

Reigate College

Self Assessment Report

2025

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Summary

Overall 2024 – 2025 was a strong year for the college with very good outcomes, high retention, a large improvement in enrichment opportunities for students and excellent Higher Education progression.

During the academic year 2024 – 2025 the college achieved strong results across A levels, AGQs (Applied General Qualifications e.g. BTECs), Level 2 vocational qualifications and GCSEs. The college had 61% high grades in A levels and 63% in AGQs. Both areas also had positive value added scores (Six Dimensions) of +0.12 for A levels and +0.13 for AGQs. Disadvantaged groups also recorded positive value added scores in almost all categories.

2025 was the last year of the level 2 vocational qualifications and 62% of entries were either a Distinction* or Distinction. GCSEs also did well with 83% of English and 55% of maths entries reaching grade 4+. Progress in English was 0.89 grades per entry (0.33 on the DfE Disadvantage measure) and 0.82 for maths, with 0.42 for disadvantaged students.

Students engaged well with enrichment activities with 94% of students engaging in activities, rising to 98% for EHCP students.

Progression to higher education was also strong. Using the Six Dimensions value added data our students were 2% more likely to progress to higher education in general and 9% more likely to progress to a Sutton 30 university. Looking at disadvantaged students, there was particularly strong data on progress to Sutton 30.

During 2024 – 2025 the college had focused on six qualifications for improvement, with four of these showing substantial improvement. These will continue to be supported during 2025 – 26. A detailed list of all the areas for improvement, and progress made is listed in a separate chapter.

The college continues to operate an immensely strong pastoral system which has at its heart an approach based on ensuring students continue in education. The pastoral system has heavily invested in supporting student mental health and a mentoring system. As a result, the two year A level retention rate was strong with around 96% of A level entries and 91% of vocational two-year We are confident that when the DfE tables are published in February that these will be among the highest for any college in the country.

The college is proud of an inclusive approach. Entry requirements are not exclusive, and students have mean GCSE grades that are average for English Sixth Form Colleges. Given that we are heavily oversubscribed it would be easy to increase entry requirements, but this does not fit with our approach to inclusion.

SEND students are well provided for with a large team of staff available to provide support. Indeed, the value added score for students with LLDD is actually higher than for our cohort as a whole for A levels and for vocational qualifications.

DfE Performance tables for summer 2025

The national performance tables have now been published. This is the first time since the summer 2019 results that a full set has been published. The DfE have not yet published the course completion rates, but we know from Six Dimensions that ours are very high. Remember that VA scores and raw results only show the results of students who were retained.

Overall, the outcomes are very strong, with top 25% performance for A levels and Applied Generals. GCSE retakes were very impressive with our students progressing very much faster than national averages.

Across all three qualification types we can see that **our disadvantaged students are making better progress than non-disadvantaged students nationally**. This is a remarkable achievement and shows our commitment to all of our students, and reflects the work done by everyone in looking out for students with difficulties.

This has not been at the expense of the most able, who achieve high grades at a higher rate than is achieved nationally.

The numbers represent fractions of a grade. In very round numbers, a score above 0.1 would be good, above 0.2 would be very good and above 0.3 would be extreme / outlier.

A levels

The Value Added (VA) score (+0.13) falls into 'above average' category – top 25%.

VA for our disadvantaged students (0) is higher than the national data for **non-disadvantaged** students (-0.01)

The % of students scoring AAB in 3 facilitating subjects (21.6%) is higher than the national average (17.5%)

The average grade achieved by students taking 3 or more A levels is grade B, which is higher than the national average of B-

Course completion rate = 97.5%, which is the highest of any 16-19 Academy or SFC in England

Disadvantaged students had a higher VA and were more likely to complete their courses than non-disadvantaged students nationally

Applied Generals (BTEC and similar)

VA score (0.25) falls into 'above average' category – top 25%

VA for our disadvantaged students (0.14) is higher than the national data for **non disadvantaged** students (0.02)

Although the DfE do not publicly publish VA scores for High Needs students they do provide us with nationally referenced data.

For Reigate College students with High Needs the following scores were recorded:

A level +0.61

App Gen + 0.69

Tech level +0.61

We cannot see what the national data for High Needs VA is, however, when we see some of the most severely disadvantaged students outperforming the rest of the cohort, both nationally and in college, it is fair to say that this looks like a very strong outcome.

89.3% of students completed their courses compared to 87.1% nationally

GCSEs

These are both extremely good:

English:

Progress score is +0.89 (national all students = 0.17) grades and +0.33 grades for disadvantaged (national non disadvantaged = 0.27) – **our disadvantaged students outperform the non-disadvantaged students nationally**

Maths:

Progress score is +0.82 grades (national all students = 0.06) and +0.42 grades for disadvantaged (national non disadvantaged = 0.17) – **our disadvantaged students outperform the non-disadvantaged students nationally**

Destination data

This covers students that left college in 2023, and either stayed in education or went into employment from October to March the following year, or stayed in an apprenticeship for at least 6 months.

Reigate College = 89%, national average = 79%.

Course Completion Rates for Summer 2025 (updated March 2026)

	Reigate all students	National all students	Difference all students	Reigate disadvantaged	National non disadvantaged	Difference disadvantaged to non-disadvantaged
A level	97.6	93.1	4.5	94.9	94.0	0.9
App Gen	89.3	88.4	0.9	82.9	87.1	-4.2
Tech level	89.2	88.6	0.6	Supp		

Key points

Exceptional performance for the A levels. Our **disadvantaged** students are more likely to complete their courses than **non disadvantaged** students nationally. This was expected based on the Six Dimensions data. Leaving aside a very small number of extremely selective small colleges, this is the highest course completion rate of any Sixth Form College or 16-19 Academy in England for A levels.

Applied General and Tech levels have both improved since last year (+4.5%) and are better than national averages, although it would be good if the score could be >90%. This needs to be a focus next year.

Destination data for 2023 Leavers (most recent DfE data)

The most recently published data shows that for the 2023 leaver cohort

89% of all students progressed to sustained education, employment or apprenticeships against a national average of 79%. The figure for Higher Education or Higher Apprenticeships was 69% against a national figure of 65%.

The DfE do not publish a figure for disadvantaged students that includes employment. The figure for disadvantaged students progressing to HE or Higher Apprenticeships was 62% against a national figure for non-disadvantaged students of 67%.

Update destination data when available

“Big Picture” Cross college objectives for 2025 – 2026 are:

To continue to develop and improve staff recruitment, retention, development and wellbeing

To continue to develop and improve the College infrastructure

To continue to develop opportunities for students to progress to their destination of choice

To continue to focus on and improve the quality of outcomes for students - In particular: A levels in PE, Media, Computer Science, History and Vocational courses in Criminology, Applied Science, Media and Music. During 2024 – 2025 PE, Media and Computer Science made significant improvements and will continue to have targeted support this year.

Progress in Criminology and Applied Science was slower than expected and they will have more support.

History and BTEC Music had disappointing results in 2025 and will be supported.

Targets for individual departments are held separately.

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 SAR format has been revised to follow the proposed Ofsted framework intended to operate from November 2025.

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 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 electronically 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.

The college was inspected in March 2022 and the grades Ofsted awarded grades were:

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

Since the inspection the college has addressed all aspects of provision not graded as Outstanding.

This has resulted in all EHCP reviews being conducted on time, a new system for student target setting, more work on work experience type activity, and a higher level of participation in enrichment activities. Over the course of the year college management has reported on progress to the Trust and LGB, and in the case of the EHCP review

completion issue, a link governor with specific responsibility for reporting was appointed, and an audit firm appointed to monitor progress and report back. The details are discussed in the sections dealing with each Ofsted area.

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.

- 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 peer review process. 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 the college

Ryan	BULL	Deputy Principal
Nick	CLARK	Principal
Helen	FAYERS	Associate Principal (Systems and Support)/Geography
Laura	MACINTYRE	Assistant Principal (Teaching & Learning)
Mel	PEARL	Assistant Principal (Safeguarding & Interventions)/DSL
Louis	STROVER	Assistant Principal (Pastoral)
Chris	WHELAN	Chief Executive Officer
Stuart	WILCOX	Assistant Principal (Development and Operations)

“To provide **high quality** education in a **supportive community**”

Rights, Respect and Responsibility

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 GCSE average score of students at enrolment on advanced courses (A levels and BTEC Nationals) is usually around the average for sixth form colleges in England – the reference point for VA comparisons used by the college. (Six Dimensions).

The college offered a Level 2 programme for 2024-25, however, this will not be offered from 2025 due to a lack of clarity on the future of Level 2 qualifications and the rapidly diminishing cohort size, which is now around 50% of the size it was ten years ago. The Level 2 programme represented less than 3% of the overall cohort for 2024-25.

