

Reigate College

Self-Assessment Report 2019 – 2020



Reigate Learning Alliance

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The self-assessment process

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:

Quality Improvement Plan (QIP) (R2)

Safeguarding and Prevent (R9)

Equality and Diversity (R8)

In keeping with the 'judgements' framework used by OFSTED to report on the work of colleges, Reigate College continues to use the same approach in order to provide a graded assessment. Each key question is addressed and additional information provided to support the assessment.

The College has undertaken an annual self-assessment exercise since 1995. The College's focus on student success includes an emphasis on benchmarking analysis for all courses against national success, retention and achievement data, assessing value added performance and examining raw outcomes. The process also looks at areas such as lesson observation reports, staff and student surveys, the breadth of curriculum provision, destination data, equality and diversity data as well as the broader experience of students. For the current year the SAR has been adapted to reflect the new key judgements used by Ofsted from September 2019.

The self-assessment process is intended to be an honest and open analysis of the strengths of the college and areas that are in need of further attention. Although reporting annually, the process is, essentially, continual as there is a process of implementing improvements and monitoring progress towards the completion of the required improvements that takes place throughout the year.

The College's teaching departments all prepare self-assessment reports and action plans which are agreed with SLT and monitored during the year. Each course SAR is stored on a database to allow simplified updates and monitoring in-year and between years. The Senior Leadership Team (SLT) then evaluate the reports and prepare an analysis of the effectiveness of the College as a whole awarding grades for the following:

- Overall
- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Comments include, where appropriate, judgements which describe provision as:

- Outstanding
- Good
- Requires improvement
- Inadequate

The College does not grade individual courses.

A College SAR Development Plan (SDP) is prepared which addresses key issues and developments.

The Local Governing Body for Reigate College (LGB) is responsible for scrutinising the self-assessment report and overseeing the actions being taken to improve where necessary. The Local Governing Body meets each term and the self-assessment report is a standing agenda item.

The Trustees approve the SAR.

The process has a number of stages and contributions to the overall judgement:

- 1) Publication of outcome data between June and August each year starting with BTEC outcomes before the summer and adding A level and GCSE results in August
- 2) Early discussions with heads of department where there may be concerns during late August and early September
- 3) Reports from ALIS and ALPS in September
- 4) Reports from the Six Dimensions project – this is run within the Sixth Form College community and provides a better reference point for comparison than some other analysis tools
- 5) DfE draft outcome data published in October
- 6) DfE draft L3VA value added data published in October
- 7) Feedback from exam boards regarding external assessment of coursework, the opinions of visiting examiners and analysis of returned scripts
- 8) Department reviews during September, October and November. Departments then complete departmental self-assessments and this process is normally validated through a reciprocal S7 process. This involves senior staff from S7 colleges attending SAR meetings as a peer review. Departments report on progress towards the completion of targets in January and May
- 9) Reporting progress on the SAR action plan to the LGB each term
- 10) Lesson observations from late October to Easter
- 11) Final DfE data usually published in February / March
- 12) Staff and student surveys with follow up focus groups during the late spring and early summer
- 13) Staff appraisals during June and July

In addition, there is a College Quality Policy bringing together all of the different areas of monitoring used with individual courses.

Taken together, the various different elements listed help to construct an overall picture of college performance.

Reigate College

Nature of the College and its work

Reigate College, which became formally known as Reigate Learning Alliance in September 2017, having converted from a Sixth form College to a 16-19 Academy, provides academic and vocational full-time education to 16 – 19 year old students. Approximately 96% of students are level 3 and the remainder level 2. Except for exceptional reasons, all students are full-time.

The Borough of Reigate and Banstead has a General FE college and three schools with sixth forms, besides the provision at Reigate College.

The College is located on a single campus, where a major building programme has provided new, upgraded and improved accommodation which provides almost total access for people with physical disabilities. The College also owns playing fields within ten minutes' walk of the campus.

The College works closely with a number of schools in the area to ensure that its provision meets the progression needs of local young people; where these needs cannot be met, students are offered detailed advice through partner schools liaison regarding courses in local general further education colleges. The College has 5 'partner schools' and approximately 35% of the student cohort came from these schools. This represents a reduction during the last few years as some of the partners have reduced in size and the overall number of students at Reigate College has increased. Over the next decade it is expected that the number of students in partner schools will substantially increase. There is a Memorandum of Understanding with East Surrey College regarding the range of courses offered by each college. This arrangement ensures that a very wide range of vocational and academic qualifications are provided for the local and regional community without unnecessary duplication.

Curriculum Intent

Reigate College aims to offer a curriculum that is ambitious for all students and aims to:

- a) Provide a demanding, but achievable, course programme
- b) Offer a broad range of courses balanced between academic and vocational and representing choices made by students after careful discussion with the college
- c) Include students from disadvantaged groups and ensure that they achieve their potential
- d) Ensure that students experience a stimulating learning experience
- e) Provide opportunities to develop extra curricula interests
- f) Develop broader skills and attitudes including British Values, study skills and 'soft skills'
- g) Help students to undertake work experience
- h) Provide a pathway to appropriate higher education, apprenticeship or employment
- i) Support staff in their development of the curriculum and their own careers
- j) Reflect the progression needs of partner schools

Range of learners

In 2018/19, 96% of all students studied at least one level 3 qualification; the remainder undertook level 2 qualifications as their main programme. The College has the largest number of level 2 learners of all Surrey sixth form colleges, although this is lower than for the FE colleges.

Overall, 99 % of the students are aged 16-18 at the start of the academic year. The few students aged over 19 are undertaking programmes at level 3, usually as a result of a break in learning due to medical reasons. The College continues to run a PGCE/PCE course which is highly successful and is similar, in many respects, to a SCITT.

The College has an inclusive approach to entry for all students, requiring 5 GCSE grade 4 equivalents for entry to most level 3 courses. Consequently, it attracts a range of applicants from the well qualified to those with what are nationally recognised as minimum entry requirements for level 3 courses.

The college is able to offer any subject combination and makes a commitment that if a subject is offered then we will run it. It is not the policy of the college to decide whether or not a course runs based on enrolments; students can apply in the knowledge that we will run the courses for which they are asking.

All students are interviewed in advance of enrolment, have at least two further visits to the college to discuss their course choices, and have a final enrolment interview.

The college offers students who are not yet able to start a level 3 programme a range of level 2 vocational courses and GCSE retakes. These will combine to form 4 'units' of study e.g. two BTECs plus English and Maths or, less commonly, three BTECs plus English or Maths. All students take a BTEC in Business as part of this programme.

The GCSE average score of students on advanced courses is below the average for sixth form colleges in Surrey.

The table below shows the distribution of students by ethnicity during 2019-20. Over the past four years the proportion of students declaring a background of than English / Welsh / Scottish / Northern Irish / British has fallen from 83.5%.

Ethnicity	L	U	P	T	SubTotals	%
African	16	13	0	0	29	1.2%
Any other Asian background	19	15	1	1	36	1.4%
Any other Black/African/Caribbean background	8	1	1	0	10	0.4%
Any other ethnic group	8	12	1	0	21	0.8%
Any Other White background	47	43	5	0	95	3.8%
Arab	2	3	1	0	6	0.2%
Bangladeshi	14	6	0	0	20	0.8%
Caribbean	9	21	1	0	31	1.2%
Chinese	3	3	1	0	7	0.3%
English / Welsh / Scottish / Northern Irish / British	1002	884	74	0	1960	77.9%
Gypsy or Irish Traveller	0	1	0	0	1	0.0%
Indian	11	19	1	0	31	1.2%
Irish	2	1	0	0	3	0.1%
Mixed/multiple	31	22	2	0	55	2.2%
Not provided	15	24	6	0	45	1.8%
Pakistani	8	7	4	0	19	0.8%
White and Asian	32	34	2	0	68	2.7%
White and Black African	12	11	1	0	24	1.0%
White and Black Caribbean	29	22	3	0	54	2.1%
TOTAL	1268	1142	104	1	2515	100.0%

The gender ratio is shown below. The imbalance between female and males is fairly consistent with national patterns and has been stable over the last four years.

F	706	654	56	1	1417	56.3%
M	562	488	48	0	1098	43.7%
TOTAL	1268	1142	104	1	2515	

The number of students in receipt of a bursary or free school meal has remained steady in recent years, although is much greater than 4/5 years ago, and for 2019-20 this was approximately 13% of the student population.

Year Code	Year	Guaranteed Bursary Students	Discretionary Bursary Students	Free School Meals Students	Total
15/16	2015/16	4	76	56	136
16/17	2016/17	9	210	64	283
17/18	2017/18	16	224	102	342
18/19	2018/19	14	245	84	343
19/20	2019/20	5	243	90	338

During 2019-20 the Learning Support department dealt with 580 instances of students needing support for some sort of learning Difficulty or Disability. These range from fairly low levels of intervention need to very severe and are distributed between the following areas:

LLDD By Referral Reason	
Referral Reason : ADD / ADHD	10
Referral Reason : Asperger's	13
Referral Reason : Attention difficulties	1
Referral Reason : Autistic Spectrum Disorder	23
Referral Reason : Dyslexia - mild/moderate	153
Referral Reason : Dyslexia - severe	2
Referral Reason : Dyspraxia/ dysgraphia	10
Referral Reason : emotional/behavioural/social difficulties	6
Referral Reason : ESOL	3
Referral Reason : Exam stress/stress	21
Referral Reason : Health problem	67
Referral Reason : home educated	1
Referral Reason : illegible handwriting	11
Referral Reason : literacy difficulties	19
Referral Reason : mental ill health	81
Referral Reason : Numeracy difficulties/dyscalculia	2
Referral Reason : organisational difficulties	2
Referral Reason : other specific learning difficulty	11
Referral Reason : Physical /mobility problem	12
Referral Reason : Receptive/expressive language difficulties	7
Referral Reason : referred to SAS - Parental concern	5
Referral Reason : referred to SAS - self-referral	8
Referral Reason : referred to SAS - Teacher Concern	14
Referral Reason : S.I: Hearing	15
Referral Reason : S.I: Sight	10
Referral Reason : screening query	15
Referral Reason : slow writing speed	13
Referral Reason : social communication difficulties	2
Referral Reason : Speed of processing difficulties	29
Referral Reason : Stress/depression	8
Referral Reason : Ticked concessions at screening	2
Referral Reason : ticked ESOL at screening	3
Referral Reason : Young carer	1

Reigate was a pioneer among colleges offering mixed academic and vocational programmes.

