

Reigate College

SAR 2022

Contents

The self-assessment process.....	3
Overview of Reigate College	5
Overall effectiveness.....	8
Quality of Teaching and Learning	12
Behaviour and attitudes	16
Personal development.....	20
Leadership and management	25

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 self-assessment process

In keeping with the 'judgements' framework used by OFSTED to report on the work of colleges, Reigate College continues to use a similar approach in order to provide a graded assessment, with each area having a grade and annual targets.

The College's focus on student success includes an emphasis on comparison analysis for the college as a whole and all courses against national 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 opinions, the breadth of curriculum provision, destination data, equality and diversity data as well as the broader experience of students in areas such as enrichment and work experience.

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, and student facing support departments, all prepare Self Assessment Reports (SAR) 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 on a similar basis to Ofsted. Individual courses and staff are not graded.

As the college was inspected in 2022 the grades are the Ofsted awarded grades:

Overall effectiveness Good

The quality of education Good

Behaviour and attitudes Outstanding

Personal development Good Leadership and management Good

Education programmes for young people Good

Provision for learners with high needs Requires improvement

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 Trust approve the SAR.

The process has a number of stages and contributions to the overall judgement: (nb there are no DfE tables for 2019-2020 or 2020-2021 and the tables for 2022 are limited in scope)

- 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. Initial reporting to the Trust and LGB.
- 2) Early discussions with heads of department where there may be concerns during late August and early September
- 3) Reports from Six Dimensions and ALPS in September. The Six Dimensions project is run within the Sixth Form College community and provides a better reference point for comparison than some other analysis tools
- 4) DfE draft data published in October
- 5) Feedback from exam boards regarding external assessment of coursework, the opinions of visiting examiners and analysis of returned scripts
- 6) 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. Trust and LGB representation at sample Department Review meetings may take place to monitor standards.
- 7) On going meetings with Learning Support, and key staff representing enrichment and careers through the year to monitor development of these areas arising from comments during the inspection.
- 8) Reporting progress on the SAR action plan to the LGB each term
- 9) Monitoring of Department review action plans by directors on an ongoing basis. Updates to action plans and SLT meetings with selected targets January / February.
- 10) Lesson observations from September 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.
Trust and LGB meetings with staff and student focus groups
- 13) Final update and progress check on action plans in May
- 14) Staff appraisals during June and July with January updates where necessary.

Overview of Reigate College

“To provide high quality education in a supportive community”

Senior Leadership Team		
Ryan	BULL	Assistant Principal (Curriculum & Quality)
Nick	CLARK	Principal
Sam	DAVEY	Assistant Principal (Pastoral & Community)
Sarah	WALTERS	Deputy Principal
Chris	WHELAN	Chief Executive Officer

Strategic aims

1. Ensuring a high quality of teaching and learning
2. Ensuring a high quality of pastoral welfare
3. Providing a safe place for teaching, learning and employment
4. Ensuring the effective personal development of students
5. Maintaining financial viability
6. Maintaining and developing the College’s reputation and engagement with the local community
7. Developing staff and ensuring high staff morale
8. Maintaining and developing the College estate and resources in an environmentally sustainable way
9. Achieving an Outstanding Ofsted grading
10. Effective Leadership, management and governance

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. The college does not run apprenticeships or adult education, both of which are provided locally at East Surrey 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 schools in the area to ensure provision meets the progression needs of local young people; where these needs cannot be met, students are offered detailed advice through partner school liaison regarding courses in local general further education colleges.

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.

The College has an inclusive approach to entry for all students, requiring 5 GCSE grade 4 equivalents for entry to level 3 courses, with specific requirements for individual subjects. Consequently, it attracts a range of applicants from the well qualified to those with what are nationally understood 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 before agreeing a programme of study.

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 usually below the average for sixth form colleges in Surrey, however, there is a degree of uncertainty about this at the moment in the absence of externally graded GCSE exams.