The following information gives an overview of the college student body for 2024 – 2025:

Enumerated number (October 2024)	2969
A level only	30.5%
Mixed programmes	49.2%
Applied General only	19.9%
A level entries	2577
Applied General entries	1465
GCSE Maths entries	92
GCSE English entries	93
Level 3 students	96.4%
Level 2 students	2.6%
Male	44.0%
Female	55.2%
Other gender	0.8%

Data for 25 – 26 cohort for disadvantage

(At 20.11.2025)

	%	Number
BAME	28.1	834
EHCP students	1.6	49
All LLDD students	18.5	550
Students with a bursary	6.2	185
Students with Free College Meals	4.8	144
Students without GCSE maths at entry	6.2	184
Students without GCSE English Language at entry	6.2	183
Care experienced	0.13	4
Young Carers	4.1	123
Average GCSE score	5.8	2976

(English and Maths GCSE includes students who subsequently re took and achieved a 4+)

Ten largest courses 2024-25 (Lower and Upper combined)

Course Description	Enumerated
A Level Mathematics	633
BTEC L3 Extended Certificate Business	593
Applied Diploma Criminology	520
A Level Psychology	432
BTEC L3 Extended Certificate Law	339
BTEC L3 Extended Certificate Applied Human Biology	336
A Level Economics	313
A Level Sociology	298
A Level Business	266
BTEC L3 Extended Certificate Creative Digital Media Production	265

Ten largest A level subjects

Course Description	Enumerated
A Level Mathematics	633
A Level Psychology	432
A Level Economics	313
A Level Sociology	298
A Level Business	266
A Level Biology	258
A Level Geography	243
A Level Chemistry	224
A Level Physics	213
A Level English Literature	203

Ten largest Applied General subjects

Course Description	Enumerated
BTEC L3 Extended Certificate Business	593
Applied Diploma Criminology	520
BTEC L3 Extended Certificate Law	339
BTEC L3 Extended Certificate Applied Human Biology	336
BTEC L3 Extended Certificate Creative Digital Media Production	265
BTEC L3 Extended Certificate Health & Social Care	210
BTEC L3 Extended Certificate Sport	181
BTEC L3 Extended Certificate Travel & Tourism	138
CTEC L3 Introductory Diploma Information Technology	120
BTEC L3 Extended Certificate Engineering	117

Admissions report

REPORT ON ADMISSIONS AND NUMBERS ON ROLL

TO THE REIGATE COLLEGE LGB MEETING 21 OCTOBER 2025

Throughout this report, the previous year's figures are shown in brackets. Figures are taken from the day the report is written – the actual date of which, can differ each year in accordance with the LGB Meeting Schedule.

2025 Numbers on Roll

The number of full-time students on roll is currently 2990 (2969). The analysis of the full-time student population is:

Table 1: Number of students on roll by student type

	Totals
One Year Intermediate Course (P)	0 (88)
Lower Sixth Advanced Course (L)	1554 (1504)
Upper Sixth Advanced Course (U)	1436 (1377)
Total	2990 (2969)

The retention rate for students progressing from the Lower Sixth to the Upper Sixth was 95.5% (96%), which is our second highest on record (only to last year), and more than the 5-year average retention rate, which is 94.3% (approximately 1,361 students).

Table 2: Percentage of Intermediate students progressing to Level 3 study

	2021	2022	2023	2024	2025
% of Intermediate students progressing	67%	58.3%	47.5%	69.4%	64.8%

The percentage of students progressing from the Intermediate course was 64.8% (69.4%). This figure is one of our highest in recent years and more in line with the average. This is the final time that students will be progressing from Level 2 to Level 3 at the College, as the Intermediate Programme has now ceased.

New Students (not including Intermediate progressors)

As expected, the removal of the Level 2 programme has slightly impacted the proportion of partner school students directly entering College in 2025 as a percentage of the whole cohort at 37.9% (41.7%).

Table 3: Partner School conversion

	2021	2022	2023	2024	2025
Total number of partner school students taking up places	493	486	481	634	567
Percentage of all new entrants from partner schools	32%	34%	31.5%	41.7%	37.9%

The number of applicants taking up places from the partner schools, as a percentage of those who applied from partner schools is 63.3% (69.9%). This is slightly lower than last year due to the College removing the Level 2 programme. The College has worked extensively with Partner Schools to ensure that students who are likely to be impacted by this have received the necessary information, advice and guidance and have made multiple applications to other providers, most notably, East Surrey College.

The overall conversion rate from interview is 76.7% (60.4%), which is above average. This is due to the College continuing to be strict on the requirements for excellent effort, attendance and punctuality, which does mean some student applications are rejected ahead of interview. Students who are unlikely to meet the Level 3 entry requirements have this year also made applications elsewhere, which has meant that whilst they have made an application to Reigate College, some have opted early for more vocational programmes at East Surrey College or NESCOL and pulled out of their Reigate College interview. This means that the students who attend interview, are more likely to obtain an offer from the College and consequently enrol.

A full programme of Applicant Events took place, designed to familiarise students with the College and their new subjects. The College Introductory and Choices Days provided students with opportunities to try out all their subjects and experience what it is like to be on the College campus. This is likely to have led to an increase in conversion rates, as students became more at ease with the transition.

Chart A: Interviews by Admissions Policy Category

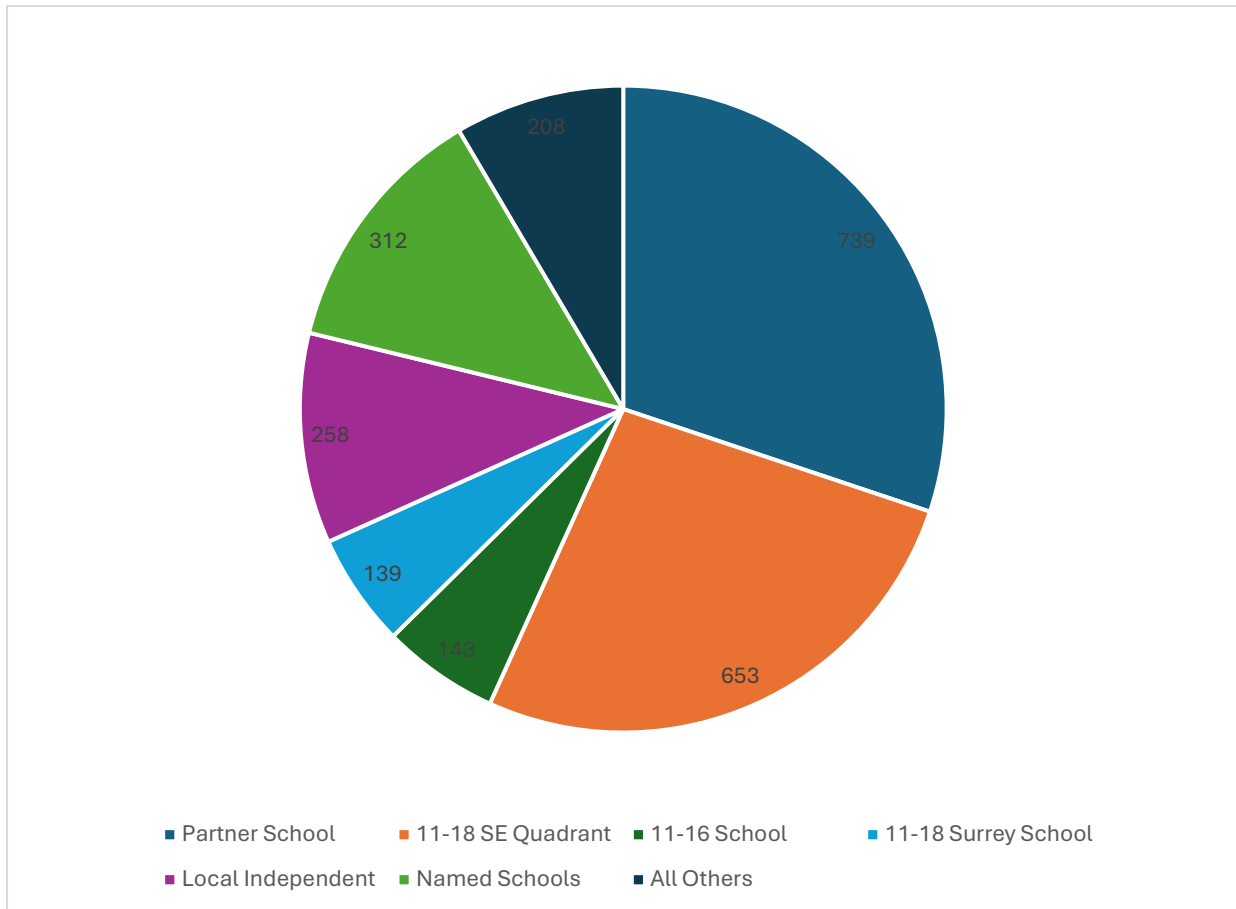
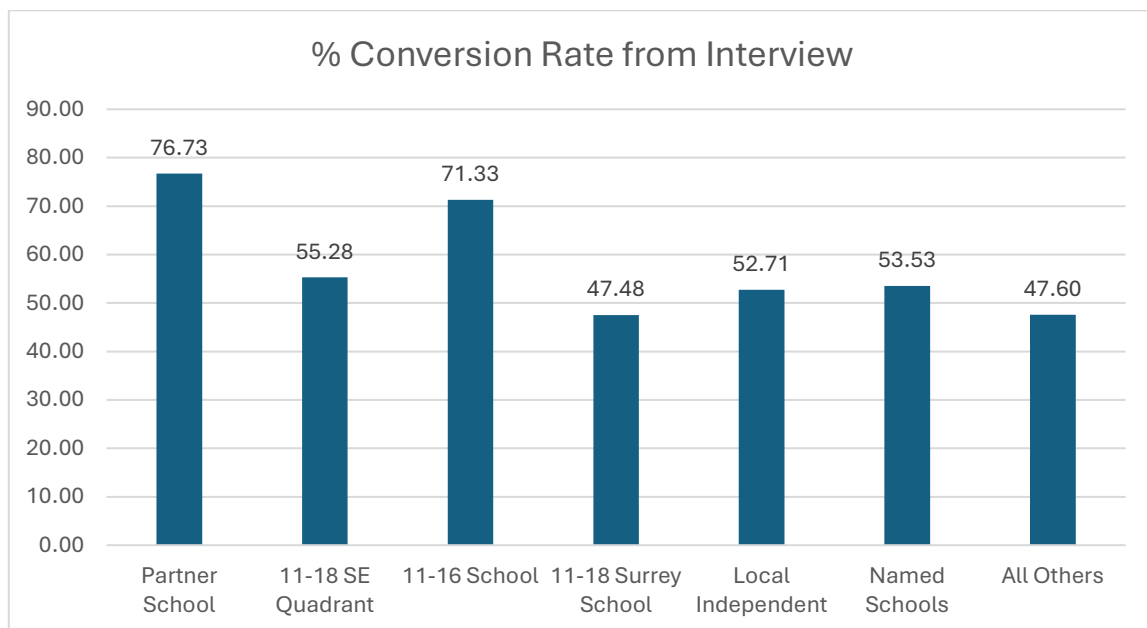