During 2019-20 students were taking programmes of the following types:

A Level Only	BTEC Only	Mixed	TOTAL
907	534	1063	2504

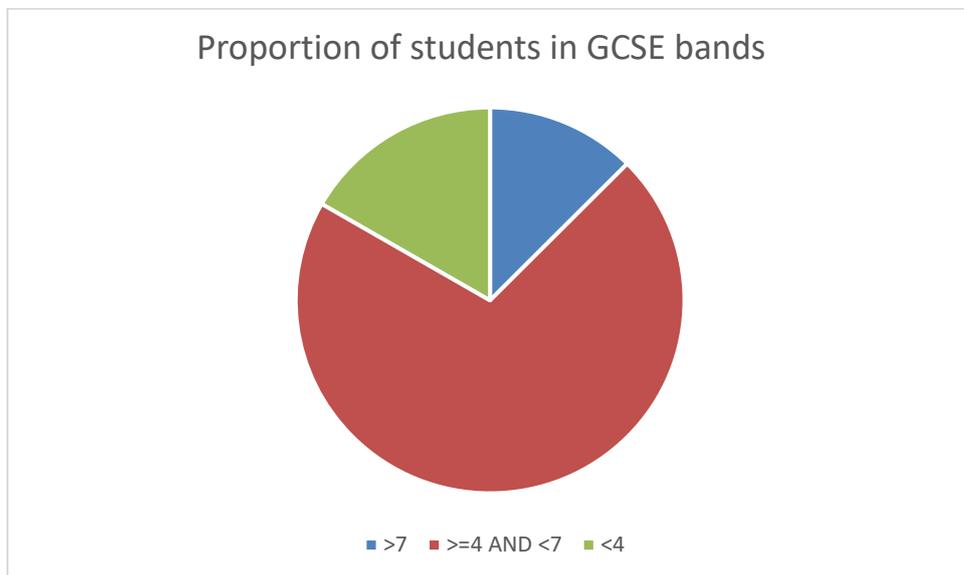
Reigate College is sometimes assumed to have a very high proportion of very academic students. Although the college has a significant number of high achieving students, it is also a college with a very wide range of courses, and an inclusive approach to student recruitment. The following data is for the 2019-20 cohort.

Student Type	Mean number of passes at GCSE 4+	Mean GCSE score
P	2.5	3.1
L	8.3	5.4
U	8.4	5.4

As can be seen from the tables below, a student is more likely to have a low GCSE score than a high score, and is more than five times as likely to have a middle range GCSE score than a high score. The college strongly believes that it has a responsibility to offer the best education to the widest range of students and that we should not use highly exclusive admissions procedures to keep out students with lower GCSE scores.

The table also shows that students entering with low GCSE scores – typically as P (level 2) students are able to sustain their study into the upper sixth.

Student numbers					% by type		
GCSE	P	L	U	total	P	L	U
7	0	180	133	313	0	14	12
>=4 AND <7	7	916	855	1778	7	72	75
< 4	95	169	154	418	93	13	13
total	102	1265	1142	2509	100	100	100



Safeguarding

Safeguarding – Report 2020

At present there are nine R1 very high risk students. Four have been made R1 during lockdown.

There have been eight suicide attempts this year, two have been during in lockdown. Both students were already known to the Pastoral Team and interventions were put in place quickly. They are both receiving external support. The Safeguarding Team has worked with all eight students throughout the year and only two of the students remain R1. The others are now R2 as the support put in place has lowered the risk.

Five Child in Need (CIN) cases - two are ongoing.

215 R2 category students for CP concerns.

9 adopted students.

22 Young Carers - all have been contacted and have been given access to the Bursary.

14 requests for support made to Children's Services - all have been picked up and been referred for support (three during lockdown). Four Team around the Family, seven targeted Youth Support, two CIN, one Section 17

Four referrals made to Young Carers

Two referrals made to Catch 22

Two referrals made to RACAS

Five Prevent concerns – two referrals - which were not investigated further by Channel.

Young Carer initiative

There has been an increase in young carers at Reigate over the past few years in 19/20 there were 22 young carers and in 20/21 there are 48. With this increase and COVID having a significant impact on young carers the college wanted to review the support offered by Reigate and contacted Surrey Young Carers for advice. Surrey Young Carers asked if we would be interested in taking part in a pilot.

The 'Quality Standard in Carer Support' for Colleges and Universities has been developed to recognise and further best practice in supporting students with caring responsibilities. Completion will enable providers to:

- Improve support for young adult carers, thereby potentially increasing retention, attendance and achievement rates
- Demonstrate to external agencies and potential students a commitment to tailoring support to meet the needs of all learners
- Evidence an awareness of the challenges faced by young adult carers in education and commitment to improving their experiences, opportunities and outcomes

There are 8 Colleges across the country involved and Reigate would be only College in Surrey.

Looked after Children

Five Looked-After Children.

Three Upper Sixth students completed courses during lockdown. One student has been accepted to read Law at Liverpool University, one student is going to study Paramedic Science at John Moores University. Both students have been supported by the Careers Department and University teams to ensure they have access all the relevant bursaries.

The last Upper Sixth student became LAC two weeks before lockdown. The student was taken out of county for their own protection due to county lines and grooming. The student managed to complete their course despite being significantly behind and at risk of failing before lockdown. College held weekly Teams meetings with the student and their social worker. We created an action plan around work, ensured access to IT, texted or called the student every two to three days to monitor. Teachers set clear tasks that had to be completed, communicated with the student on task progress and were very flexible. Set up bursary for the student and arranged emergency funds. Student completed the course and is predicated two Distinctions and a Merit. Arranged careers meetings. The student is applying for apprenticeships.

All PEP and LAC reviews have taken place remotely during lockdown. The designated teacher has been working with social workers and personal advisors to ensure the students are receiving the necessary support. All LAC students had access to IT and were offered laptops during lockdown. All LAC students have been receiving the vulnerable Bursary and lunch funds during lockdown.

Training

All new staff have received safeguarding training within the first half term of starting College. All new staff employed during lockdown have received safeguarding training remotely and this will be followed up once College resumes

All new Staff under take Prevent training within the first half term of starting College.

All-staff training took place on 19 December on Fundamental British Values.

All staff training on the changes to KCSIE which coming into effect September 2020 is scheduled for the Autumn Term.

DSL has undertaken bereavement training and will deliver training to the Pastoral Team during the Summer Inset.

All DSL have undertaken DSL training and are due to carry the update training in the winter term.

The College fully complies with the KCSIE 2019 and will be fully compliant with the changes coming into force in September 2020.

All students have had delivered FBV and Prevent training. Students feel safe at College and know how to access help. Students know who to talk to if they have concerns. (Student Survey.)

Staff

All staff and Governors have enhanced DBS checks and all protocols set down by KSCIE 2019 are met. The College maintains a single control record. All staff are aware of how to report concerns about staff. SLT follow the procedures set down in KSCIE and by Surrey County Council. This academic year there have been no concerns reported. KCSIE 2020 adds that behaviour and actions outside of education also need to be taken into account when assessing the suitability of a member of staff to work with children. This will be implemented by September 2020.

All volunteers and visitors follow safeguarding protocols whilst in College. All contractors have signed to say they agree to adhere to the Safeguarding Policies and procedures of the College. All regular contractors are DBS checked.

External speakers and Venue hire - Prevent risk assessments are carried out.

Emerging issues

A rise in serious eating disorders. Support for students put in place for working with the Eating Disorder Clinics.

The rise in crime outside College raises concerns around criminal exploitation. The College is working with the Council and the local police.

An increase in young carers. The student are support by the pastoral team. The college works closely with Surrey Younger Carers

KCSIE 2020

There is more emphasis on serious mental health being recognised as a Safeguarding concern and the fact that, although teaching staff are not able to provide clinical support, they should be able to recognise mental health concerns in a student and offer support as well as knowing the correct referral process. The College has invested heavily in well-being and mental health support with the appointment of a Director for Well-being and Mental Health. There has been significant training and support put in place to support both student and staff well-being. All staff are aware that serious mental health concerns should be referred to the Safeguarding team - the Director of Mental Health and Well-being and Associate Director of Learning Support are both part of the Safeguarding Team. All of the Safeguarding Team have taken the Mental Health First Aid course and Suicide Prevention training.

Criminal exploitation and serious violent crime are other areas expanded on in the new KCSIE. Some all staff training has taken place on this but more will be planned for next academic year. County Lines and CCE have been included in the Tutorial Programme and the College is working with the police and Council on joint initiatives.

COVID 19 - Supporting Vulnerable Students

Safeguarding Policy Covid 19 was updated and circulated to all staff.

Safeguarding Guidance for remote working for all staff and students was circulated. Including online safety and increased risk of peer abuse.

Reporting and support available were reiterated to all staff, students, parents and agencies

LAC students, student with social workers, students with an EHCP and Young Carers were written to on the 23.03.20 and invited to work in College. Five students decided to attend.

R1 and very vulnerable students were identified and the Safeguarding Team have monitored - in contact at least weekly. The Director of safeguarding and interventions worked with Children Services to monitor LAC students and students with a social worker. Director of Safeguarding and Interventions arranged to meet vulnerable students in College if there were concerns with regard to welfare. The Director of Safeguarding and Interventions (Safeguarding Officer/Coordinator) carried out six welfare visits to the homes of vulnerable students.

R2 students were identified by the Pastoral Directors and were monitored weekly. Any other students who were identified as vulnerable were monitored by their Senior Tutors weekly.

Safeguarding concerns were reported via the Safeguarding Email or through CID and monitored by the Safeguarding Team.

All students were asked to register weekly with their teachers. Students who were not in contact were then contacted by Student Services. To date all students have been contacted weekly.

All staff and the Pastoral team were asked to identify any student who may be vulnerable or who did not have access to IT. 43 laptops have been loaned to students.

Students invited in. Invitation Emails were sent to both student and parents/guardians.

23/03/2020- Vulnerable students, LAC, CPPLAN, CIN, ECHP, young carers = 90

25/05/2020 -Vulnerable students, EHCP, CPLAN, LAC, CIN, Young carers, Adopted = 82 (Lower Sixth)

05/06/2020 - All R2 and R1 students = 155

10/06/2020 – All student identified by staff as struggling - 144 to date.

Response from emails – 106 students indicated they would like to attend.

Well-being and Mental Health

A number of students have struggled with well-being and mental health during lock down. The Director of Mental health and Well-being has provided substantial support for students and staff. Well-being support was developed and sent to all students every Wednesday. Well-being assessments and mentoring were carried out. Very vulnerable students were identified and supported by the Directors and referrals were made to mental health agencies. It has also been identified that students may struggle when returning to full time education and planned support is in place.

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. I am confident the College is fully meeting and exceeding our statutory safeguarding obligation.

The college is meeting all statutory requirements for safeguarding.

Summary of roles within the Safeguarding team

Role	Who
Safeguarding Governor	Patricia Frankland
Designated Safeguarding Lead	Sam Davey
Safeguarding Officer/Coordinator (Director of Safeguarding and Interventions)	Melanie Pearl
Safeguarding Officer	Susan Carnell
Student Services Manager	Sally Hopper
Pastoral Director for Mental Health Well-being – from September 2019	Joanna Driscoll

Overall effectiveness

The quality of education at Reigate is outstanding, though not perfect, as discussed in our targets. 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 re takes 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 our main problem at the moment is to find 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.

Summary of grades awarded

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

Quality of education

The summer of 2020 exam was, as we all know, suspended and replaced by CAGs. The DfE do not intend to produce performance tables for this year and most of the usual data points need to be considered in the context of this.