The following information gives an overview of the college student body for 2021 - 2022:

The college enumerated on 2828 students for 2021 -2022. Of these approximately 39% were on A level only programmes, 19% on vocational programmes and 43% taking a mix of A level and vocational courses. The number of vocational course registrations is one of the largest for any Sixth Form College. In a normal (pre covid) year the split between level 3 and level 2 programmes is 95 : 5, although this was nearer to 98 : 2 for 2021 -22. Students come to the college from a very wide range of schools across Surrey and South London, with around a third from partner schools, a third from SE Surrey state schools. A majority (56%) of students are female, and 75% identify as White British. The proportion of students who are from BAME backgrounds is larger than for the local area. During 2021 – 22 the college had approx. 250 students in receipt of bursary payments and 110 receiving free college meals. During 2021 – 2022 the mean grade of students was 6.02. this was slightly higher than in previous years and may represent the effect of CAGs and TAGs.

Ten most popular courses

Course Description	Enumerated students
A Level Psychology	255
Applied Diploma Criminology	252
A Level Mathematics	220
A Level Sociology	193
BTEC L3 Extended Certificate Business	193
A Level Business	161
A Level Biology	155
A Level Economics	135
A Level Geography	131
A Level English Literature	124

Overall effectiveness

BAF R6

Strategic Aims 8

Ofsted:

“Governors, leaders, and managers have a clear vision of academic excellence at the college”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...recognised the increase in safeguarding referrals and mental health issues among students”

During 2021 – 22 the college continued to provide highly effective education to all students. This can be seen by the outstanding qualification outcomes, high retention rates and progression to Higher Education. (These are discussed in more detail later). Despite the adjustments to grading as a result of the drive to align outcomes more closely to 2019, the college’s result actually improved with value added scores showing that the college performs in the top 10% nationally.

The college continues to offer a very wide-ranging selection of enrichment activities, and during 2022 – 23 we will be looking at ways of increasing levels of student participation. The college will also be looking for ways of increasing student participation in work related activities.

Although the Ofsted report noted that “Students with high needs value the support they receive to help them make progress...the majority of students need less help over time.” The report also commented that some students with High Needs were not having their needs reviewed consistently or within the required time period. Improving this is the major focus for this year.

Safeguarding

Ofsted:

Safeguarding - The arrangements for safeguarding are effective. The suitably qualified safeguarding team use appropriate policies and processes to help keep students safe. They monitor safeguarding concerns closely and intervene effectively using external agencies when appropriate. Students consistently report how they value the visibility of leaders and managers, which creates a safe and welcoming environment. Leaders ensure that staff and students understand how to keep themselves safe from sexual harassment and peer-on-peer abuse. Leaders ensure that staff are recruited safely and effectively.

Students are rightly proud of their college. They feel safe and welcome the support from staff with their well-being. Students speak positively about the inclusive and respectful culture that they feel part of. They value their positive relationships with staff who they feel are supportive and approachable. Students who represent the lesbian, gay, bisexual, trans and questioning (LGBTQ+) community enjoy their learning, feel part of the wider community and are comfortable to be themselves. Students with high needs value the way staff carefully alleviated any concerns they had about joining the college and helped them develop confidence and independence.

The college has an effective safeguarding system and meets statutory requirements.

Safeguarding Training and staffing

All new staff have received Safeguarding training within the first half term of starting College.

All new staff undertake Prevent training within the first half term of starting College. All trainee teachers receive Standard of Behaviour training within the first week of College.

All staff and Governors have enhanced DBS checks and all protocols set down by KSCIE 2021 are met. The College maintains a single control record. All staff are aware of how to report concerns about staff (staff survey). SLT follow the procedures set down in KSCIE and by Surrey County Council. This academic year there have been three concerns reported to the LADO, none of which were found to be safeguarding concerns. KSCIE 2021 adds that behaviour and actions outside of education are now considered when assessing the suitability of a member of staff to work with children.

The Safeguarding Team is increasing in reaction to the rising number of safeguarding referrals. There will be eight members of the Safeguarding Team, the Pastoral Directors and the Assistant Principal will be trained to support the team when needed.

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. A review of these procedure has taken place and further training is to be given.

Emerging issues

A rise in serious eating disorders - support for students is put in place for working with the Eating Disorder Clinics. The rise in crime outside College raises concerns around criminal exploitation and sexual

exploitation with six referrals made to Children's Services. The College is working with the Council and the local police.