Chart B: Conversion Rates from Interview by Admissions Policy Category



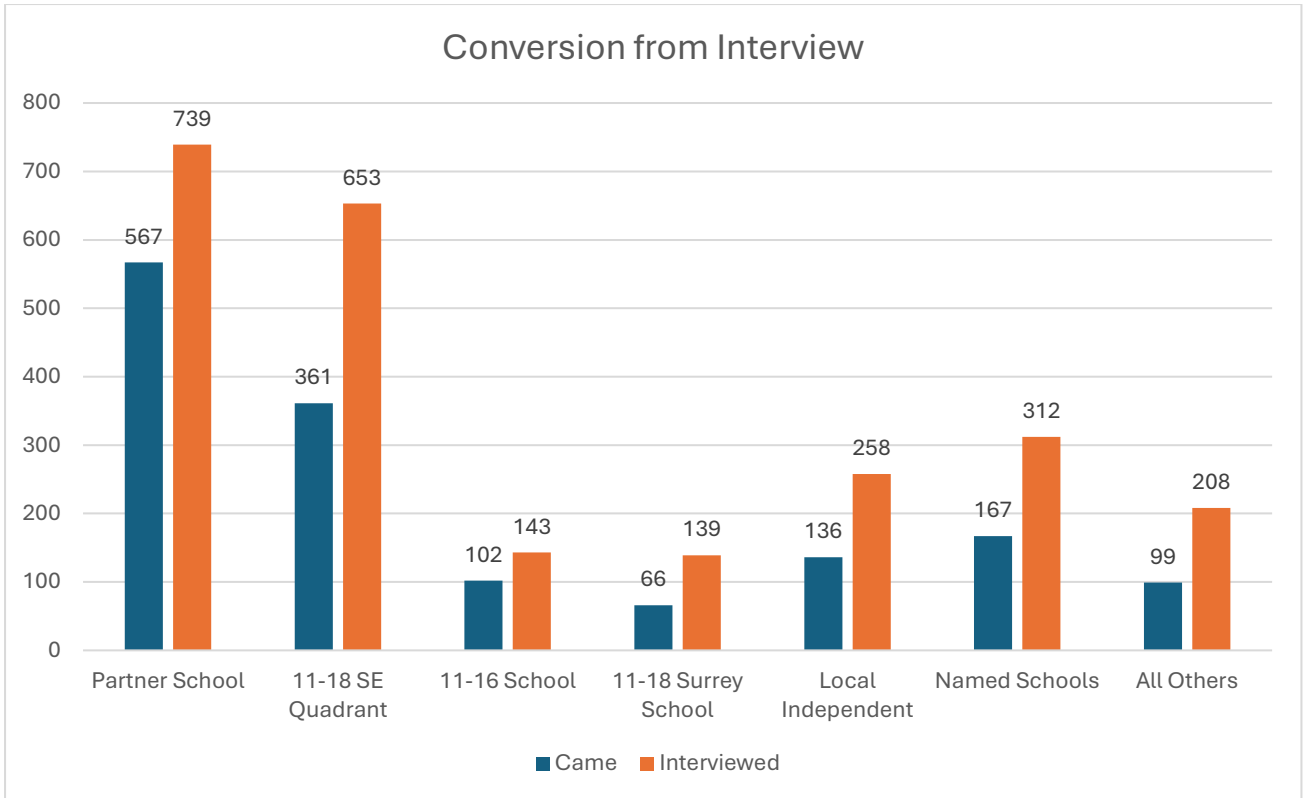
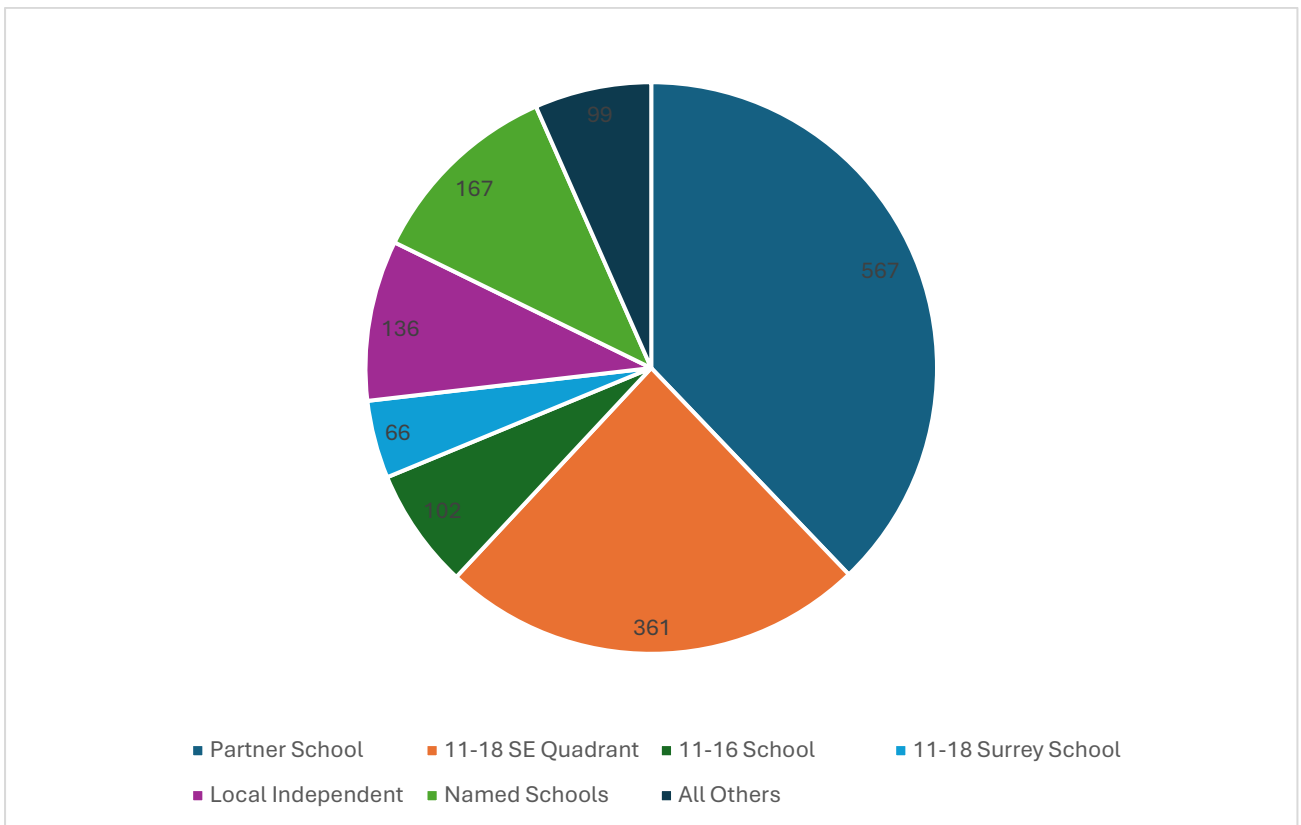