How accurate were the CAGs at Reigate?

The college issued guidance to staff in accordance with instructions from Ofqual. One problem was that Ofqual had issued conflicting sets of advice – one part instructing staff to look at each individual student and another saying that the previous results of each school and college would be used to moderate awarded grades.

There were three approaches to producing CAGs:

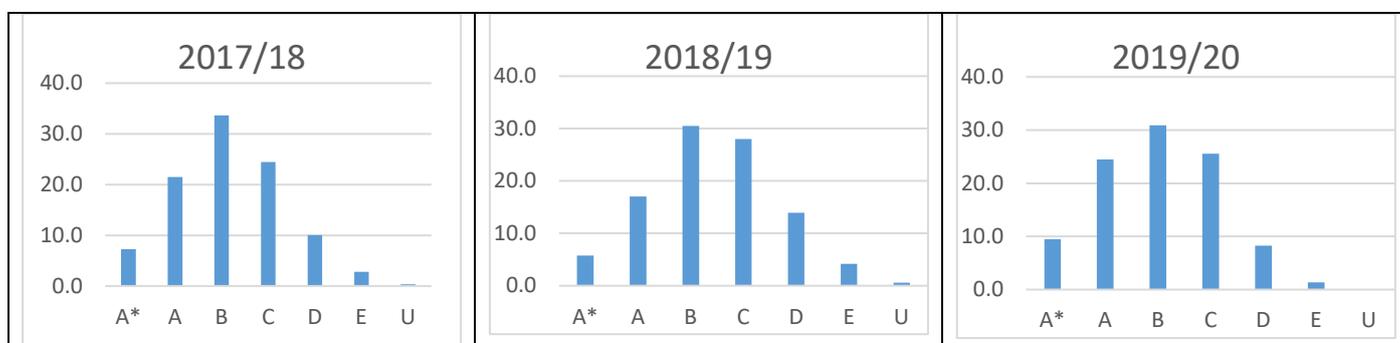
1. Schools and colleges tell staff to place students in a rank order and then superimpose the results from the last three years
2. Schools and colleges give staff some broad guidelines about how many students might achieve particular grades based on previous years, but mostly defer to teacher judgements, only intervening where grades are excessively inflated without good reason.
3. Schools and colleges give staff uncritical scope to put in grades, or actively seek to inflate them

The majority of schools and colleges followed option 2.

Once the final results were produced – primarily using CAGs - we found that:

- A level: about 0.2 grades per entry above average for sixth form colleges
- BTEC: almost entirely accurate – although this is far easier to predict

The grade profile was the same as for previous years in the sense of the most common grades, in order, were B, C, A and the least were U, E. There is a tendency to ‘move up’ from the bottom to the top, however, the shape of the graph is very similar to 2017/18.



Overall, there was very little parental/student complaint about awarded grades. Before the Ofqual/DfE change of position the large majority of comments were directed at the DfE and not the college, although the total number of calls and emails received was not large, probably due to most students getting their first choice university on the first round of results. Once the CAGs were adopted the college received a small number of calls mostly running along the lines of ‘I need a higher grade to go to university X’.

At present, Ofqual have stated that they intend to run the summer 2021 exams as normal, with only limited modifications to subjects with field trips. In the event of there being another suspension of exams the college will be using data from Key Assessments and mock exams to provide information for any CAG system.

Inspection Data Summary report (IDSR) – this is from the previous year, which is the latest available.

The IDSR is a document produced by Ofsted that is used to summarise key points about the college.

Some of the points made and the measures used might seem to ignore things that we are aware of, however, for the summer 2019 outcomes the key points are:

- In 2019 the value-added score was significantly above the national average and in the highest 10% in applied general.
- The value-added score for qualifications of A level size and above was significantly above the national average in both 2018 and 2019 for the following subjects: Psychology, Biology, Business stds, Classical civ, French.

English and mathematics progress

- The percentage of learners in English who gained grade 4 and above is significantly above the national rate.
- In maths, the percentage of learners gaining grade 4 or above and the percentage of learners entering the qualification was significantly above national.

Destinations

- The proportion of learners who were in sustained education or employment/training was significantly higher than national.

Other points

- For the last three years, value added scores have been in the top 40% for all types of course
- For the past two years the raw grade per A level and Applied General entry entered has been in the top 20%

Reigate College offers broad and balanced subject curriculum that enables students to achieve outstanding outcomes to enable students to achieve their full potential and secure outcomes that will enable them to progress to the next level. At level 3 in 2019/20 the college offered 33 A levels subjects, 4 vocational subjects of equivalent size to two A levels, 20 vocational subjects the equivalent size of one A level. At level 2 the college offered 3 GCSE subjects and 6 vocational subjects of GCSE equivalent size.

The actual outcomes are discussed below.

In order to support students to develop a wide range of skills and behaviours, the college views a broad curriculum to mean one that extends beyond subjects to include areas that develops students' skills, behaviours, attitudes and ambitions. This includes a comprehensive tutorial programme, an activity programme offering 58 different options along with 11 competitive football/Rugby/hockey/netball teams, a well-resourced UCAS and careers programme, a Duke of Edinburgh scheme with approximately 60 students and work experience. For students in need of support short of the threshold for LDD, the college employs a mentor to assist with the development of organisational skills, in 2019/20 this worked with 151 students with mental health issues being the biggest area.

Mentoring

The college employs two mentors to assist with students experiencing a range of difficulties.

REASONS FOR REFERRAL

Causes	2018-19 Total Excluding the last term	2019-20 YEAR Totals
Learning related difficulties (ADD, ADHD, dyslexia, dyscalculia etc)	11	14
Issues in 1 subject	11	0
Socialising – settling in	14	21
Organisation	24	43
Mental health (anxiety, depression, eating disorders, self harm, suicidal ideation)	65	71
Family and relationship issues	10	10
Motivation	9	21
Gender	1	1
Health	2	1

In November 2019, the Mentoring Department introduced a new support service to all students – lunchtime Well-Being appointments. This service was launched and promoted in tutor time, by STs and posters around the College. Students can independently refer themselves into this service and book an appointment on the Portal. Appointments are available on Monday and Wednesday lunchtimes. 40 students booked appointments from November to April.

Mentors have offered support to students for a wide range of issues from exam anxiety to pressures from outside College, listening carefully offering guidance and advice. This service gives all students at College the opportunity to talk through a problem and discuss potential solutions. Mentors also signpost students onto other relevant support services in consultation with the Director of Well Being and updates the student's ILP. Students have given very positive feedback about this new service and some have booked more than one appointment because they have found it beneficial.

These appointments are useful for students who do not need regular mentoring and gives all students speedy access to the Mentoring Department.

Mentoring During Lockdown

Going into lockdown during the Covid-19 pandemic has been challenging for the Mentoring Department as face to face one to one support is no longer possible. Additionally, this demanding situation has had a negative impact on many of our students who have found self-motivated, virtual learning difficult. The Director of Well Being arranged for mentors to borrow a College mobile phone in order to contact students who are struggling. This has proved to be of great benefit and CJH has taken on 12 new mentees during lockdown to support them with mental health, well-being, motivation and access to virtual learning methods. Furthermore, the Mentoring Department has continued to offer Well-Being appointments on Wednesdays to be booked on the Portal. Students choose a time slot for mentors to call them.

Although Reigate is an affluent area there is also a surprisingly large number of students from households without a history of higher education and for students identified as having potential to reach for a higher level the college offers the Aspire Programme for 180-200 students. All students participate in a Get Ahead day designed to put students in contact with higher education and employers at an early stage, as part of this the college hosts and annual HE fair which in 2018/19 was attended by more than 100 exhibitors, mainly from universities and employers.

Not all students are ready for a level 3 programme at enrolment, and for this reason the college offers a level programme. This consists of four curriculum elements – usually two BTEC Awards and GCSE retakes – plus an enhanced tutorial programme. The purpose of the level 2 programme is primarily to prepare students for a level 3 programme and in 2018/19 83 out of 96 students who completed the level 2 programme progressed. The college is particularly proud of the progression rate for students who arrive as level 2 and progress to degree courses.

Of the 2016 intake, around a quarter went on to degree courses at universities including Kent, Reading, Essex and East Anglia. The college places a very strong emphasis on the importance of students without English and/or maths GCSE, retake classes have 3 hours and 15 minutes of lesson time per week and are staffed by fully qualified subject teachers. Outcomes show that this very heavy level of investment, which greatly exceeds funding, is effective: in 2018/19 71.4% of English and 52.4% of maths students achieved a grade 4+. This represents a gain of 0.71 grades per student in English and 0.73 in Maths. We will not have data on this for 2019-20 due to the absence of performance tables this year.

The curriculum is designed with progression to the next level in mind. It is a curriculum that enables students to progress to higher education and employment and sustain their position. This is done via a substantial careers and UCAS programme of talks, workshops, guidance and support at the centre of which is the Get Ahead day and the Gatsby benchmarks. HESA data, discussed below, indicates that this is successful.

Groups of students such as SEND, economically disadvantaged students, BAME students are fully supported to achieve. This year the college has added a dedicated BAME group for HE preparation. The college has a large and well-staffed learning Support department and outcome data, discussed below, indicates that our approach is effective.

The college seeks to foster a sense of aspiration among all students and, in particular, those students who might not have previously considered themselves capable of going on to HE or professional employment. Students are given a clear vision of what they might be able to achieve by the end of their programme. This process starts prior to arrival at the college with a very detailed initial advice and guidance process. At enrolment all students are given a full interview, supported where necessary by careers and learning support specialists. All students are given ambitious, but credible, targets and students receive regular reviews of their progress and provided with additional support classes ('Plus') or mentoring if required. The Aspire programme currently supports 333 students to aim for HE progression, many of whom may not previously have considered this.

Students are admitted to courses for which they are qualified and for which they have applied, however, the curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context. In recent years we have grown the number of students taking STEM subjects, for example, and invested heavily in engineering design.

Teachers and departments are clear about the reasons for their course offer, the entrance requirements and the skills needed for the course. Entrance requirements are set at a level where students would have a reasonable expectation of success, but without being excessive. Students are clearly informed about the expectations of the course, content, assessment methods and what to expect in lessons. Teachers and departments are ambitious for students and students are set ambitious, but realistic, targets for the end of the course and staff plan and deliver lessons to enable these to be met. Teachers and departments are clear about the reasons for their course design with particular reference to sequence, appropriate assessment opportunities, revision, coursework completion and course completion to enable sufficient time for exam preparation. This can be seen, for example, in schemes of work, lesson observations and

department reviews. Teachers are clear about how the approach to course delivery will develop the ability of students to achieve their targets and, where necessary, make appropriate interventions such as referral to the Learner Improvement Programme or Plus groups. Teachers are clear about how the approach to develop the appropriate skills and behaviours that will enable them to succeed in employment and higher education such as developing organisational skills, helping students to become independent learner and making effective use of time outside of lessons. Teachers are clear about how the approach to course delivery will develop the ability of students to sustain learning in their long term memory via regular assessment of material delivered earlier in the course.