There has been no significant increase in sexual violence, sexual assault or sexual harassment since the Government initiative "everyone's invited". This is because the College has been promoting healthy relationships, providing training and delivering tutorials on consent and harmful sexual behaviours for over 15 years, therefore the ethos of safety is embedded in the College. Surveys and focus groups report students feel safe and know how to report concerns. This is also reflected in the Ofsted report. At present there are two current disclosures, the remainder are historical. DFE guidance was followed.

An increase in Young Carers - the students are supported by the pastoral team and the College works closely with Surrey Young Carers.

Serious mental health such BPD, suicide ideation and self-harm has seen a significant rise over the past three years. The waiting list for mental health support is over a year and the reaching out service is no longer able to support students quickly due to reduced funding. The increased waiting time means the College is holding risk for longer and is having to provide crisis support. Relate and DHC have also had waiting lists all year, however, they have worked with the College to try and manage the demand. The Director of Mental Health and Well-being has also engaged with the local charity, Lucy Rayner, who have been able to provide support quickly. As the College is holding risk for longer, we have made the decision to refer any student who has made a suicide attempt or carried out significant self-harm into Children Services. Referrals should already have been made by a medical professional if a younger person has a suicide attempt or there is significant self-harm, but we have found in some case this has not happened or there has been a delay in referrals, thus the College want to ensure a referral has been made. Pastoral Directors, Well-being Mentors, Pastoral Support Mangers will all be undertaking Mental Health First Aid courses.

Key staff roles:

Role	Who
Safeguarding Governor	Patricia Frankland for 2021-22, succeeded by Gerard Weide for 2022 onwards
Line Management for Designated Safeguarding Lead	Sam Davey
Associate Principal (Safeguarding & Interventions) and Designated Safeguarding Lead	Melanie Pearl
Pastoral Director for Mental Health Well-being and Designated Mental Health Lead	Joanna Driscoll
Principal	Nick CLARK

Safeguarding has had a raised profile during the last two years as shown by the data below

Referrals 2021 -2022	Referrals 2020- 2021	Referrals 2019-2020
49 Request for Support from Children's Services - 40 offered support, 5 signposted to other agencies	16 Request for Support from Children Services - all taken up by agencies.	14 Request for Support from Children's Services - all taken up by agencies
1 referral to Young Carers	1 referral to Young Carers	4 referrals to Young Carers
2 referrals to Catch 22	1 referral to Catch 22	2 referrals to Catch 22
10 referrals to the police	1 police referral	0 police referrals
3 RASAS referrals	0 RASAS referrals	2 RASAS referrals
0 ESDAS	1 ESDAS	0 ESDAS
4 Prevent concerns none referred to Channel	0 Prevent concerns	5 Prevent concerns none referred to Channel

College targets for 2022 - 23

<i>Annual targets and actions</i>			
Intent and priority	Implementation	Impact	Ownership
To provide additional independent learning space	Complete the extension work on the refectory to provide an enlarged Independent Learning Centre		Principal
Fully implement changes to Keeping Children Safe in Education High priority	Changes to documentary processes, staff training and student awareness		Associate Principal (Safeguarding & Interventions)/DSL
To provide additional student social space	Complete the extension work on the refectory to provide an enlarged refectory		Principal

Quality of Teaching and Learning

BAF R2

Strategic Aims 1

Ofsted

“Students have high expectations that they will succeed in their learning...are committed to their studies, enjoy learning, and attend well as a result”

“...most students make very good, and in many cases, outstanding progress in their studies”

“While teachers provide feedback that helps most students understand their current progress, teachers do not consistently check the targets that students produce as result of feedback”

Key leadership roles:

Chris	ATKINSON	Director of Learning (M Faculty)/Business
Nicky	AVERY	Director of Learning (E Faculty)/Sport/Uniformed Protective Services
Helen	FAYERS	Director of Learning (B Faculty)/Geography
Laura	MACINTYRE	Associate Principal (Teaching & Learning)
Ryan	BULL	Assistant Principal (Curriculum & Quality)
Chris	WHELAN	Chief Executive Officer

The college is divided into three faculties, each with a Director. Each faculty contains a number of teaching departments, each with a Head of Department, and some with Course Leaders. In 2022 the college also appointed an Associate Principal (Teaching and Learning) to lead on the development of teaching.