Chart C: Breakdown of New Intake by Admissions Policy Category



NB. This includes 'new starters' only and not returning students, such as Intermediate students who have progressed into the Lower Sixth.

2026 Entry

The College is due to host three sold out Open Evenings, which is a sign that applications will once again meet the enumeration target.

Health and Safety report

Report will be inserted after Trust F and R meeting Nov 2025

Complaints

The policy covers any expression of dissatisfaction about standards of service, courses or facilities provided by the College, actions or lack of action by the College and/or its staff. The policy is primarily intended for use by students or parents, for example, a complaint from a student or parent about a course (the College has a separate procedure for a staff wishing to raise a grievance).

The procedure does not cover the following:

- Requests for new or different services or provisions
- Any complaint about students' behaviour, for example, from a neighbour. Such complaints should be forwarded to the Principal's Personal Assistant who will arrange for them to be dealt with by the Assistant Principal (Safeguarding and Interventions) or the Director (Estates and IT), or their delegate as appropriate.

	2023-24	2024-25
Number of formal complaints	14	10
Number responded to	14	10

Complaints were logged for the following reasons:

	2023-24	2024-25
Timing of a college trip	0	1
References / predicted grades	2	2
Change of course	0	1
Members of staff / staff absence	7	5
Time of revision class / class / exam	1	1
Progression from Lower to Upper 6 th	1	0
Procedures / systems	3	0

The single biggest cause for complaint in both years was concerned with staff. In both years, 3 of the complaints concerned a single member of staff, although a different member in each year.

Learning Support

1 Introduction

The College offers an inclusive approach to teaching and learning, with high quality teaching which is adapted for individuals where the course content and teaching allow. The ethos of Learning Support at Reigate College is to enable all students to work as independently as possible in fulfilling their potential, by providing strategies and techniques that can be practiced and honed to achieve this. The focus for students with SEND is on supporting learners to reach positive destinations in adult life. These destinations include higher education, further training or employment. Students with SEND are actively encouraged to fully engage with enrichment activities, career pathways and work experience with adjustments in place as required.

2 SEND profile

Here is a breakdown of the SEND profile of Reigate College:

Type of support	2025-26	2024-25
Special Educational Needs (SEN) support	473 (16%)	444 (15%)
Education, Health and Care Plan (EHCP)	49 (27 L6 22 U6)	51
High Needs Learners (HN)	22 (12 L6 10 U6)	26

Areas of need	2025-26	2024-25
Social, emotional and mental health (SEMH) e.g. ADHD, ADD, anxiety	65	59
Cognition and learning (C&L) e.g. specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	268 (214 dyslexia)	234 (180 dyslexia)
Communication and interaction (C&I) e.g. ASD	124 (109 ASD)	119 (103 ASD)
Sensory and/or physical needs (S&P) e.g. hearing impairments, visual impairments, physical impairments	34	32

3 EHCPs

All EHCP Annual Reviews were completed and submitted by the relevant Annual Review deadlines during the 2024/25 academic year. So far, this academic year, 22 Annual Reviews have been completed. Reigate College meets all statutory requirements for students with an EHCP.

4 Identification of SEND

The College recognises that Learning Support requires a whole College approach. Staff are made aware of the specific needs of students through the College Information Database (CID), with adaptive teaching in the classroom to accommodate those needs as a result. The College supports all students through the 'Graduated Approach' of 'assess, plan, do, review cycles.'

Students who are accepted into the College who have an EHCP, are familiarised with key Support Staff. They will be invited into college pre-enrolment to tour the College and work with the team to help ease the transition. For students without an EHCP, they can disclose needs through their application, Acceptance and Registration Form or initial College interview. They can also meet a member of the Learning Support Team at enrolment. This discussion helps to identify their needs and expectations, which in turn enables the Team to develop their support plan.

Once in College, at any point in the year, any student requiring support can either be referred to or refer themselves to Learning Support, who will then assess and action any support needed. A student may also make themselves known to the Learning Support Department by dropping into the Student Support Hub during the College Day.

The College records all disclosures formally via CID so that information can be shared with staff that need to know. Every effort will be made to accommodate late referrals or disclosures regarding students and support, but Exam Access Arrangements will not be possible past the published deadline.

5 SEND Team

- SENCO (Debbie Center), Deputy SENCO (Rob Walton-Kinghorn), Assistant SENCO (Mel Harris)
- Two Specialist Learning facilitators with an ELSA (Emotional Literacy Support) qualification who provide support for students with an EHCP and others with a specially designed six-week programme. They help students to develop their emotional and social skills
- 22 Learning Facilitators (LFs) – often called Teaching Assistants in schools – with a breadth of knowledge and experience
- Two Exams Access Arrangements Coordinators who facilitate the reaccreditation of existing Exam Access Arrangements (EAAs)
- Learning Support Administrator who provides general administrative support to the Department

6 Progress

6.1 Achievement (2024-25) for EHCP students

- The average value added residual for all students on a Level 3 programme last year was +0.83, for EHCP this was +4.10 (10 points would be a whole grade)
- 28 students received an exam result in 2024-25 (67 grades in total). This is a mixture of U6th and Intermediate students.
- 10 students gained their GCSE English Language qualification (8 students achieved a grade 5 and 1 student a grade 7)
- 2 students gained their GCSE Maths qualification at grade 4
- 1 student did an Extended Project Qualification (EPQ) and gained an A grade
- 24 A Level grades (46% of those were high grades) 100% pass rate
- 49 BTEC grades (57% of those were high grades) 100% pass rate

6.2 Attendance for EHCP students

- 98.60% adjusted attendance, which was 1% above overall average attendance for the College
- All students with an LLDD 98.09% adjusted attendance, slightly above the College average

6.3 Destination Data for EHCP students

- 23 students completed College – 14 went on to university (61%), with popular destinations being University of Exeter, University of Portsmouth and University of Surrey to do a range of courses from Accounting and Finance, Law and Computer Games Design)
- 3 students on a gap year and two due to apply to university in 2025/26
- 1 student self-employed, 1 student taking up a supported work placement with Surrey Choices, 1 student continuing further education at East Surrey College, 1 student at East Surrey – new courses
- 2 student's destination are unknown

6.4 Enrichment

- EHCP students have a higher level of enrichment participation than the average for the College with 98% of students with an EHCP engaging in one or more enrichment activities

7 Intervention Progress and Impact

7.1 ELSA

22 students received ELSA support 2024-2025. Common themes included anxiety, identity, self-esteem, and negative self-talk. We have increased capacity this year with an offer of on average 16 places per half term. Currently 14 have received or are receiving ELSA support with 3 further invited. 18 students are on the waiting list.

7.2 Academic Mentoring

16 groups of Academic Mentoring ran per week during 2024-2025, with a total of 163 students supported. This year, we have the provision of 26 groups and to date, 20 students have completed the programme and 54 are currently on Academic Mentoring. Student feedback shows the impact of the support with students reporting feeling more able to organise, prioritise and complete their work (homework, structured learning, revision) to meet deadlines more confidently.

8 SEND funding

Reigate College is allocated SEND funding for 10 High Needs places. This is used to support all the students with an EHCP with, in addition, a claim for higher needs funding for those students who require a higher level of support. We have 22 High Needs students this academic year.

Higher Needs Provision is allocated and costed based on the needs of the student as identified on the EHCP, that agreed to at the consultation stage along with student voice for their current/transitional needs.

The highest cost within additional provision is linked to in-class adult support and out of class post teaching intervention sessions. Other costed provisions include key worker support, ELSA and Academic Mentoring.