Reigate College has a long standing policy that all teaching staff must either be fully qualified or in the process of qualification. Teachers having expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps. The college has a very successful PGCE programme run in association with CCCU – now moving over to Brighton University - which has enabled the college to develop teaching staff to a standard which we feel is appropriate. The college maintains a generously funded INSET budget and staff are actively encouraged to attend suitable courses, an increasingly rare facility given the funding situation. The college also participates in training via the S7 group of colleges offering development for aspiring HoDs and pastoral staff, new HoDs, aspiring middle and senior managers. Each half term there are teaching and learning space workshop events for staff, an IRIS programme and mentoring for all new staff and staff who have changed roles.

Lesson observation reports show that teachers enable learners to understand key concepts, presenting information clearly and promoting discussion. Teachers check learners’ understanding effectively, and identify and correct misunderstandings. Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points. Teachers use assessment to check learners’ understanding in order to inform teaching, each half term all students undertake at least one ‘Key Assessment’ in order to provide a picture of progress. Teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.

Outstanding outcomes for students

Outcomes 2018-19 data (for 2020 shown further down, these are the last ‘externally marked’ outcomes)

Key points:

English and Maths GCSE retakes:

	Reigate 2019 %	National 2019 % (Retake)	Reigate 2018 %	National 2018 % (Retake)
English 4+	71.4	31.9	70	34.2
Maths 4+	52.4	22.3	41	23.7

The GCSE re takes in English and Maths were both better than in 2017-18, while the national pass arte at 4+ for retaking students has fallen. The DfE assess this measure by looking at progress. Given that in 2017-18 this was very strong at Reigate College it might be expected that it will also be very strong again this year. A draft set of data will be available in mid-October.

Although this area might appear to be a small part of our provision, in 2018-19 there were 359 entries. This is an educationally disadvantaged group and it is very pleasing to see this outcome given the national situation.

Reigate College Exam Results 2019/20

A2 Level Exam (incl FS) Results

Subject	A*	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Art & Design (3D Design)	2	12	16	13	2	0	0	45	45	100.0%	30	66.7%
Art & Design (Fine Art)	8	15	15	8	1	0	0	47	47	100.0%	38	80.9%
Art & Design (Photography)	7	17	8	10	2	0	0	44	44	100.0%	32	72.7%
Art & Design (Textiles)	2	1	5	9	3	0	0	20	20	100.0%	8	40.0%
Biology	18	26	15	17	4	0	0	80	80	100.0%	59	73.8%
Business	3	20	45	17	4	0	0	89	89	100.0%	68	76.4%
Chemistry	7	18	17	14	10	1	0	67	67	100.0%	42	62.7%
Classical Civilisation	2	5	10	6	2	0	0	25	25	100.0%	17	68.0%
Computer Science	3	12	12	14	4	2	0	47	47	100.0%	27	57.4%
Drama And Theatre	2	9	9	2	0	0	0	22	22	100.0%	20	90.9%
Economics	10	25	23	18	3	0	0	79	79	100.0%	58	73.4%
English Lang & Lit	2	16	33	24	10	0	0	85	85	100.0%	51	60.0%
English Language (FS)	0	0	5	4	2	0	0	11	11	100.0%	5	45.5%
English Literature	8	33	34	23	6	2	0	106	106	100.0%	75	70.8%
Film Studies	0	4	14	7	5	0	0	30	30	100.0%	18	60.0%
French	1	7	6	4	3	0	0	21	21	100.0%	14	66.7%
Geography	11	16	21	24	6	0	0	78	78	100.0%	48	61.5%
German	1	1	2	4	2	0	0	10	10	100.0%	4	40.0%
History - Early Modern	2	9	14	14	7	1	0	47	47	100.0%	25	53.2%
History - Modern	2	21	23	30	5	3	0	84	84	100.0%	46	54.8%
Law	6	5	12	12	5	1	0	41	41	100.0%	23	56.1%
Mathematics	24	57	50	39	25	4	0	199	199	100.0%	131	65.8%
Mathematics (Further)	6	10	8	5	1	0	0	30	30	100.0%	24	80.0%
Media Studies	2	14	34	40	17	1	0	108	108	100.0%	50	46.3%
Music	2	0	3	3	2	0	0	10	10	100.0%	5	50.0%
Music Technology	2	5	5	3	2	0	0	17	17	100.0%	12	70.6%
Philosophy	2	6	10	4	2	0	0	24	24	100.0%	18	75.0%
Physical Education	6	5	10	10	3	2	0	36	36	100.0%	21	58.3%
Physics	8	15	18	15	10	3	0	69	69	100.0%	41	59.4%

Politics	7	19	14	10	0	0	0	50	50	100.0%	40	80.0%
Psychology	10	34	52	40	7	1	0	144	144	100.0%	96	66.7%
Sociology	14	22	34	45	6	2	0	123	123	100.0%	70	56.9%
Spanish	3	13	10	11	1	0	0	38	38	100.0%	26	68.4%
COLLEGE TOTALS	183	472	587	499	162	23	0	1926	1926	100.0%	1242	64.5%

AS Level (incl FS) Exam Results

Subject	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Mathematics (FS)	1	3	0	1	0	0	5	5	100.0%	4	80.0%
Mathematics (Further)	10	3	2	0	0	0	15	15	100.0%	13	86.7%
COLLEGE TOTALS	11	6	2	1	0	0	20	20	100.0%	17	85.0%

BTEC L3 Diploma Results

Subject	D*D*	D*D	DD	DM	MM	MP	PP	FL	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Business	0	0	7	5	2	0	0	0	14	14	100.0%	12	85.7%
Health & Social Care	0	0	2	3	0	1	0	0	6	6	100.0%	5	83.3%
Sport	0	0	2	0	0	0	0	0	2	2	100.0%	2	100.0%
Travel & Tourism	0	0	0	2	0	0	0	0	2	2	100.0%	2	100.0%
COLLEGE TOTALS	0	0	11	10	2	1	0	0	24	24	100.0%	21	87.5%

These qualifications are equivalent to 2 A Levels.

BTEC L3 Subsidiary Diploma (incl FS) Results

Subject	DS*	DS	ME	PA	FL	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Applied Science	10	9	6	4	0	29	29	100.0%	19	65.5%
Applied Science (FS)	13	0	1	0	0	14	14	100.0%	13	92.9%
Applied Science (Medical)	77	9	9	3	0	98	98	100.0%	86	87.8%
Applied Science (Medical) (FS)	29	3	2	0	0	34	34	100.0%	32	94.1%
Art & Design (Graphics)	23	8	7	0	0	38	38	100.0%	31	81.6%
Business	117	32	28	4	0	181	181	100.0%	149	82.3%
Business (FS)	38	8	2	1	0	49	49	100.0%	46	93.9%
Health & Social Care	47	9	6	2	0	64	64	100.0%	56	87.5%
Law	134	6	7	0	0	147	147	100.0%	140	95.2%
Music	10	8	10	0	0	28	28	100.0%	18	64.3%
Performing Arts (Acting)	32	3	1	0	0	36	36	100.0%	35	97.2%
Performing Arts (Dance)	15	1	0	0	0	16	16	100.0%	16	100.0%

Performing Arts (Musical Theatre)	29	2	2	0	0	33	33	100.0%	31	93.9%
Public services	35	10	3	0	0	48	48	100.0%	45	93.8%
Sport	49	7	9	2	0	67	67	100.0%	56	83.6%
Travel & Tourism	38	3	5	1	0	47	47	100.0%	41	87.2%
COLLEGE TOTALS	696	118	98	17	0	929	929	100.0%	814	87.6%

These qualifications are equivalent to 1 A Level.

BTEC L3 Extended Certificate (incl FS) Results

Subject	DS*	DS	ME	PA	F L	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Computing	4	8	14	3	0	29	29	100.0%	12	41.4%
Digital Design (FS)	1	9	8	1	0	19	19	100.0%	10	52.6%
Digital Media Production (FS)	0	7	7	12	0	26	26	100.0%	7	26.9%
COLLEGE TOTALS	5	24	29	16	0	74	74	100.0%	29	39.2%

These qualifications are equivalent to 1 AS Level.

AQA Technical Level Results

Subject	DS*	DS	ME	PA	NC	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Engineering	23	4	17	1	0	45	45	100.0%	27	60.0%
Video Games Art & Mechanics	10	1	7	1	0	19	19	100.0%	11	57.9%
COLLEGE TOTALS	33	5	24	2	0	64	64	100.0%	38	59.4%

Applied Diploma (incl FS) Results

Subject	A*	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Criminology (FS)	0	1	5	9	11	12	2	40	38	95.0%	6	15.0%
COLLEGE TOTALS	0	1	5	9	11	12	2	40	38	95.0%	6	15.0%

Level 2 Qualifications

BTEC L2 Award Results

Subject	D*	D	M	P	L1	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Business	13	36	38	13	0	0	100	100	100.0%	49	49.0%
Health & Social Care	7	12	17	4	0	0	40	40	100.0%	19	47.5%
Information Technology	0	8	9	5	0	1	23	22	95.7%	8	34.8%
Public services	1	13	10	7	0	0	31	31	100.0%	14	45.2%
Sport	7	6	6	3	0	0	22	22	100.0%	13	59.1%
Travel & Tourism	12	9	20	4	0	0	45	45	100.0%	21	46.7%
COLLEGE TOTALS	40	84	100	36	0	1	261	260	99.6%	124	47.5%

These qualifications are equivalent to 1 GCSE.

GCSE Exam Results

Subject	9	8	7	6	5	4	3	2	1	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Biology	0	0	1	0	3	3	2	0	0	9	9	100.0%	1	11.1%
English Language	0	0	0	2	21	78	22	0	0	123	123	100.0%	2	1.6%
Maths	0	0	0	1	10	103	45	13	0	172	172	100.0%	1	0.6%
COLLEGE TOTALS	0	0	1	3	34	184	69	13	0	304	304	100.0%	4	1.3%

Level 3 vocational education, which represents approximately half of the activity of the college, continues to be a core strength. Higher Education is giving increased recognition to vocational education, in 2019-20 348 students progressed to university having taken at least one BTEC or other vocational qualification, 38 students were accepted at Russell Group universities with at least one BTEC in their programme. This includes Bristol, KCL, York, Sheffield, Leeds, Birmingham, and Manchester who are all among the top 100 universities in the world in the QS and THES rankings.

The BTEC making up the bulk of provision were of the 'old' entirely coursework type. The college has moved the 'new' mixed exam/coursework type for students starting in 2019 for all courses except Public Services, which does not have a 'new' version. In 2017-19 the college did run a small number of 'new' courses. As expected the % high grades fell – typically to the 30%-60% range. We have very little comparative data expect for an ALPS score for one course which is grade 3 – indicating top 25%. For outcomes in 2021 the college would expect that the proportion of BTEC students achieving D* and D grades will fall, but that value added scores would remain high.