The college curriculum is intended to provide students with the knowledge, skills and behaviours needed to fulfil their aspirations for learning, employment and independence. This includes the formal qualification curriculum, careers guidance, the development of British Values, the availability of a wide range of enrichment activities and the provision of appropriate support for students who are in any way disadvantaged. Students are set ambitious, but credible, targets using L3VA data and progress towards these is monitored each half term via a system of Key assessments and Interim Reports. The majority of students progress to Higher Education although an increasing number show an interest in apprenticeships, and the college supports students to progress to both of these destinations.

Staff development helps teachers teach and assess to support learners to build their knowledge and to apply that knowledge as skills, including the availability of support programmes for students and professional development for staff. The quality of teaching and learning is monitored by annual department reviews, lesson observations, student panels (including with governors) and reporting to the LGB.

Staff have taken account of the problems experienced by students during the pandemic and have adapted their schemes of learning accordingly. Delivery of courses includes an emphasis on work done outside of lessons and also on the retention of learning acquired earlier in courses.

During 2021 – 22 the academic teaching departments were asked to focus on the following three areas, with the ability to add an additional area as HoDs felt necessary:

- Students are prepared to study their courses.
- Students progress and succeed on their courses through using effective systems and high-quality teaching and learning.
- Students progress to their chosen destination.

The impact of these is then reviewed as part of the Department Review process.

The college has a lesson observation process whose central purpose is the improvement of the quality of teaching and learning. It is not an accountability process and lessons are not graded.

Outcomes:

The college uses the ALPS, Six Dimensions and DfE Performance Tables to assess outcomes. The DfE data is produced too late to be of use when reviewing outcomes for the previous summer and the ALPS data is limited in scope. The Six Dimensions data is used by almost all Sixth Form Colleges and does not include data for FE colleges, state schools or independent schools, and as such represents the fairest comparative judgment available in a timely manner.

Compared to the national averages for all Sixth Form Colleges, the college is justifiably proud of the outcomes, particularly given our high retention rates:

Value Added Criteria	A level	BTEC Ext Certificate
All grades	0.19	0.10
BAME students' grades	0.08	0.09
Lower income quartile	0.05	No data available
Lower middle-income quartile	0.23	No data available
Upper middle-income quartile	0.13	No data available
Upper income quartile	0.22	No data available
Free College Meals students' grades	0.12	0.12

(grades per entry better than average)

Value added shows that A level outcomes were in the top 10% nationally and that 68% of A level grades were A*- B with 90% being A* to C. Vocational outcomes are still impacted by the distortions of the 2021 results as a result of continuous assessment, although around 75% of vocational entries attracted a Distinction grade. The average A level grade was B and the average vocational grade was Distinction.

The main area to be addressed in 2022 – 23 will be to develop the way in which students are able to reflect on their targets.

Annual targets and actions			
Intent and priority	Implementation	Impact	Ownership
Ensure that the 2022 outcomes can, as far as is reasonably possible, be sustained. High priority	Embedding of the Structured Learning approach and the additional U6 hour.		CEO / Assistant Principal (Curriculum & Quality)
Further to the Ofsted report, to improve the ability of staff and students to set and monitor academic targets. High priority	A revised system will be trialled for a pilot group of subjects in 2022-23		CEO / Assistant Principal (Curriculum & Quality)
Teachers have requested more lesson contact time with students. The DfE have required that more hours are delivered per year.	Time allocation increased on timetables with students allocated an additional hour per course per week either in the L6 or U6 depending on course needs.	This was fully implemented in September 2022. Comments on impact will be made after 2023 outcomes are published.	CEO / Principal / Assistant Principal (Curriculum & Quality)