Funding costs are completed by the SEND Team and College Finance Department.

9 Staff development

9.1 Training 2024-2025

A range of training was provided to staff including:

- Supporting Visual Impairment (VI) and Hearing Impaired (HI) learners from the visual and hearing impairment services
- Whole College SEND systems (Graduated Approach)
- Purpose and completion of Outcome Trackers
- Use of Assistive technology
- Training on neurodiversity including ASD, ADHD and Dyslexia
- Two members of staff completed the Exam Access Arrangement Coordinator qualification
- One member of staff was trained as an Exam Access Arrangements Provider

9.2 Training (Autumn Term 2025):

Staff INSET:

- Updates for College SEND systems
- Staff Teaching and Learning Space: Building working partnerships with teachers and LFs
- The Deputy SENCO and Assistant SENCO are undergoing their NPQ in SEND Coordination
- One LF has completed ELSA training
- One LF has completed a course in Drawing and Talking
- ELSA staff receive on-going Supervision

Learning Facilitators (LFs):

- LFs undertake the College Induction Programme including safeguarding training, the College mentoring programme and whole College INSET
- Specific CPD for Learning Support staff includes shadowing, training on the role of the LF and how to support learners alongside some specific SEND needs-based training
- All LFs have access to the TES Training Portal and complete a range of bitesize courses related to SEND. A specific focus this term has been on PDA and Exam Access Arrangements

Trustees:

- Planned for December 2025

10 External agencies

Reigate College works with several external agencies relevant to the needs of the respective group of students. Last year, we worked very closely with the visual and hearing impairment services alongside mental health support services. This year we continue to work with the teacher of the deaf and mental health assessment and counselling services. The teacher of the deaf has regular visits with one student

(they are currently working on a deaf awareness programme) and termly visits with another.

11 Exam Access Arrangements (EAAs)

2024-25 Summary of adjustments broken down by type:

Number of EAAs	Type
274	Extra time
102	Word processors
109	Alternative accommodation (e.g. smaller room)
131	Rest breaks
12	Scribe
50	Reader
678	Total EAAs

The total number of students in receipt of one or more EAAs in 2024-25 was 379 (12.76% of students).

During 2025 – 26 the department will be working on the following areas:

Exam Access Arrangements

Improve accuracy and timeliness of recording EAA on CID to ensure all students have EAA in place before their external exams.

To utilise the LLDD and EAA data on enrolment (and beyond) to further target the sharing of additional Teaching Guidance with appropriate staff.

Graduated Approach

Continue to work with teaching and support staff to ensure the Graduated Approach and Graduated response is fully embedded.

Staff Development

Further development of new LF induction and training on SpLD as well as whole staff CPD.

Academic mentoring

Develop a consistent 6 week programme for academic mentoring with measurable outcomes to show impact.

Careers/Skills

Build on the success of 2024-25 by embedding new initiatives in yearly programme

Admissions

Establish clear processes with the Admissions Team to ensure EHCP admissions and SEND are well tracked and communicated between departments

Leadership and governance

Strategic leadership and Governance

Strategic leadership is provided by SLT in discussions with the Trust. The Trust has a detailed insight into the strengths and areas for development. This ensures that their strategic priorities are sharply focused, and that any remedial actions they take have a sustained impact on the quality of provision. Each member of the Trust has a link to a particular area of college management.

The Trust have set a set of ten Key Performance Indicators, progress against these is reviewed at each Trust meeting (except for the September meeting, which has a focus on student outcomes).

These are given a colour coded progress rating and evidence provided to support the opinions. Governors can, and do, challenge the executive leadership.

The KPI are:

1. Ensuring a high quality of teaching and learning judged by outcome data with reference to: raw outcomes, value added data, UCAS data, work experience and with reference to disadvantaged groups.
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 with reference to work experience and enrichment participation.
5. Maintaining financial viability with reference to annual operating surplus and cash reserves
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

The September Trust and LGB meetings also receive reports about outcomes and are clear about which subject areas are in need of support to improve. Progress is discussed at each subsequent meeting.

Additionally, the annual aims and objectives of the college are provided to the LGB and reviewed at each meeting.

Papers are presented across the year addressing areas within the Ofsted framework as well as other non – Ofsted areas e.g. Finance.

In addition to the Trust and LGB there are Finance and Audit committees.

Trustees attend department reviews, staff training activities and hold focus groups with students. There are link governors for areas including careers, safeguarding, and learning support. The system is currently being revised so that each trustee has a dedicated member of SLT to liaise with. The Trust has a system of Internal as well as External audit. An audit plan is agreed each year and the results fed back to the Audit Committee and Trust. Progress against audit recommendations is reported back to the Audit Committee.

Staff well-being and workload

The college takes an interest in the wellbeing and workload of staff. Staff work extremely hard and the college works to try and help manage this. The college feels that it works hard to contain workload and avoid unnecessary burdens as a much as is possible within legal requirements and budget constraints.

- Clear marking and assessment policy
- Clear and supported behaviour policy
- Planning of the year to avoid burdens
- Investment in well-resourced support departments
- Centrally planned and resourced tutorials
- The provision of a dedicated trips support department supported by Evolve to reduce workload
- There are four Structured Learning Days when teaching staff are largely free of central activities and teaching
- Department meetings are timetabled into the main college timetable during the middle of days, rather than after college
- A bespoke MIS system tailored to college needs
- Staff are allowed autonomy and micromanagement is avoided
- A maximum of 21 hours per week contact time
- There is no expectation for staff to cover lessons, where staff choose to do this the time is paid
- Additional remission for new Heads of Department

According to data produced by the Sixth Form Colleges Association (January 2024):

	National	Reigate (October 2025)
Mean class size in Sixth Form colleges (A level)	19.1	17.6
Largest class size (A level)	25.5	22
Mean class size in Sixth Form colleges (BTEC)	18.8	18.6
Largest class size (BTEC)	23.3	22
Average teaching time per week (South East)	23 hours 49 minutes	21 hours
Range of hours (South East)	21 – 26 hours	

Staff Benefits

Membership of the Teachers' Pension Scheme for all teaching staff

Membership of the Local Government Pension Scheme for all support staff

Opportunities for training and professional development

On-site parking for staff

EV charging points

Free daily tea, coffee and sparkling water plus half termly treats

BPA free water bottle

Access to a refectory that caters for breakfast, lunch and snacking needs

The College participates in the Cycle to Work Scheme (Cyclescheme)

Maintenance of a modern, large and comfortable staff room

Weekly, all staff, break-time briefing, for disseminating weekly notices

Free eye tests for employees who use video displays for more than 3.5 hours per day (Smart Employee Eyecare)

Free vitamin C tablets and free annual flu jab

Access to an external occupational health service

Free access to Relate counselling

Access to an on-site Mental Health First Team

Access to Dorking Healthcare Talking Therapy for Cognitive Behavioral Therapy (CBT)

Wellbeing Assessments - Well Being Plan

Crisis support

Free Staff activities

GYM and Spin

Five Aside Football Ball

Yoga

Basketball

Staff band

Dungeons and dragons club

Book Club

Tennis

Well Being Walks

End of term well being activities mornings

Staff benefit consistently from highly tailored and focused programmes of professional learning and expertise that allow them to develop their industry and pedagogical knowledge and skills to a high standard. A culture of continuous improvement is embedded across the college. This takes place via regular Teach and Learning Spaces across the college and projects run within individual departments, as well as regular exam board or other types of externally provided INSET. The college is part of the S7 consortium which provides extensive training for aspirational and new HoDs, pastoral managers as well as staff wishing to progress to more senior levels.

Staff have access to high quality professional development including

- termly INSET focused on Teaching & Learning priorities (Inclusive and adaptive teaching for 2025)
- Half termly T&L spaces where staff attend development sessions based on their identified development needs and /or department based action research projects
- subject expertise, usually through department or course based activities including Exam Board training
- opportunities for peer observation and special mentoring
- Teacher Industry Experience days
- A work shadowing programme
- Weekly department meetings for reviewing and sharing good practice

Leaders understand the provider's strengths and areas for development. For example, all courses and support departments have a dedicated meeting with senior leadership each year. Where there are concerns about performance a support programme is put in place and improvements are monitored. Examples can be seen in the section on college priorities and actions for the year.