Other data

In previous years the college has discussed the importance of success rates as a valuable outcome measure. Now that students have course enrolments that might last for either one or two years it is much more difficult to obtain an accurate picture of this measure or national comparators. We can say that:

Retention is now measured across two years:

Reigate: 90.4%

National: 84.9%

Sixth Form Colleges: 85.9%

Students at the college exceed their target grades as defined by the ALPS system. 69.4% of A level students and 90.9% of BTEC students met or exceeded their targets.

Learning Support Department 2019-20

This academic year the Learning Support Department consisted of an Associate Director (Learning Support and Child Protection)/Learning Support Manager, two part time Administrators, two trained assessors for exam concessions.

The supported learning area operates both a drop in system, providing individual support sessions for needy and vulnerable students. As well as the Learner Improvement Program LIP where Students are referred by teachers and can work independently under supervision and have a timetabled period added to their timetable. Students also come to get advice re study skills and are referred and can be assessed for exam concessions.

Prior to enrollment Students are invited to disclose any physical disabilities, medical conditions or learning needs these are picked up either during their pre-enrollment interview or via the Acceptance Form. Students are also identified through their reference forms as SENCo information is requested as part of the supporting information supplied by the school. There are further opportunities to disclose information at introductory day and all parents and students are written to during the summer term and invited to supply information to support their studies. We additionally pick up some students during the enrolment process. Students can also be referred to learning support directly during the academic year via parents, senior tutors, teachers and self referrals.

S Cat	17/18	18/19	R Cat	19/20
1 – Long term health	162	337 (139 Anxiety/depression/panic attacks)	R1 very high risk	14

2 – Long term social	84	166	R2 High risk	483
3 – Short term	39	55	R3 medium risk	313
4 – Minor	47	102	R4 low risk	113
Total	332	660 (27.5%)	Total	923 (36.7%)

All students who have been identified as having a learning need or medical condition are interviewed by the Learning Support team as part of their enrolment interview. This ensures we have relevant all information and any medical issues are referred to the first aid team. In September 2019 only students who had got a 4 or less for their GCSE English, or who had disclosed that they had previously had exam concessions undertook the college literacy screening as part of their enrolment process. The students are emailed the results of the screening within the first two weeks of starting along with coping strategies and invited to drop into Learning Support for support and advice if they have any concerns.

Last year due to the high numbers of students presenting at college with mental health issues, learning difficulties, health issues etc we changed the way we categorized the students. Previously we had recorded by 'S' category however we felt that was not working so we now categorize via risk 'R'. Students that are R1 are those who we have immediate concern for their safety, those that are R2 would include all those with an EHCP as we have to be very aware of those and any with significant social issues and difficulties as well as more significant Mental health issues.

In March 2020 the college had to close because of the pandemic. It has therefore not been possible to collate a breakdown of figures as to the types of conditions as we were not in college however the EDIMS data shows that students with learning difficulties succeeded above benchmark and did as well as the general co-hort.

Please insert EDIMs data if you feel appropriate

Access arrangements

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 and information collected from the teachers to support the application, and a report written. The Joint Council Qualification increased the level of qualification required for staff to do access arrangements so 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 we get better at recognising students issues and more students come with access arrangements form school.

The majority of the upper sixth had already been assessed for access arrangements prior to college closure however as the lower sixth did not get to take their progression exams they had not all been assessed and hence are still being assessed in academic year 20/21 so the data for 19-20 is unreliable. In academic year 2020/21 we have over 631 students to be assessed.

- 2016-17 we processed 462
- 2017-18 we processed 478
- 2017-18 we processed 443
- 2019-20 we processed 526

High Needs learner and EHCPs (Educational Health Care Plans)

We had 19 students with an EHCP, (4 Uppers 7, intermediates and 8 Lower) There was also one additional student who came from specialist provision who was unable to make it into college because of his extreme difficulties and was eventually referred to 'Big Bear'. Of these 10 were High Needs learners.

During the lockdown All EHCP students were contacted weekly either by myself or through their nominated learning facilitator to check they were Ok emotionally. At the start of the lock down teaching stopped to the intermediate and upper sixth students. All EHCP students were offered to come into college although very few took up the offer. For those that did a member of staff was available to check in with and help organise their work. Some students thrived and others found the Lock down and remote learning very challenging. Surrey Send required that we check in regularly and report back any concerns.

During the lockdown all EHCP reviews were completed remotely. Each review takes approximately three hours and necessitates meeting with the parents, student, support workers and outside agencies. The completed review documentation is held by Surrey SEND

All EHCP students were offered individual careers appointments and

3 of the 4 Upper sixth students have gone to University one is taking a gap year and is hoping to get an apprenticeship.

7 of the 8 lower sixth students have progressed into the upper sixth one has gone to a different college as we didn't of the course he wanted to do.

3 of the 7 intermediate students have progressed into the lower sixth and the others have all gone to study level 3 courses at other colleges.

Behaviour and attitudes

A calm and orderly environment exists at the college, as this is essential for learners to be able to learn. The setting of clear expectations for behaviour across all aspects of college life, including at around the college, in the local area, travel to and from college and on work experience. This is implemented via the Student Code of Conduct, half termly reviews that include assessments of motivation, class ethic and meeting deadlines. The college PSHE programme also reinforces expectations. Behaviour of students around the college and in lessons is usually exemplary and on the rare occasions where it is not the college intervenes to prevent further instances. Analysis of grading of interim reports shows that students have a strong work ethic, good classroom motivation and a willingness to work to deadlines. Students whose effort scores cause concern are monitored by pastoral staff.

Pastoral care is an important feature of the college and is generously funded. The college has an SLT member responsible for pastoral care, a director responsible for Intermediate Students and Interventions who is also the safeguarding lead, an Associate Director, Learning Support and Child Protection, and a Director of Mental Health and Wellbeing. There are three Pastoral directors with line management responsibility for twelve senior tutors, each of whom has responsibility for a group of tutors and tutor groups. The college also employs two mentors, to whom students may be referred, and has a contract with relate to support out mental health work. Pastoral staff are closely involved in safeguarding and monitoring student mental health and all staff are made aware of students where there is a particular concern. All staff attend annual safeguarding training. The chair of the LGB has responsibility for liaison in this area.

In 2016-17 the college introduced a lanyard which is worn by staff, students and visitors at all times with different colours for easy identification. Student lanyards change colour each year. The wearing of lanyards is enforced by all staff and there are morning staff duties to ensure that all students coming on to the site are wearing them. This has helped staff to identify and remove intruders and to enhance the sense of safety felt by the students. This system is fully embedded within the culture of the college.

A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills. The college has used an electronic registration system for the last 18 years

and student attendance and punctuality are closely monitored. Attendance and punctuality data are included in reports sent home to parents. A weekly list of students with below 95% attendance is produced and these students are contacted by senior pastoral managers to ensure that attendance improves.

In 2019-20 attendance rates across the college were 93.32% (2018-19=93.44%) raw attendance and 96.85% (2018-19=96.63%) allowing for illness, university interviews etc. Although the year was impacted by the lockdown, the data suggests that students continued to engage.

Description	Total Attendance	Adjusted Attendance
Overall	93.32	96.85
L	89.48	94.66
U	93.60	97.01

Looking at retention, it can be seen that this was, again, very high despite the pressures of the lockdown.

Type	Starters	Joiners	Leavers	Continuers	Retention %
L	1268	1	80	1216	95.82%
P	104	0	7	102	98.08%
T	1	0	0	1	100.00%
U	1142	0	17	1126	98.60%
Total	2515	1	104	2445	97.18%

The college has an electronic registration system for all lessons which has been in use since 2001. Students are monitored a weekly basis to identify anyone with poor attendance or punctuality and these are followed up through the pastoral system.

Learner motivation and positive attitudes to learning are important predictors of attainment and this can be seen in the high level of engagement in studies both in and out of lessons. One of the challenges the college currently faces is to find enough independent learning space to satisfy demand for work space outside of lessons, a strong indication of the seriousness with which students engage with their study.

Reigate College is an environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination. Serious instances of bullying or violence are extremely rare and staff deal with any issues quickly, consistently and effectively. The college has a positive and respectful provider culture in which staff know and care about learners.

The college operates a system of yellow and green letters to send to parents. A yellow letter is used to identify a concern and a green to register praise. Yellow letters are also used to keep parents informed of any potential problem emerging with BTEC assessments, which now operate on a 'sudden death' basis. The college has an Individual Learner monitoring system in which staff are able to record comments about student progress. These can be seen by both students and parents and help to maintain communication.

In order to support the development of the community at the college a number of events and activities take place. In order to support this, the college has an Equality Officer. The college has a number of events through the year starting with an initial community afternoon in September and ending with a community day in June, with a different theme each year. A substantial part of the tutorial programme is a weekly debate on a topic currently in the news. These support community cohesiveness and develop aspects of British values.

Personal development

The range, quality and take-up of extra-curricular activities offered is an important part of the offer at Reigate College, helping to develop students in a broader sense and to provide opportunities for sporting and cultural participation that might not otherwise be available. The college currently offers around 50 clubs and societies as varied as Ancient Greek, Gymnastics, Street basketball and Creative Writing. In September 2019 the college had 573 students registered onto activity programmes, 380 in sports teams and 60 Duke of Edinburgh Award participants. Adding other voluntary activities, there were a total of 1056 registrations to teams these types of activities. This excludes any curriculum related additional participation.

British values

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

In order to develop student understanding of democracy, students agree class charter at Community Afternoon, participate learner voice in lesson observations and surveys and the weekly Votes for Students debate.

Individual liberty is supported through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about subjects and progression
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and Tutorials.

To help students understand the Rule of Law and develop mutual respect we operate a code of conduct and promote rights through tutorial, as well as important issues in Tutor periods such as County lines, Consent, Prevent etc

In order to build shared community values the college runs events such as community days, Black History month events, catering events celebrating various festivals and events within the BAME community and charity activities. An active member of staff supports the work of the student union.

Careers and UCAS

Extra-curricular and enrichment activities

The College runs approximately 60 activities as part of the College's activity programme. These include; sporting activities - such as Badminton, Hockey, Trampolining and the martial art San Da. In addition other activities are used to promote personal self-development and well-being - such as Volunteering, Self-Defence, Duke of Edinburgh, College Mentoring and yoga - whilst others are used to support particular students' progression plans - such as Debating Society, Medicine Society, BioMed Society and Young Reporters. All of these activities are promoted through a large university-style activities fair - hosted in the Sports Centre at the beginning of the academic year - and students are encouraged to view participation in activities as an integral part of their College experience. Students are now able to sign up for these activities on their PIP, which enables activity leaders to monitor attendance more closely.

The Aspire programme

The College's Aspire programme continues to support particular groups of students in investigating their progression opportunities beyond College.