<p>Increase the amount of contact time from 4 to 5 hours per week (L or U depending on course).</p> <p>It is intended that this will improve student outcomes and help to compensate for time disrupted since March 2020.</p> <p>High priority.</p>	<p>More teaching staff recruited to deliver extra hours.</p>		
<p>The following subjects have been identified as being in need of support this year:</p> <p>Computer Science MFL Film and Media PE History Law (this should NOT be confused with thinking that these areas are underperforming) High priority</p>	<p>Appointment of an additional member of management to work directly on teaching and learning</p>		<p>CEO / Assistant Principal (Curriculum)</p> <p>Associate Principal (Teaching & Learning)</p>

Behaviour and attitudes

BAF R9

Strategic Aims 2

Ofsted:

“Students speak positively about the inclusive and respectful culture. Students with high needs value the way staff carefully alleviated any concerns they had about joining the college and help them develop confidence and independence”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...recognised the increase in safeguarding referrals and mental health issues among students”

Role	Who
Line Management for Designated Safeguarding Lead	Sam Davey
Associate Principal (Safeguarding & Interventions) and Designated Safeguarding Lead	Melanie Pearl
Pastoral Director for Mental Health Well-being and Designated Mental Health Lead	Joanna Driscoll
Principal	Nick CLARK
Pastoral Director (E Faculty)/Performing Arts	Natalie CHESCOE
Director (Mental Health & Wellbeing)/Psychology	Jo DRISCOLL
Pastoral Director (M Faculty)/Biology	Catherine HAWKES
Pastoral Director (M Faculty)/Business	Louis STROVER
Pastoral Director (B Faculty)/Sport	Lianne WILKINSON

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 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.

Staff, students and visitors wear a lanyard at all times with different colours for easy identification. Student lanyards change colour each year. The wearing of lanyards in 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 21 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.

Attendance rates during 2021 - 2022 were

Description	Total Attendance	Adjusted Attendance
Overall	92.10	97.47
L	92.96	97.96
P	87.61	95.08
U	91.14	96.91

Annual targets and actions			
Intent and priority	Implementation	Impact	Ownership
To ensure adjusted attendance rates above 95% and raw attendance rates above 90%. (This is not a problem in the college, however, it is useful to have this as a target in the current 'late covid' circumstances)	Students are registered in all lessons. All absences are automatically reported home. A weekly check is made of all students whose attendance may be a concern.		Principal Assistant Principal (Pastoral & Community)
To improve the availability of pastoral staff and to increase the overall number of hours per week of pastoral time available in order to manage the increased number of pastorally related issues that have arisen.	The college has appointed three full time Pastoral Support Mangers to assist Pastoral Directors and Senior Tutors. Designated Safeguarding Lead and Director for Mental Health and Wellbeing have reduced teaching commitment to ensure availability to students as and when issues arise.		Principal Assistant Principal (Pastoral & Community)

Wellbeing and Mental Health provision

To develop the whole strategic direction for the college's wellbeing and mental health provision by working towards meeting the eight principles as detailed by the government's transforming children and mental health green paper. A key area of achievement this year for this plan has been the completion of the training of the Senior Mental Health Lead (completed before the recommended 2025) and the ethos and environment in the college which was identified in the Ofsted report with the mentioning charity events, the LGBTQ+ society and the all round inclusive respectful community.

Key areas of focus for SEMH provision 2022-2023

Intent	Implementation	Impact	Responsibility
Increase evidence based interventions within the college	To offer Mindfulness sessions to students.		JCD Director (Mental Health & Wellbeing)

fitting with target interventions in the Green paper.			
Develop methods of interacting with parental/carers about positive wellbeing and MH. Keeping in line with the Green Paper	Offer zoom webinars at targeted points throughout the year to focus on how to support MH at home.		JCD Director (Mental Health & Wellbeing)
Development of staff wellbeing initiatives. Keeping in line with the Green Paper	A yearly plan of activities for staff. Development of a wellbeing committee. And fundraising events.		JCD Director (Mental Health & Wellbeing)

Personal development

BAF R9 R14 R16

Strategic Aims 2 4

Ofsted:

“...provide students with a wide range of enjoyable additional activities...While those students who do participate in additional activities value the opportunities, too few students participate.”

“...enable students to make well informed decisions about their next steps.”