Staff Well-being Action Plan 2025 -2026

#	Focus Area	Action	Tasks	Timeline	Responsibility	KPIs
1	Induction & Mentoring	Revised induction program to include well-being orientation and expectations	Survey new staff post-induction New mentoring program for new staff	Start of each term		- % of new staff completing induction - Satisfaction score - % assigned mentors 100% felt supported
2	Baseline & Monitoring	Establish a well-being baseline	Distribute staff questionnaire Present findings to SLT Quantitative data review (absences , etc) TES Pulse Focus Groups Union feedback	Autumn Term	Director of Well-being / SLT	- Questionnaire response rate - Change in well-being scores - Issues flagged
3	Staff Well-being Ambassadors	Launch ambassador program	MHFA training Train the Trainer sessions (budget for costs)	Autumn Term	Director of Well-being	- Number trained - % staff aware - Training session attendance Feedback from ambassadors
4	Recognition & Engagement	Promote positive culture	Launch Shout Out cards Gratitude week Suggestion email	Ongoing	Well-being Team	- Shout Out submissions - Participation rate - Recognition satisfaction
5	Activity Monitoring	Track engagement in well-being activities	registers Maintain a staff log of support offered Publish event timetable	Ongoing	Well-being Ambassadors / Admin	- Attendance rate - % staff engaged - Support interactions logged Satisfaction rating
6	Health & Drop-in Support	Provide accessible health support	Publish timetable for drop-ins and health checks	Termly	HR/ Director of Well-being External Providers	- Number of sessions - Attendance rate - Feedback scores
7	Governor & Staff Groups	Strengthen communication and inclusion	Hold governor focus groups Establish and track staff groups (e.g., menopause, EDI, well-being)	Autumn Term	SLT	- Number of groups - Participation rate - Focus group outcomes

8	Workload & Monthly Check-ins	Monitor and manage workload	HODs/SMT to track peak times and discuss solutions Attend monthly personnel meetings	Monthly	SLT	- Issues raised/resolved - Meeting attendance - Feedback on workload
9	Feedback & Inclusion	Encourage staff voice	Maintain suggestion email inbox Provide training to support neurodiverse staff	Ongoing	HR / Inclusion Lead	- Suggestions received - % actioned - Training participation
10	Support Systems	Strengthen crisis and return-to-work support	Review and update crisis support protocols Offer bereavement support Provide return-to-work mentoring Staff well-being meeting record	As needed	HR / SLT	- Cases handled - Satisfaction with support - Time to implement
11	Reporting & Review	Ensure accountability	Report progress to governors in July meeting	July	Well-being Lead / SLT	- Report completion - Initiatives reviewed - Staff feedback

Inclusion

The college has a strong culture of supporting the needs of students. The college is welcoming towards students with additional needs and has strong links to local special schools. Students with additional needs are offered pre enrolment visits to help them understand the college environment and to allow staff to assess what adaptations may need to happen to support them. Students are then monitored and changes made if necessary.

The college takes a 'graduated' approach (a continuous cycle of 'assess, plan, do and review' that helps learners and apprentices to receive an appropriate level of support), which generally meets learners' and apprentices' needs well. Staff receive suitable training and support to implement this approach. Where learners and apprentices face barriers to their learning and/or well-being, leaders take appropriate action for the period of need and do not reduce their high expectations of those learners/apprentices.

The college employs a dedicated SENCO and also a deputy. In addition, there is a dedicated senior member of staff with responsibility for Mental Health and Wellbeing

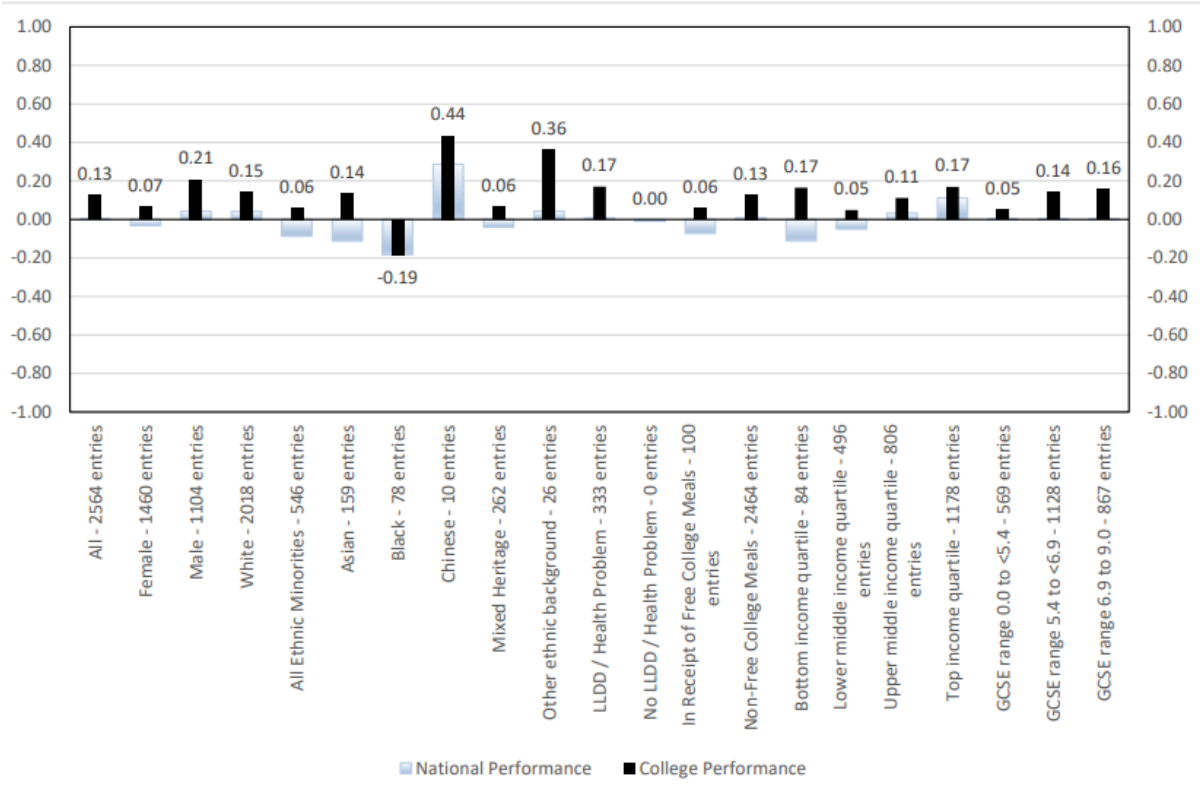
The college has strategies that consistently enhance the opportunities and experiences of all learners, in particular those who are disadvantaged. The college has a record system that keeps details of students needs and provides teaching staff with notes for individual students where a tailored approach to teaching is required. College reporting systems monitor progress for these students and intervenes where necessary. Examples of intervention include mental health support, mentoring services, pastoral support and learning support.

For students with EHCP / High Needs the college systematically reviews and adapts any support offered in a way that makes a significant difference to learners' and apprentices' experiences and opportunities. Teaching staff have opportunities to comment on progress made by EHCP students and are provided with specific teaching guidance for those students.

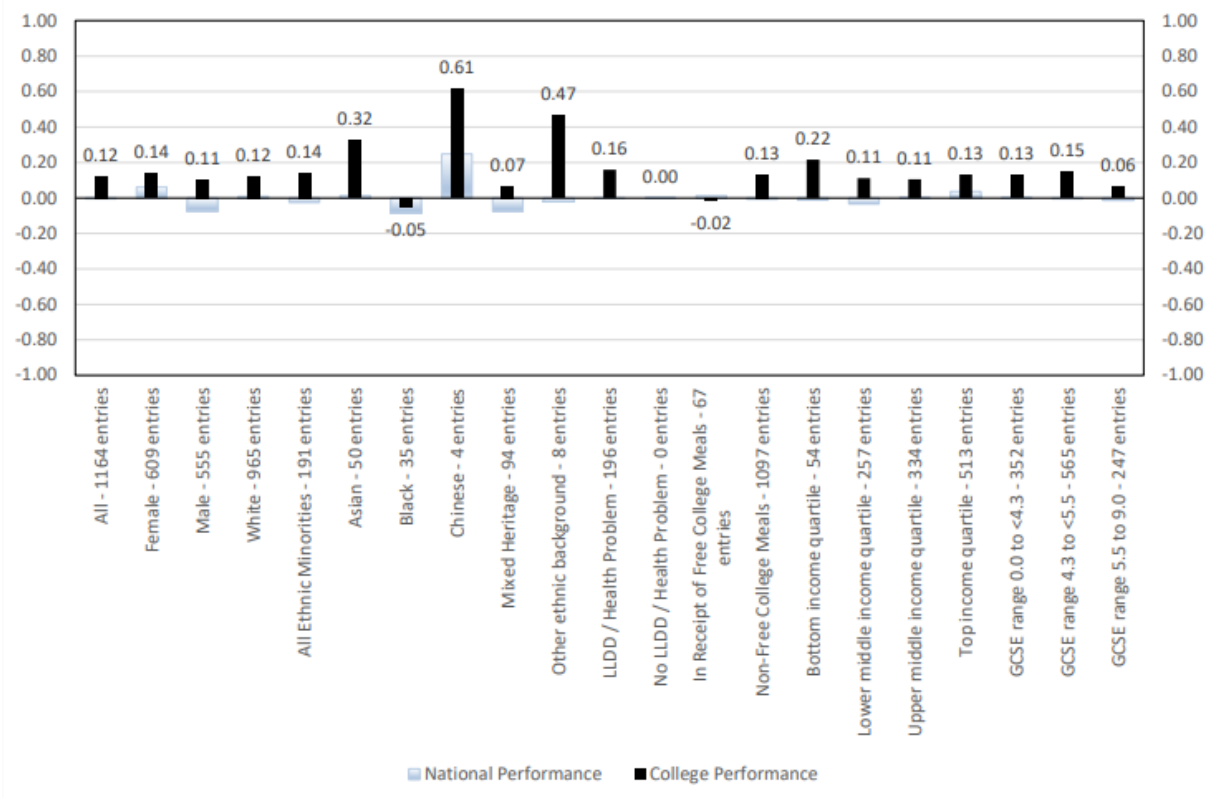
These students are monitored via the pastoral system and assigned a risk level. Where appropriate a senior member of the pastoral team will meet with the student weekly, and in some cases daily, to provide support.