The University Pathway supports those lower sixth students who come to college with the highest GCSE scores. Through a dedicated tutorial once a week it helps them to research the opportunities available to study the most

competitive courses (e.g. Medicine/Law) and to study at the most competitive institutions (e.g. Oxbridge/Russell Group). This year we had a particularly large number of students (63) with GCSE scores above 8.0 and most of these were taught in separate Aspire groups for the exceptionally able, with a focus on particularly competitive universities. We have seen an increase from 23 to 31 students applying to Oxbridge. The Aspire programme continues to be a key part of the College's marketing and admissions strategy with dedicated talks at open evening. We continue to develop the Oxbridge pathway (with a bespoke programme of events for students and teachers 3 times a year with a visit for 50 students to Cambridge and input from academics at Churchill and St Hilda's Colleges) as well as a system of mentoring and a mock interview programme (conducted both 'in-house' and with Reigate Grammar). Eligible students are supported in applying to a range of widening participation initiatives and we were particularly pleased that two were successful at attaining places on the Cambridge Applicant Support Programme.

The first year of the Upper Sixth tutorial pathway programme, which replaced the Aspire Employability Pathway, has been very successful, as demonstrated partly by improved attendance in U6 tutorial. The pathways on offer have been reviewed for the next academic year after receiving feedback from tutors and staff.

Potential High Achievers Programme ('Gifted and Talented')

This is a programme that runs with partner schools to help develop students before they come to Reigate College.

The College is continuing to reinforce its relationships with partner schools by offering a number of opportunities to support students in their future plans. These have included; information assemblies promoting the opportunities available through the Aspire Pathway, A general Year 10 Gifted and Talented Day at College and Twilight subject based sessions promoting the work of particular areas. The last of these was developed this year with the Languages department and led to an overall increase in student numbers. A successful event for applicants was run for potential medical students which outlined the need for early preparation and helped to define the College as a leading provider in supporting students in this respect. It is hoped to run similar programmes in other areas in the coming academic year including events aimed at future career paths such as Engineering and Law. In the autumn term we hosted an Oxbridge event for year 11 students from our partner schools where students listened to a talk from our schools liaison officer at Churchill College Cambridge and meet with current year 13 students applying to Oxbridge.

Reigate College has used some of the money from the VAT rebate gained as a result of becoming an academy to enhance the links with partner schools. An example of this would be to re visit the highly successful, and now abolished, 'Aim Higher' initiative. This was a nationally funded programme that brought together school pupils from lower year groups – sometimes primary age – into contact with Further and Higher education. The programme would aim to target, not just the most able students, but would have a particular remit to target potentially high achieving children from families with no prior history of participation in Further and Higher education. It is an unfortunate fact that less than half of pupils who had previously attained Level 4 at Key Stage 2 go on to achieve 5 or more GCSEs at Grade C or above, including English and mathematics.

Careers and UCAS guidance

The College continues to offer excellent Careers based advice, guidance and support and has retained the coveted 'Investors in Careers Award'. The Associate Director responsible for the area is the College's Careers Leader and has achieved the L6 qualification in Careers Leadership. The College has a team of five careers staff led by a Head of Careers - a trained careers advisor who is also available to undertake individual careers interviews. Two members of the team have completed Careers advisor courses – one to L4 and one to L6 in order to be able to support the Head of Careers in offering one to one Careers advice in line with Gatsby Benchmark 8. The Careers Department offers a programme of weekly drop-in service for students to help them with their progression planning and organises a number of events throughout the year to support students and parents in preparing for life beyond Reigate College. Our "Get Ahead Day" which includes over 100 representatives from many UK, overseas universities and employers attending a 'fair' for students to attend was able to run as normal in February. Progression Day, which runs in June, was expanded to Progression Week and run entirely virtually. These events are aimed at both University and

Employment progression routes. We also held a Virtual Careers fair in which students joined one of four sessions hosted by members of the Careers department and attended by 12 local Employers.

The careers department continues to provide all tutorial staff and all lower sixth students with training on Unifrog, which will have improved support for students applying to university and for apprenticeships. Our Work Experience Coordinator is now supported by an additional administrator. They are focusing on ensuring the College achieves Gatsby benchmark 6, by working with local employers to provide a range of experiences of the work place and also working with students to support them in finding their own experiences. We also continue to secure high quality work experience placements for students wishing to apply to Medical and Legal careers. From March the majority of these were on-line. The work experience co-ordinator also works with vocational departments where they need employers to deliver part of their programmes. We have developed our College Database (CID) to better record these experiences.

A partnership agreement with the University of the Creative Arts continues to be very effective, with the UCA providing Creative Careers talks to both students and parents. We also work closely with the University of Law, who have put on a programme of bespoke sessions for students including a mock trial and a personal statement workshop.

In 2020 744 students were accepted onto degree programmes. Of particular note is the increase in the number of students with vocational qualifications progressing to higher education, including Russell Group universities. We have also been able to track higher education progression for students who initially attended the college as intermediate students 24. These are the most educationally disadvantaged students at the college having arrived with less than 5 grade Cs at GCSE. In 2019 24 students who arrived in 2016 progressed to degree courses, including students who were accepted into Reading, Kent, Portsmouth and Bournemouth.

Progression to university in 2019:

Total applying to HE 815 (including withdrawals) (2019: 759)

Total successful 744 (2019: 660)

Russell Group 179 (2018: 135)

Russell Group 24.1% (2019: 21%)

Other top Universities (non-Russell group - St Andrews, Bath and Surrey) - 66 (80 last year)

'Sutton Trust' top Universities (Russell group plus 6 others, including Bath, Reading and Surrey) 8.8%

Total Russell Group and Sutton Trust 30 – 245 (32.9%)

Oxbridge Offers – 3

MVDs (Medicine, Vet Science and Dentistry) – 6 Medicine, including two on Gateway courses, 1 Vet

Most popular university – Portsmouth

Most popular Russell Group universities: Southampton 28, Birmingham 18, Exeter 17, Nottingham 16, Bristol 15

Targets for 2020-21

- Under the leadership of the College's Careers Leader the department will continue to find ways to deliver the College's Careers programme in new and innovative ways that can adapt according to the restrictions placed on us by COVID.
- The Department will also support students in making decisions in the light of the impact the pandemic is having on the labour market.

- The College will be continuing to work towards meeting the Gatsby benchmarks, which are due to be met by the end of 2020.
- The college work experience co-ordinator, with support internally from the Careers leader and administrative support, and externally from our Enterprise Co-ordinator and Enterprise Advisor, will continue to increase the availability of experiences of the workplace. This will mainly involve securing virtual opportunities in the immediate term.
- The Careers department, with administrative support, will work to further decrease the number of students for whom we have no known destination, focusing particularly on destinations of disadvantaged and high needs learners

UCAS Competitor report 2019

A UCAS applicant at Reigate College is more likely to get an acceptance at their first choice university than from our local peer group (84% vs 72%).

There has been a decline for the 2018-2018 group in the number of students applying to Higher Education after several years of growth. The number fell from 1200 to 1150. It is too early to identify if this is the start of a trend, however, the college has recently placed an increase in the emphasis on students looking at alternatives, in particular degree apprenticeships.

Over the past five years the proportion of acceptances at high tariff universities has increased from 32.8% to a record 35.6% in 2019. There has been a decline in acceptances at lower tariff universities from 24.9% to 18.9% in 2019.

During the same period the proportion of male and female students receiving acceptances was higher for males in 4 out of 5 years, however, the differences are 50% +/- 2% in all cases.

The acceptance rates for Black, Asian and White students show that Black students were most likely to gain an acceptance at 92.1%, followed by Asian students at 91.2% and White students at 87.9%.

Predicted Grade Report

The UCAS predicted grade accuracy report shows that Reigate College is better at predicting grades for students than is the case nationally with 60% of predications within one grade compared to 40%. It appears to be some scope for a more generous estimate for some groups of students as 28% of predictions are low compared to 9% nationally.

Leadership and management

All levels of management have high expectations of all learners and these are embodied in day-to-day interactions with and support for learners. This impacts on all aspects of college life. Senior staff and the estates team are present when students arrive in the morning to check lanyards are worn, and are also present at the end of the day. Targets are set for students that are high but realistic and achievable and there is a stated ambition that all teaching departments at level 3 achieve an ALPS score of 3 or better. Students are monitored through a half termly report system with academic and pastoral managers intervening to with students whose attendance, punctuality, effort or attainment grades indicate a possible problem.

There is a strong focus on the education provided by the college, leading to better outcomes for learners and continued and sustainable improvement. This takes the form of detailed annual review meetings where heads of department and course leaders have face to face meetings with and SLT panel, a substantial on going INSET programme, an annual focus (in 2019-20 this will be for independent learning), detailed initial advice and guidance and a well-resourced careers area. As a result of this the college has a long running history of having positive value added scores at the same time as well above average retention and course completion rates. HESA data, discussed

above, demonstrates that when student progress to HE they are equipped to sustain their presence and achieve at a higher rate than the average for sixth form colleges, and also, on some measures, at a better rate than independent schools. The college works hard to maintain engagement with students who have problems with engagement arising from mental health, home difficulties or other issues. The Director of Well Being, a dedicated mentor, a large pastoral team and a well-staffed and resourced Learning Support department work to ensure the continued engagement of these students with the effect that course completion rates at Reigate are substantially higher than national averages.

Continuing professional development for teachers, trainers and other staff is aligned with the curriculum. A substantial INSET budget has been maintained and all departments are encouraged to send staff to exam board run courses or, where appropriate, we fund exam boards to send staff into college to conduct training. There is an on-going half termly programme of 'learning spaces' in which staff discuss their own teaching techniques and the lesson observation system is to make more use of peer observing.

The college ensures that learners benefit from effective teaching and high expectations in classrooms via a lesson observation system and also an annual student survey. The survey has moved on from a tick box survey approach to a detailed discussion in which subject based panels of students are asked about ways in which courses might be improved, drawing on their own learning experiences in other subjects. Heads of department have responded positively to this and implemented changes as a result. Both the sustained INSET budget and the new survey system help to develop and strengthen the quality of the workforce.

Engagement with students and parents starts with various activities for year 9 and 10 students, open evenings and the application procedure, which is very detailed and designed to place students onto courses that serve the interest of students and can be sustained. Students and parents receive a half termly report and there are opportunities for review discussions with students as well as parents evenings. The college maintains a system for staff to log comments regarding students and these are available to students and parents via a portal. The college has links with employers who provide work experience and participate in a series of evening talks available to both our own students and those from other schools and colleges. The college also engages with the wider community through making sports facilities available when not used by the college, car parking during the summer holiday for local office workers and facility use by other groups.

The workload and well-being of staff is an essential consideration in the success of the college. The number of hours of contact time per week is below average for a sixth form college, allowing staff more time for planning preparation and assessment. The number of students per class is also lower than average, allowing more time for interaction with individual students. Staff are not expected to mark every individual piece of work set, rather, they are encouraged to carry out higher quality assessments on a smaller number of pieces – Key Assessments. The college has a Director of Well Being whose role includes staff well-being and a number of activities, funded by the college, take place through the year to maintain staff morale and to foster a sense of community.

During 2019-20 there were 439 teaching sets (excluding EPQ, tutorials, activities, language oral classes and other small groups). Of these, 326 had fewer than 20 students and only 2 had more than 22, with the maximum being 24. Almost half of these groups have a maximum of 17 students. The mean number of students per class is 17.1.