“Most students move on to university, with many securing places at highly competitive institutions.”

“...recognise the challenges for students to complete work experience due to the pandemic...While leaders and managers have realistic and ambitious plans in place to ensure all students benefit from work experience and work-related experience in the future, it is too early to see the impact of this.”

Ellen WALKINSHAW	Associate Director (Progression)/Aspire
Stuart WILCOX	Director (Operations)/PE/Sport
Sam DAVEY	Assistant Principal (Pastoral & Community)

Enrichment

The college recognises the importance of the personal development of students.

We offered a wide-ranging enrichment programme for students during the 21/22 academic year, for the first time since the start of the pandemic. Students had access to around 45 activities, 10 sports teams and we delivered two successful large Duke of Edinburgh expeditions. In total, 47% of students experienced a form of enrichment throughout the year. Following the comment about enrichment on the Ofsted report, we have reviewed the area and put in place an action plan focusing on five key areas:

- Increased participation across all enrichment activities
- Wider enrichment provision, including pop up events
- Improved articulation from students about enrichment
- Development of competitive sport
- Providing for students from key demographics, including students on an EHCP/High needs learners

British Values

As well as actively promoting British values, we would actively challenge students, 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. Our students 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. Students are taught about protected characteristics. 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 and Prevent. 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

The college has a well-resourced careers area. The area is very active in assisting students with their applications for UCAS, apprenticeships and work. The careers department runs a very large and successful annual event (Get Ahead Day) in which around 100 employers and universities attend to provide advice and guidance to students. Throughout the year a number of other events are run such as a careers evening in which employers send representatives to discuss career paths and dedicated evenings to provide more specific advice on career pathways such as in medicine. In recent years the college has been very successful in increasing the number of students gaining admission to highly competitive universities and courses. A weekly careers bulletin is produced and sent to all students providing details of the latest employment, apprenticeship and work experience opportunities.

The Careers Programme

The [Reigate College Careers Programme](#) can be viewed on the College website. The College began the re-accreditation process for the Investors in Careers award in the summer term.

The Upper Sixth Tutorial Pathway system

Students were supported with their progression planning through their upper sixth tutorial pathways. Students select the most appropriate pathway from UCAS, Apprenticeship and Employment, Oxbridge, Medicine Veterinary Science and Dentistry, Law, Performing Arts and Visual Arts.

Careers guidance

The Head of Careers successfully completed her L6 Careers Advisor qualification and another member of the team is in the process of completing it. Students are referred by pastoral or learning support staff for Careers interviews, or they can request an interview themselves. All students have a one-to-one conversation about their progression plans with their tutor on Get Ahead Day in the spring term of the lower sixth year.

Aspire programme

A total of 437 students were on the Aspire programme, across three cohorts subdivided by average GCSE score. 250 Aspire students were entered for the EPQ, with 88.8% achieving A*-B grades. The overall Aspire cohort size has doubled since 2016. Students on the programme took part in various applicant support and widening participation schemes including Clickcambridge, the Lucy Cavendish applicant support programme, UNIQ (Oxford), Sutton Trust Summer Schools, Migrant Leaders.

University destinations

889 students took up university places, 96.6% at their first-choice university. 31.6% at 'Sutton 30' universities.

HE data by groups of learners

1248 students were on roll in the U6 at the end of the 2021 – 22 year

Of these 62% went to university

LLDD

45% of LLDD students went to university

33% of EHCP students went to university

BAME

70% of BAME students went to university compared to 44% for White British

Disadvantage

60% of bursary students went to university

78% of Free College Meals students went to university

52% of students whose parents did not go to university, went to university

Oxbridge and Medicine Veterinary Science and Dentistry destinations

11 students were made offers from Oxford or Cambridge, with nine taking up their places. One current student and one former student took up places to study Medicine and four took up places for Veterinary Science.

Other destinations

Apprenticeship destinations for 2022 leavers have included Cripps Pemberton and Greenish (Paralegal), JP Morgan (Digital Tech Solutions) Fidelity (IT) and Disney (Market Research and Data analysis). Students have also been employed as BA Cabin Crew and Fitness Instructors. Remaining unknown destinations are being collected.

