	243
Child in Need	9 (6 closed)	5
Looked After Children	6	5
Child Protection Plan	0	0
Young Carers	45	23
Adopted	10	9
Team Around the Family	5	4

In terms of the number of referrals made, the following was noted:

Category	2020/21	2019/20
Children's Services	11	14
Young Carers	4	4
Catch 22	3	2
Police	3	0
RASASC	0	2
ESDAS	1	0
Prevent	0	5

The report summarised the following emerging issues:

- The College has seen a rise in the number of serious eating disorders. Support for students has been put in place, working with Eating Disorder Clinics and hospitals. This appears to have been exacerbated by lockdown and is reflected in a national trend.
- There is a rise in the prevalence of serious mental health concerns, self-harm and suicide ideation, which is again, in line with national trends. The College has not however, seen a significant rise in students acting on suicidal ideation, which suggests the early interventions in place are effective.
- A rise in risk taking behaviours relating to alcohol and drugs also reflects a national trend relating to lockdown. Drug dealing has gone online due to lockdown and therefore, drugs are more accessible. The College is working in liaison with the police and Catch 22.
- The rise in crime outside college raises concerns around criminal exploitation. The College is working with the Council and the local police.

- There has also been an increase in the number of Young Carers. These students are supported by the Pastoral Team and work closely with Surrey Young Carers. The College hopes to work with a national charity to develop a kitemark for Young Carers support.

The report provided governors with assurances that the College fully complies with the requirements of 'Keeping Children Safe in Education' and the latest DfE guidance on sexual violence and sexual harassment between children in schools and colleges.

In response to the DfE and Ofsted review of sexual violence and sexual harassment in education, it was confirmed the College carried out a survey to gather the students voice on personal safety and has created an action plan based on the feedback from other institutions who been visited by Ofsted.

Governors thanked Melanie for the detail of the report and placed on record its appreciation and thanks for the work of the safeguarding and prevent team.

## 9. WELL-BEING PRESENTATION

Jo Driscoll, College Well-Being Mentor, made available a presentation that outlined the range of well-being support made available to both students and staff.

Governors thanked Jo for the detail of the presentation and placed on record its appreciation and thanks for the work of the well-being team.

## 10. STUDENT RETENTION UPDATE

The '*Student Retention Update Report*' was received for review. (Paper 6).

It was noted and, welcomed, that retention rates for 2020-21 are higher than in previous years when retention rates far exceeded national averages for 6<sup>th</sup> form colleges. The current retention data was noted:

Type	Starters	Joiners	Leavers	Continuers	Retention %
Lower 6th	1370	16	66	1320	95.24%
Intermediate	62	1	9	54	85.71%
Upper 6th	1189	0	12	1177	98.99%
<b>Total</b>	2621	17	87	2551	96.70%

The report provided a further breakdown on retention date for:

- Gender
- Ethnicity
- Bursary
- Free School Meals

## 11. SELF ASSESSMENT DEVELOPMENT PLAN 2020-21

The current version of the '*SAR Development Plan 2020-21*' was received (Paper 7).

The unusual situation for the end of 2020 means that any comments on the success of the quality improvement aims need to be seen in the context of the lack of externally verified clarity on outcomes. For this reason, some of the aims will be included again in the SAR Development Plan for this year.

The following areas were identified in the main SAR document with the grey sections providing updates that have taken place since the last review of the SAR Development Plan undertaken by the LGB.

	<b>Intent What are we trying to do?</b>	<b>Implementation How will / are we doing it?</b>	<b>Impact Has it been achieved?</b>
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	We will be able to see this in August – subject to consideration of validity in the ALPS (value added) measurements this year
3	Sustain high levels of progress in GCSE English and Maths at least +0.5 grades compared to starting points		Nov GCSE raw outcomes show maths approx. 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	We will be able to see this in August – subject to consideration of validity in the ALPS measurements this year
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	There will be no DfE performance tables for this year so comparison with any current average will not be possible.
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	There will be no DfE performance tables for this year so comparison with any current average will not be possible.
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 Head of	The listed departments have regular reviews with the CEO, Assistant principal (Quality) and their own Director of Learning.

	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.	Department to spend on development work, staff management and liaison with SLT.																
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. L= lower 6 <sup>th</sup> U=upper sixth P = one year students on GCSE equivalent courses <table border="1"> <thead> <tr> <th>Description</th> <th>Total Attendance</th> <th>Adjusted Attendance</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>93.53</td> <td>96.76</td> </tr> <tr> <td>L</td> <td>94.97</td> <td>97.72</td> </tr> <tr> <td>P</td> <td>91.04</td> <td>94.81</td> </tr> <tr> <td>U</td> <td>92.05</td> <td>95.78</td> </tr> </tbody> </table>	Description	Total Attendance	Adjusted Attendance	Overall	93.53	96.76	L	94.97	97.72	P	91.04	94.81	U	92.05	95.78
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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.															
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 (DfE set of standards for increasing student	All teaching departments are implementing individual targets.	College continues to implement these although employer links are difficult at the moment.															

	awareness of work and employment) to be implemented.		
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To assist in future reviews of the SAR Development Plan, it was **AGREED** to rate each action point in terms 'High', 'Medium' or 'Low' risk.

**12. STUDENT VOICE**

The student governors were not in attendance to report on the student voice. As an alternative, the Chief Executive Officer read out a statement from the President of the Students Union that summarised her own personal experiences arising from the Covid-19 pandemic. In her statement she thanked College staff for the support they have given to students throughout the pandemic and resulting college closures and delivering of teaching and learning via videoconferencing.

**13. STAFF VOICE**

No observations or comments were received other than acknowledging the excellent well-being support made available to staff during the Covid-19 pandemic.

**14. 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)
6	Annual Review of Terms of Reference	Amber	Final version to be confirmed with LGB Chair before being put to the Trust Board for approval.
7	Summary of Assessment Arrangements 2021	Green	No concerns/no recommendations
8 & 9	Annual Safeguarding Report & Well Being Presentation	Green	No concerns/no recommendations
10	Student Retention Update		

11	SAR Development Plan	Green	No concerns/no recommendations
12	Student Voice	N/A	No assessment possible due to the absence of the student governors
13	Staff Voice	Green	No issues raised

**15. ANY OTHER BUSINESS**

It was noted the term of office for the Parent Governor, Mr Jonathan Harris, will come to an end at the end of this term. The Chair placed on records the LGB's thanks for the contributions made by Mr Harris during his tenure.

The Chair asked for the arrangements to elect the two new parent governors to commence as early as possible at the start of the new academic year with the aim of having the parent governors in place for the October LGB meeting.

**16. DATE OF NEXT MEETING**

Tuesday 19 October 2021 at 16.30.

The meeting closed at 18.00.

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

**SUMMARY ACTION LIST**

MIN	ACTION	REVIEW DATE
6	The Clerk to make the changes agreed to the LGB Terms of Reference and, to make the final version available to the LGB Chair for review, before submitting to the Trust Board for approval.	19/10/21
11	To assist in future reviews of the SAR Development Plan, it was <b>AGREED</b> to rate each action point in terms 'High', 'Medium' or 'Low' risk.	19/10/21
15	The Chair asked for the arrangements to elect the two new parent governors to commence as early as possible at the start of the new academic year with the aim of having the parent governors in place for the October LGB meeting.	19/10/21