Leaders and those responsible for governance understand their respective roles and carry these out to enhance the effectiveness of the provider. The LGB contains very well qualified governors who are able to focus on key areas of their work: safeguarding, outcomes, the quality of education, the annual development plan. Time is not, generally, used up on peripheral areas.

Areas for improvement and development

The 2018 SAR included the following areas for improvement and challenges, these are reviewed in bold:

This table is updated at the LGB meetings through the year.

	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	This was achieved, however, there are no DfE tables for 2019-20. ALPS for A levels=2 Work on study skills and independent learning is on-going
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	ALPS for BTEC=3 Work on study skills and independent learning is on-going
3	Sustain high levels of progress in GCSE English and Maths at least +0.5 grades compared to starting points		No DfE data for this
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	High grades = 64% - subject to caveats re the CAG process
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	No DfE data for this
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	No DfE data for this
7	Address specific areas of the college provision whose outcome data suggests that some significant aspect is below national averages, 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	This was done, although it is difficult to quantify the effect
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 Literature, English Literature, Law, Maths, Media and Sociology.	Produce and monitor an action plan for the departments See also point 20 below.	This was done, although it is difficult to quantify the effect

	<p>The following courses are identified on the IDSR as being red – which means that the value added score is below statistically significantly average, although they are not separately identified in the IDSR as ‘Areas of interest’:</p> <p>History Sociology Film 3D Design (Design Technology) Textiles</p>		
9	Improve independent learning space for students.	<p>Look at scope for immediate availability of space.</p> <p>Look at scope for long term availability of space.</p>	Additional space has now been provided and planning permission achieved for new building work. We now need DfE funding through the BCIF.
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.	This has been thrown into confusion through the effects of the CAG process on GCSEs. For 2020-21 the college will offer a target as a pair of grades for the L6 and their UCAS prediction for the U6.
11	Gatsby benchmarks to be implemented.	All teaching departments are implementing individual targets.	This is an on-going process and is now a part of all departmental reviews
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.	This is on-going although the MIS department has had an enormous amount of additional work to do as a result of the Covid situation
13	<p>The College aims to improve support given to students struggling with Mental health and wellbeing by developing learners’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>End of year/course survey – build in Well-being section- learner voice</p> <p>Retention data improved for vulnerable students</p>	Offer targeted classes and activities which will improve student wellbeing	Difficult to assess how effective this has been as a data set, however, the mentoring programme has been very well used by students and the college has secured temporary additional funding to support an additional appointment
14	The College aims to deepen learners’ understanding of the fundamental British values.	<p>Cover FBV regularly in tutorial content, including VFS materials</p> <p>Ensure students know how FBV applies at Reigate College</p>	This is on-going

		Display this in College Ensure departments cover this when the opportunity arises within lessons College wide events and promotion including tutorial i.e. electing SU, relevant displays and posters around college, code of conduct	
15	Maintain outstanding support of vulnerable learners (those on guaranteed Bursary, LAC, living independently, EHCP) ensuring all these students have targeted advice from Careers on progression.	Half termly meetings with Careers	All targeted students are now able to access this
16	Provide students with a greater awareness of HE quality	Further develop and refine the Aspire programme	This was disrupted by the lockdown, however, the work of the area has continued
17	Continue to monitor the development work on T levels		The college has withdrawn from this programme as a result of the covid situation inhibiting the availability of work placements
18	To maintain student attendance at >90% raw and >95% adjusted		This was achieved.
19	To improve the proportion of students engaging in work experience	Appoint an additional staff member to assist in the acquisition of placements and the associated administrative tasks	This has been a problem due to the lack of placements, although the college is working with employers on virtual placements

Additional points not included in the original SAR			
20	To provide further support to six key subject areas to improve	Provide additional time each for extra input and liaison with DoL / SLT English, Maths, History, Geography, Media, Sociology	(Intending to start before the summer but with main input after the summer) This was not started before the summer but has now started. Media and geography are not included, however, Vocational Business has been added – not as a need for improvement but as a key area with a new HoD it is very important to the college.
21	Develop a system to identify students who are from non-academic families who would benefit from additional guidance on HE applications	Prepare system before the summer Capture the students at enrolment Create targeted groups for the Aspire programme	This data is now captured and the college is working on how best to use it
22	Develop a system to provide greater academic mentoring to	Capture the students at enrolment	This ran as a trial and is an on-going project

	students who are identified in reports as requiring improved organisational skills	Create targeted groups for the Aspire programme	
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The unusual situation for the end of 2020 means that any comments on the success of the quality improvement aims for 2019-20 need to be seen in the context of the lack of externally verified clarity on outcomes. For this reason some of the 2019-20 aims will be included again in the 2020-211 aims.

The aims are additional to any work done on ensuring the safety of staff and students during the Covid outbreak.

The following areas were identified in the main SAR document.

	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. 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		
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 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.	The listed subjects have had an increased amount of remission time for the Head of Department to spend on development work, staff management and liaison with SLT.	

	This includes: History, English, Maths, Sociology and Vocational Business.		
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.	
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.	
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.	
11	Gatsby benchmarks to be implemented.	All teaching departments are implementing individual targets.	
12	MIS development. Develop greater integration of college databases as requested by staff, bearing in mind the pressure on MIS to make changes to deal with the current situation.		
13	The College aims to improve support given to students struggling with Mental health and wellbeing by developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy. End of year/course survey – build in Well-being section- learner voice Retention data improved for vulnerable students	Offer targeted classes and activities which will improve student wellbeing A new mentor has been employed and an additional member of staff has been employed. There is a proven demand within the college for these roles.	
14	The College aims to deepen learners' understanding of the fundamental British values.	Cover FBV regularly in tutorial content, including VFS materials Ensure students know how FBV applies at Reigate College Display this in College Ensure departments cover this when the opportunity arises within lessons College wide events and promotion including tutorial i.e.	

		electing SU, relevant displays and posters around college, code of conduct	
15	Maintain outstanding support of vulnerable learners (those on guaranteed Bursary, LAC, living independently, EHCP) ensuring all these students have targeted advice from Careers on progression.	Half termly meetings with Careers	
16	Provide students with a greater awareness of HE quality	Further develop and refine the Aspire programme. Students to have a greater awareness of how different universities react to predicted grades and ensure that students are fully aware of the QS rankings system and TEF.	
17	To improve the proportion of students engaging in work experience – bearing in mind the current unavailability of work experience.	Develop virtual work experience opportunities	
18	Develop a system to identify students who are from non-academic families who would benefit from additional guidance on HE applications	Work with targeted groups for the Aspire programme	
19	Develop a system to provide greater academic mentoring to students who are identified in reports as requiring improved organisational skills	Capture the students at enrolment Create targeted groups for the Aspire programme	
20	Build on staff skills developed during the lockdown	Provide staff with 2.5 hours per week of additional non-contact time to develop resources that will be useful in the long term as well as in the event of any lockdown Provision of standardised laptops to all staff	
21	Ensure that each student has a substantial amount of evidence to support any future CAG system	Much greater emphasis on the importance of Key Assessments, Mock exams and Progression Exams.	

Assessment of the College During Lockdown

The following report was made to the Trust at the July 2020 meeting. Amended 08.07.2020

Prior to the lockdown

The college was somewhat surprised that the lockdown had not happened the previous week (i.e. from 13 March). During the week commencing 13 March there was a substantial, and increasing, amount of student and to a lesser extent, staff absence. Anecdotally, everyone seemed to know someone who was already working from home and public transport was largely empty.

At the start of the lock down period the college made a number of decisions based on incomplete initial communications from the DfE:

1. The Intermediate and Upper Sixth students were now at the end of their courses. Some staff have continued to provide input to some Upper Sixth groups to help them prepare for university, but in general they have not been taught since 20 March, this is true of all colleges.
2. Students due to take exams this year were informed about the planned 'awarded grades' system, and asked not to lobby the college for particular grades to be awarded. Most parents and students have observed this although a very small number have contacted the College. The DfE have published, via Ofqual, guidance for students and parents and this position is made clear.
3. Instructions were issued to staff and students not to visit the College unless for exceptional reasons and with prior agreement.
4. The college did remain open for a small number of vulnerable students to carry on working in the ILC.
5. Staff were briefed on what we knew about the situation.
6. IT equipment was issued to staff and students who did not have suitable access at home. More than 100 laptops have been loaned to students.

Staff were instructed to deliver teaching to Lower Sixth groups in the most effective way possible bearing in mind:

1. Staff and students have widely varying IT skills or IT equipment and varying reliability of internet connections
2. Courses might or might not lend themselves well to remote learning
3. Students and staff might have their own problems with managing households that might have sick family members or children to look after
4. A number of staff were deemed extremely clinically vulnerable or were living with someone who was in this category
5. The College would need to evolve the delivery of courses as time progressed

Course delivery during the early phase of lockdown

It was very quickly discovered that most students did not want, nor could they manage, constant replication of the normal timetable for all of their subjects – this is particularly true for students in households with other children needing to study, parents needing to work from home and poor levels of access to IT. Some courses have done this, although there have been problems.

Delivery took the form of Zoom/Teams based sessions, voiced over PowerPoints, videos of staff delivering content, emailed written work and work delivered via the Moodle VLE.

The College knew from the start that there was likely to be a learning curve for delivery and that at a time would be reached when we needed to assess progress on course delivery and make changes.

The College remained open for vulnerable students and those of key workers as per the Government directive, in order for them to come in and undertake private study work, although this was not for taught lessons. The number who did so in the early part was very low, never more than two and commonly none at all.

Initially, the college had intended to operate all support departments eg IT support, refectory, ILC. After the initial few days revealed a very low student take up this was scaled back and the college was operated each day by a rota of SLT and College Board staff.

The college remained open throughout the Easter and May half term holidays and was available to students.

Main requests/problems encountered by students:

1. Can be difficult to engage with lessons when the 'normal' timetable is fully applied especially where there are many demands on computers at home. College has loaned about 100 laptops to students to ease this. This is a particular problem in low income households where suitable IT equipment might not exist or has to be shared with siblings/parents.
2. Would like more Teams/Zoom sessions in some subjects – the aspect most missed is other students. The College has run more staff training and this appears to have been effective judging by the volume increase in Teams based delivery.
3. Some students were unable to cope with the volumes of work being set.
4. Some students were unwilling or for good reasons, unable, to participate fully in lessons.
5. Problems with bandwidth and signal dropout.

Main problems for staff:

1. Student participation not always what it would be for lessons taught in College.
2. Need to adapt rapidly in some practical subjects to a virtual environment, which was more challenging.
3. Tech issues especially in rural areas, poor bandwidth.
4. Own skills and confidence with technology.
5. Looking after children, sick family members.

Parental feedback has been mixed, some very supportive and understanding, but some with an expectation that we fully return on 1st June and should not prioritise vulnerable students.

Course delivery during the more recent phase of lockdown

During the two weeks before half term a number of students and staff were surveyed to look at their experience of remote learning and how it could be improved. As a result a series of training sessions were held.