Work experience

59.35% of students completed work experience in their Lower Sixth year, including nearly 300 who took part in the 8 Billion Ideas internship hosted by the College in July.

New initiatives

Women in STEM – A group for female students that met to hear outside speakers and hear about opportunities for work experience, building LinkedIn profiles and mentoring.

Careers in Health – A further lower sixth pathway to students interested in applying for “allied health” Careers.

Careers Bulletin – this is now produced in Sway, making it much easier to access on mobile devices

Improved parent communication – Parent meetings were held on Zoom in the autumn term to give advice to parents on supporting their sons and daughters with university or apprenticeship and employment applications. The Careers bulletin is now sent to parents as well as students and staff.

Focus for 2022-3

- Ensuring vast majority of students (>90%) complete work experience
- Ensure all EHCP students adequately supported and that this is recorded on CID
- Improved targeting and tracking of widening participation students in Aspire to increase percentage going to university (especially those that have been FSM eligible)
- Improved support for and tracking of students with no planned destination

The careers department are extending their work in relation to work experience.

Annual targets and actions			
Intent and priority	Implementation	Impact	Ownership
Further to the Ofsted report, to improve the number of students undertaking work experience and work-related activity. High priority	The college is revising the approach to developing student participation in work related activity		Deputy Principal Associate Director (Progression)
To increase the level of student participation in enrichment activities. High priority	The college has appointed additional staffing to help to develop enrichment activities and has		Principal Assistant Principal (Pastoral & Community) Director (Operations)/

Leadership and management

BAF R14 R18

Strategic Aims 10

Ofsted

“Governors, leaders, and managers have a clear vision of academic excellence at the college”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...an effective programme for staff to develop their teaching”

“Staff are proud to work at the college. They speak positively about the culture of support...”

Key management roles

The college has high expectations of all learners and these are embodied in day-to-day interactions with and support for learners, for example senior staff have a duty rotor, there is a knock and wait policy when students are late to lessons and strong enforcement of the wearing of lanyards. A senior member of staff is also assigned to deal with the rare instances of poor behaviour. Pastoral staff work closely with students who are difficult to engage, the college has a long standing policy of emphasising high retention rates.

There is a strong focus on the education provided, with a senior member of staff taking responsibility for the development of teaching and learning. An annual department review and associated in year monitoring leads to better outcomes for learners and continued and sustainable improvement. Continuing professional development for teachers, trainers and other staff is aligned with the curriculum, and this is used to develop teachers’ subject expertise and pedagogical knowledge over time, so that they deliver high-quality education and training.

Consideration is given to the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. A senior member of staff has responsibility for staff well being and a series of events take place to support this. The maximum weekly contact time is 21 hours, including form tutorials, and all pastoral staff and heads of department have remission. All new heads of department have additional remission. The average class size is typically in the range of 16 – 19, with only a small number exceeding 21.

Trustees and LGB governors understand their respective roles and carry these out to enhance the effectiveness of the provider. There is a series of visits by governors to focus groups of staff and students,

which are not supervised by SLT. Governors are very well qualified and provide a high level of challenge and support to management.

Key roles with respect to the target:

Ryan	BULL	Assistant Principal (Curriculum & Quality)
Nick	CLARK	Principal
Sam	DAVEY	Assistant Principal (Pastoral & Community)
Sarah	WALTERS	Deputy Principal
Chris	WHELAN	Chief Executive Officer
Rebecca	BAISTER	SENCO
Yvette	ROBBINS	Link Governor

<i>Annual targets and actions</i>			
Intent and priority	Implementation	Impact	Ownership
<p>To ensure that all EHCP reviews are completed in a timely manner.</p> <p>A new system for tracking EHCP reviews is to be implemented by September 2022.</p> <p>High priority</p>	<p>A new SENCo has been appointed, a new link governor for the area has been appointed and the SLT ownership of the area has been changed.</p>	<p>All outstanding EHCP reviews were completed before 5th May 2022, ie before the Ofsted report reached publication.</p>	<p>CEO / Principal / Deputy Principal / SENCO</p>