Six Dimensions data for students from disadvantaged backgrounds overwhelmingly achieve positive value added scores. In the one instance where there is a negative score, this is entirely due to a single student with high predicted grades who did not attend most of her exams due to serious social factors outside college. The college took a decision that it was in the best interests of the student to try and retain her in college even though it was known that this would adversely impact outcomes.

Progress for A level entries



Progress for vocational entries we can see that all categories are either better than the national average for all students or, in the few cases where this is not true, better than the national average for sixth form colleges.



Leaders consistently identify when additional learning support is no longer required or can be reduced, so learners and apprentices are well prepared to become more independent and to move on to the next stage of their learning and employment.

Leaders make proactive and evidence-informed adaptations to their inclusion strategy, as appropriate, which have a consistently positive impact on these learners' and apprentices' education.

Learning Support Department Review

2024-25 Action Plan

Intent	Implementation	Impact
<p>1. All students with SEN will make progress towards becoming independent young people in multiple areas including careers, health, community, education, training and employment.</p>	<p>Students have access to mentoring, ELSA, careers meetings, wellbeing activities, key worker meetings, annual reviews, work experience opportunities.</p>	<p>No. of students attending academic mentoring: 16 sessions per week, 163 students attended</p> <p>No. of students attending ELSA: 40 referrals from 13/09/24 onwards 22 seen so far, 13 declined invite/no reply (as of 09/24), 5 on waiting list (all currently Lowers)</p> <p>Total sessions average: 8-10.</p> <p>Common themes with current ELSA students: Identity (incl. LGBTQ+), Self-esteem 'Negative self-talk, Anxiety (incl. selective mutism and emetophobia)</p> <p>Careers meetings and Work experience: See point 4.</p>
<p>2. All students with EHCPs will have access to their provision detailed in their EHCP and will be making progress towards their EHCP outcomes.</p>	<p><i>SENCO regularly reviewing and monitoring progress towards EHCP outcomes against provision. Initial review meetings with parents. IR data, attendance data, outcome tracker. On going training and development of staff.</i></p>	<ul style="list-style-type: none"> • Students with EHCP's are making progress academically, socially and emotionally • Students are benefiting from their provision i.e. in class support/post learning sessions/key worker meeting support/safe space and key persons /well-being support • Outcomes trackers and key worker follow up supporting shared focus and progress for students and sharing of information with the parent • Outcomes trackers and short-term goals supporting student awareness of areas of personal focus

		<ul style="list-style-type: none"> • Positive liaison with external agencies supporting students who are VI and HI supporting 1:1 meetings • Regular liaison with college teams – safeguarding, mental health, pastoral • High levels of student engagement in Enrichment activities • Bespoke arrangements for visits and WEX for students with significant mobility and sensory needs • Higher level exam access arrangements for students who are non- sighted • Positive trend for outcomes for post 18 in terms of next steps
<p>3. All students with EHCPs will have their statutory annual reviews completed before the deadline specified by the LEA</p>	<p><i>Annual reviews deadlines and meetings calendarized at the start of the academic year on the EHCP tracker documentation. Documentation is sent immediately after the review or if waiting for additional information, as soon as received. If the information is not returned within 14 days the annual review is sent without.</i></p>	<ul style="list-style-type: none"> • Annual Reviews completed on time and shared with the LA (1 parent did not want to attend an annual review meeting and requested more time to gather info due to her son's mental health. Mel and LA were aware of situation. 1 parent refused to allow paperwork to be submitted to LA until a case worker was named. Parent emailed LA to explain). • Annual review calendar supporting centralised tracking and monitoring of reviews
<p>4. The learning support department will work with careers to create opportunities for students to develop their employability skills.</p>	<p><i>1-1 careers meetings in P103 were well attended in Summer 2024, Careers developing an initial student questionnaire for young people with SEN. Supported internships with ESC. Careers bulletin.</i></p>	<p>All but 1 U student have attended a careers interview. Most have attended several.</p> <ul style="list-style-type: none"> • Second Careers meetings attended by the Uppers in the Autumn term and the lowers in the Spring term 17/22. • Platform 17 -1:1 coaching interviews (13 students with an EHCP attended – positive feedback • WEX support - all but 2 U students have completed WEX <p>intermediate students have not had careers interviews. All but one have completed WEX and this is planned for July.</p>

		Developing a formalised calendar of career/WEX input over the year to be an action point for next year.
5. All teachers supporting students with EHCPs will have a clear understanding of student outcomes and how this impacts their curriculum and lesson planning to meet the needs of these students.	<i>Outcome tracker being launched this year, training being implemented in Summer INSET.</i>	The outcome tracker has been well received by students and parents. There have been issues with staff completing this in a timely manner which has been addressed with individuals by LMM. Improving the instructions and access to trackers for teachers to be an action point for next year.
6. The graduated approach will be embedded in Reigate College systems and will be regularly evidenced as a successful way to support young people with additional needs.	<i>Already launched but re launch in Summer/September.</i>	Examples of good practice have been shared with HoDs at AFM. There are still some staff who refer to LS without evidence of targeted support suggesting further training is required.

2025-26 Action Plan

Intent	Implementation	Impact
<p>Exam Access Arrangements</p> <p>Improve accuracy and timeliness of recording EAA on CID to ensure all students have EAA in place before their external exams.</p> <p>To utilise the LLDD and EAA data on enrolment (and beyond) to further target the sharing of additional Teaching Guidance with appropriate staff.</p>	<p>Development with MIS to create additional tabs and ILP entry possibilities on CID to provide a central collection point for exam access data including:</p> <ul style="list-style-type: none"> • Teacher feedback collected through an ILP entry on CID • New referrals • Date stamps <p>Removal of input duplication</p> <p>Use of learning support enrolment interviews and EAA interviews to highlight where additional teaching guidance would be beneficial.</p> <p>Staff training</p>	<p><i>[Streamlined work approach supporting accuracy</i></p> <p><i>Central access to information supporting teacher and exam access team review</i></p> <p><i>Facility to run reports supporting half termly monitoring as a fail safe</i></p> <p><i>Fewer incidences of reported malpractice]</i></p>
Graduated Approach	Follow up training through departments supporting	<i>[Clear tracking of the movement of students on and off the</i>