The inset delivered to staff had two main objectives:

1. To develop staff skills, standardised on Teams
2. To develop effective ways of teaching via Teams – teaching is more than a video meeting

The overall level of use for Teams after the training has increased and staff feel much more confident in trying different techniques. Staff who had previously been very nervous about technology report back much greater confidence. The only adverse comment was from a teacher who noticed a parent monitoring a lesson. It is not clear how much this happens, and there have been no other comments, but it is not appropriate for adults to be lurking, even virtually, in a lesson with teenagers.

It might be asked why this was not done before the lockdown:

1. At the start of lockdown we had little idea about how events might develop and how long this would last, remembering that full lockdown came afterwards
2. The amount of time to prepare everything for lockdown was very short (48 hours)
3. Until we had a period of experience of remote learning for staff and students then it is hard to gauge what are the most effective methods and find enough staff who are confident to train other members of staff. We knew there would be an evolutionary process

The number of students brought in for independent work in the ILC has increased, although is a minority of those entitled to.

For the last two weeks of the normal teaching year a number of subjects have run face-to-face teaching sessions in College. Class sizes have been restricted to six per session to comply with the risk assessment and Government guidelines on social distancing. These sessions are prioritised to students who have the greatest academic need. This has also enabled the College to assess student and staff behaviours with a view to informing a possible situation in September where we still have limited opening. So far, this is working well. As of 24/6/2020 there were 51 students in College at the end of the morning session.

In the more recent phase we have allowed a larger number of staff on site for example on 24/6/2020 there were 14 teaching and 28 support staff on site.

Impact on the College budget

Not possible to quantify these at the moment but the lists give some idea about additional costs and savings:

Additional costs

1. Purchase of PPE (we've set up an new code so that we monitor the cost)
2. Additional counselling for staff and students (Relate) although not sure about usage level yet
3. Not immediate but for next year – increased marketing / applicants events
4. Extra cost of acquiring (second hand) telephones for pastoral staff
5. Loss on income from lettings, catering (but see below)
6. It may be necessary to employ a day time cleaner next term

Saved costs

1. Staff incentives – no summer meal or daily staffroom supplies
2. Likely reduced utility bills
3. Reduced photocopying costs
4. Reclaim on lost business (catering, lettings) now settled at £118,000
5. Reduced overtime costs
6. Reduced cost of exam invigilation
7. Reduced costs of inset courses, travel to courses, off site meetings etc

Unknown

1. Partial refund of 19/20 exam fees
2. Possible cost of getting textbook backs, partially offset by deposits

The College has not participated in the furlough scheme. We do have some staff who are not working, however, public sector organisations with secure grant funding had a pretty clear steer not to use this.

Student results

At the start of the lockdown the DfE announced an 'awarding' system for student grades. This has turned out to be easier said than done. Eventually a system was agreed and all of the data has now been submitted.

Each different exam board used their own system, which has made the matter very much more complicated than it need have been given that all that was actually required was a system to accept very simple CSV files.

The College is not allowed to discuss grades with students or parents and only work assessed before 20 March may be considered. Exam boards will operate a system of moderation – checking against previous results, student GCSE scores etc – move these up or down.

All courses submitted results for interval checking. Teaching departments were provided with spreadsheet giving projections of how many students might make grades based on the outcomes for those department in previous years. The majority of courses submitted results which are in line with previous years, however, a few have had staff changes and submitted results that were above previous levels. Ofqual is currently saying that they will seek to push grades down where this happens, although how this is done and what the tolerance limits are have not been published. On the whole, this exercise worked well.

It has been indicated that a resit system will be created for students who are not satisfied with their results. At the moment it is not clear if this will happen.

What will the response of students be in August? The college has submitted grades that are mainly consistent with results for 2018 and 2019, although these may be moved up or down. In a small number of subjects the grades are significantly above where they were last year and departments supplied good reasons for this, typically a change of staff. These courses are the most vulnerable to being downgraded, although the college will seek to challenge any downgrading. This is likely to be common across many schools and colleges.

Course delivery from September 2020

The current intention is to open for all students in September with a near full timetable of lessons to normal size classes. The college has prepared an alternative timetable that will allow:

1. All students on all courses to have two weekly face to face lesson in College with subject specialists but with reduced contact time
2. Additional material to be prepared for off-site study – staff will have time to produce higher quality videos etc
3. There will be very little time in between lessons, the timetable is planned so that students are either in College lessons or at home as far as possible

The College has a time budget for small group teaching for students in addition to the normal time allocation. This will be used to help students who have had the greatest difficulty during the lockdown to catch up.

Post 16 students are excluded from the DfE fund for catch up lessons.

Possible national amendments to education next year

This is speculative, although the DfE have started a consultation exercise.

<https://www.gov.uk/government/news/ofqual-launches-consultation-on-2021-exams-and-assessments>

Students currently in the Lower Sixth and school pupils in years 10 and 11, will have missed a substantial element of their education. No amount of online study can replicate a classroom environment. I would expect that some of the following might be employed:

1. The amount of a course subject to exam will be reduced in some way – perhaps reduced syllabus coverage or a reduced number of questions – DfE are proposing that this is not the case and that the exams cover the full content of courses
2. Some other elements e.g. coursework might be removed in some subjects
3. Exam boards will probably adapt grade boundaries to ensure a grade distribution consistent with recent years – this has already happened with the transition to the new GCSE and A levels
4. For vocational courses, it has just been agreed that Lower Sixth students will have awarded grades for units that were intended for completion before the summer i.e. they will not have to ‘catch up’ the summer term when they are in the Upper Sixth.
5. The College has, unusually, a large system of ‘Plus’ classes (additional small groups) used for various academic purposes. Once we are able to assess the impact of the lockdown on students we will be able to look at how these are deployed next year.
6. Exams might be run later in the year. It is not clear how this will happen or what the knock on effects might be for results and university admission. This is now part of the consultation with the proposal to start exams later and publish results on 19th and 26th August. This may be an administrative problem for the college.

Regardless of whatever plans are put in place now, it is reasonable to expect that these might change if there are further outbreaks of the infection.

Site management

In the early phase one member of Estates Team opened the site for 10am. More recently we have opened the whole site from 9.00am to 4.00pm.

The cleaners come in at around 6pm, well after everyone else has left, they have been supplied with appropriate PPE and work under social distancing regulations. Having carried out a deep clean during the first weeks of the lockdown, they are now cleaning all carpets and stripping and polishing large hard floor areas such as the Refectory.

Any contractors working on site are doing so well away from any College staff and have PPE when required.

The College has made risk assessments for the site and individual members of staff in high risk groups also have risk assessments. Some other points:

1. A one way system has been constructed
2. All toilets have been equipped with disinfectant sprays
3. Door buttons have been moved to allow foot operation where possible
4. Screens have been erected where staff directly interface with visitors and students
5. Hand gel pumps have been installed around the site

Staff line management and morale during the lockdown

1. Staff have coped generally well, staff have a Facebook staffroom

2. Anecdotally, everyone spoken to would like to get back to normal teaching as soon as possible
3. Teachers contact their Head of Department each day
4. HoDs contact their Faculty Manager each week
5. Faculty Managers contact SLT each week
6. SLT meet several times per week
7. Local union is fine and in contact, no issues raised so far
8. Various staff and student activities sent out each week

Staff recruitment

The College has continued to recruit new staff for next year. This has meant that all interviews are remotely conducted and use as near to a normal programme as possible. We have not been able to run observed lessons during this process. At present, we have recruited all of the staff we require for the next academic year.

Student recruitment for September 2020

Key issues:

1. Will students stay in their school sixth forms as a 'safe and familiar' place?
2. Enrolment
3. Redesign of timetable with a view to the 'Cambridge' model
4. Safe use of resources e.g. books, computers etc

We hope that things will be normal by September. Clearly this cannot be guaranteed and many universities are already telling students to expect online delivery until Christmas.

For new students, we have put a substantial amount of work into developing a new area of the website to maintain interest in the College, particularly when Year 11s are not doing a huge amount with their schools.

<https://www.reigate.ac.uk/new-starters/>

In addition to content that's posted on the website, we've been producing specific videos for Year 11s (and their parents) that is designed to get September starters to engage with the website content. These films can be viewed on Instagram or Facebook @ReigateCollege.

Regular email to keep new parents/students aware and are large effort for Introductory Day including an event for parents, a panel question and answer and pre-enrolment work for students to complete.

Safeguarding and vulnerable students during lockdown

1. The pastoral team have all been issued with mobile phones and are in regular contact with all students where there is a known concern for their welfare.
2. Staff have been instructed that they should not have 1:1 meetings via video conferencing methods with students.
3. The College has provided lists of relevant students to Surrey County Council
4. Students who are in receipt of Free School Meals have the money paid directly to their bank accounts
5. The DfE have not confirmed that post 16 students will be eligible for meals during the summer.
6. During the lockdown the following interventions have been made:
 - a. 3 students given emergency funds. 1 student dropped off shopping. 2 students added to bursary and lunches.
 - b. Free school meals that may continuing into the summer 66 – subject to a DfE decision on whether this applies to 16+ students

- c. Mental health referrals: 3
- d. Wellbeing assessments - 27 students
- e. 11 New Students referred into mentoring
- f. 4 students have experienced their parents dying
- g. 20 students have experienced the loss of a grandparent
- h. Social services referrals 3 students. Team around the family 2.
- i. DSL welfare visit to students addresses 6
- j. Success story

A student became LAC two weeks before lockdown. The student was taken out of county for their own protection due to county lines and grooming. The student managed to complete their course despite being significantly behind and at risk of failing before lockdown. College held weekly team meetings with student and social worker. Created action plan around work, ensured access to IT, texted or called student very two to three days to monitor. Teachers set clear tasks that must be completed and communicated with student on task progress and were very flexible. Set up bursary. Arranged emergency funds. Student completed course and is predicated two distinctions and a merit in the other. Arranged career meetings. Student is now applying for apprenticeships.

Communication with students and parents

NJC has sent letters to parents and students regularly prior to and during the lockdown period (approximately a dozen). This aim of these has been to keep them informed of College processes, updates and Government decisions.

An unfortunate theme throughout the lockdown has been for the Government to make announcements about education without any prior warning whatsoever. These have been made more difficult by the nature that the detail of the announcements takes at least two weeks to come out. Therefore, there have been numerous times during when parent and student expectations have been raised, only to find we have little or no knowledge of what the announcement has meant in practical terms. This has required a lot of expectation management. A prime example has been that of the CAGs, which were announced followed by the detail over 8 weeks later for some types of qualification.

On the whole, these communications have been greatly appreciated, with several emails from parents and students thanking the College for what it is doing.

Ofsted

Ofsted have announce that full inspections will not resume until January 2021.

For the autumn of 2020 there will be a series of visits. These will ot follow the normal inspection framework and will not issue grades. They will produce a published letter of their findings.

<https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans>

T Levels

The college will withdraw from preparatory work on T levels to allow us to concentrate on the current problems.