<p>Continue to work with teaching and support staff to ensure the Graduated Approach and Graduated response is fully embedded.</p>	<p><i>consistency</i> of the pathway for support including</p> <ul style="list-style-type: none"> • July INSET • September INSET • New Staff Induction <p>Bringing EHCP outcome tracker in line with IR schedule and improving instructions and useability</p>	<p><i>Graduated approach, continued positive feedback from students and parents]</i></p>
<p>Staff Development</p> <p>Further development of new LF induction and training on SpLD as well as whole staff CPD.</p>	<p>Use of T&L spaces to provide CPD for teaching staff including effectively working with LFs</p> <p>Continued use of Tue/Thu meeting slots for LF training</p> <p>Continued use of TES develop modules</p> <p>Use of observations by Senco team</p>	<p><i>[Positive feedback from SDR and T&L surveys, lesson observations, student voice, in year and outcome data]</i></p>
<p>Academic mentoring</p> <p>Develop a consistent 6 week programme for academic mentoring with measurable outcomes to show impact.</p>	<p>Develop SoL and support materials for Trainee Teachers delivering the programme.</p> <p>Embed initial diagnostic tool and post-intervention tool to measure impact (from student and teacher)</p>	<p><i>[Long term impact of the sessions</i></p> <p><i>Clear data for referral to SEN where applicable, teacher feedback]</i></p>
<p>Careers/Skills</p> <p>Build on the success of 2024-25 by embedding new initiatives in yearly programme</p>	<p>Schedule for EHCP careers interviews tying into cross college progression days</p> <p>Neurodiverse sessions on whole college days to allow better access for students</p> <p>Platform17 to deliver interview coaching</p> <p>Supporting students to complete and upload CVs</p>	<p><i>[Lower students have had additional formal support opportunities to be ready for the Lower progression day in June and in preparation for their pathway in the Uppers.</i></p> <p><i>Positive student voice</i></p> <p><i>Students with EHCP accessing WEX in line with peers]</i></p>

	Continue to support WEX opportunities for students with SEN.	
<p>Admissions</p> <p>Establish clear processes with the Admissions Team to ensure EHCP admissions and SEND are well tracked and communicated between departments</p>	<p>Admissions team developing CID to support clarification of those with an EHCP, including a requirement for students to upload EHCP documentation in order to progress their application.</p> <p>Development of CID to support clarity of LLDD entries for teacher guidance and tracking</p> <p>Planning of transition events in liaison with the Admissions team</p>	<p><i>[Students with a SEND need is more accurately recorded supporting follow up</i></p> <p><i>Clarity of which students do have an EHCP supporting work flow]</i></p>

Safeguarding

Strategic Annual Review Statement: Safeguarding

Safeguarding Culture

We have continued to embed a strong and transparent safeguarding culture across the college. Staff and learners, increasingly demonstrate confidence in raising concerns. This can be seen in the increase in the number of Safeguarding entries in the table below.

Safeguarding Entries

Any safeguarding concerns are submitted by staff via our safeguarding email address or making a referral via the CID system. Staff are trained to raise even the lowest level of concern. Not all these referrals are necessarily escalated to further action following review by the Safeguarding Team.

2024-2025	2023-2024	2022-2023
2310	1283	1292

The increase in reporting reflects the increased number of students, the training that has been provided by staff and the focus on identifying low level concerns. The number of serious safeguarding concerns is at present reducing as indicated by the number of R1 category students.

All staff and stakeholders have a secure understanding of the college's safeguarding policies and procedures, which are consistently applied and regularly reviewed for impact. Learners and apprentices report that they know who to approach for support and feel safe doing so. This is checked via student surveys.

We have strengthened our relationships with external agencies (e.g. Surrey Childrens' Services, Catch 22, Lucy Rayner Foundation etc), ensuring purposeful collaboration and effective multi-agency responses to provide the right support at the right time. Ongoing learning and reflection of safeguarding practice remain central to our work, informed by training, internal data, and local safeguarding priorities.

Children in Need (CIN)

CIN refers to children aged under 18 who need local authority services to achieve a reasonable standard of health or development.

2024-2025	2023-2024	2022-2023
9	13	15

Care Experienced Children (CEC)

Formerly known as Looked After Children (LAC), CEC are those who have been in the care of their local authority for more than 24 hours.

2024-2025	2023-2024	2022-2023
4	2	4

All Personal Education Plans (PEPs) have taken place. The Designated Teacher continues to work closely with social workers and personal advisors to ensure CECs receive the support they need. Regular meetings are held with these students, who are monitored weekly as part of safeguarding reviews. All CECs are receiving the Vulnerable Bursary and free school meals.

Child Protection Plan (CPP)

A plan drawn up by the local authority setting out how the child can be kept safe, how things can be made better for the family and what support they need.

2024-2025	2023-2024	2022-2023
3	2	9

For 2024-2025, two out of the three are now closed with one ongoing.

Children's Services

Responsible for supporting children who have specific needs and for the protection of children who are at risk of being harmed. They may also provide foster care or residential care for children who cannot live with their family or friends, whether in the short or long term.

2024-2025	2023-2024	2022-2023
23	21	37

Safeguarding Information & Staff Responsibility

Staff training compliance remains high, including statutory updates and training related to the Prevent duty. Staff demonstrate a clear understanding of their responsibilities and the processes for identifying and reporting concerns.

Safeguarding procedures are readily accessible, reinforced through briefings, regular updates, college inset, tutorial and community days. These procedures ensure consistent and appropriate responses to concerns, supporting a culture of vigilance and proactive safeguarding.

Management of Safeguarding

Learners are taught how to keep themselves and others safe—offline and online—through curriculum delivery, enrichment, tutorials and community days and pop ups.

Appropriate filtering and monitoring systems continue to protect learners on college networks.

Designated Safeguarding Leads (DSLs) and deputies fulfil their statutory duties effectively, supported by strong senior leadership oversight. Procedures for supporting vulnerable or higher-risk learners, including vulnerable adults, are clear and robust and have been strengthened in response to emerging needs.

Safer Recruitment

Leaders and managers have undertaken appropriate safer recruitment training and follow best practice in recruitment, vetting and onboarding. We maintain a fully compliant Single Central Record (SCR), regularly audited to ensure accuracy and completeness. All required checks for staff, visitors, volunteers, contractors undertaken and regular checks are under taken. The college has withdrawn offers of employment due to concerns.

We also secure written confirmation that safeguarding checks have been completed for any staff working in subcontracted provision, ensuring compliance and consistency across all learning environments.

Safeguarding Concerns & Allegations

Clear procedures are in place for managing allegations or concerns about staff, visitors, volunteers, and learners. Staff understand the harm threshold, low-level concern procedures.

The college works closely with outside agencies, including the Local Authority Designated Officer (LADO), police and social care, when required. There is strong awareness of processes for referrals to the

Disclosure and Barring Service and the Teaching Regulation Agency, and these are followed as appropriate.

Child-on-Child Abuse & Violence

Staff understand the importance of early intervention in preventing harmful sexual behaviour and recognise the contexts—inside and outside the college—in which abuse may occur. All concerns, disclosures or incidents related to child-on-child abuse are recorded, addressed promptly, and risk assessed.

Clear mechanisms for reporting sexual harassment and sexual violence ensure that concerns are escalated appropriately and shared with multi-agency safeguarding partners. Risk assessments for victims, alleged perpetrators and affected learners are regularly reviewed. Support plans are put in place immediately to protect all individuals involved. Staff have received training on Violence Towards Women and Girls, Sexual Harassment and Anti Bullying harassment. As a result of training, staff have come forward with reports.

Curriculum, teaching and training

The leadership of the curriculum, teaching and training

The college's curriculum is ambitious, inclusive and carefully structured to meet the diverse needs and aspirations of all learners. This includes, for example, targeted teaching support for SEND students for example, or help for bursary students to engage in enrichment activities. The effectiveness can be seen in the data for attainment.

Leaders and curriculum teams work collaboratively to design and sequence learning so that it builds on prior knowledge and understanding, is well organised and engaging, and enables learners to make strong progress over time. The curriculum is reviewed and refined regularly to remain responsive to local and regional skills priorities (eg with subjects having direct links to local employers), national policy, and feedback from employers, universities and learners. This ensures that all learners, whatever their background or starting point, are challenged, supported and well prepared to achieve highly and progress confidently to their next stage in education, training or employment.

The curriculum is organised around teaching departments, each with a head and also course leaders. These report to a Director of Learning who in turn reports to SLT. Each year every department and course has a review with Senior Leadership. The review meetings are validated by a senior manager from another college and a Trustee. Each course will be set priorities for the following year which are recorded in the review system – but are not separately recorded in the college SAR as this would become overwhelmingly large.

Curriculum design to ensure that learners gain the knowledge, skills and behaviours to be successful now and in the future

The college's curriculum is deliberately designed to develop the knowledge, skills and behaviours learners need to achieve highly and progress successfully to their next steps. Each department delivers a well-structured and sequenced programme that supports learners to build on prior knowledge and apply new learning with increasing confidence. Structured Learning tasks are set weekly across all departments to promote independent study, deepen understanding and prepare learners for upcoming lessons. This approach encourages strong learning habits, self-management and resilience, helping learners to take greater ownership of their progress. Plus classes (additional classes which are compulsory for almost all Upper Sixth students, and targeted for lower sixth students) are used effectively to revisit key concepts, close knowledge gaps and prepare learners thoroughly for assessments. Alongside their studies, the college's Pathways programme provides a structured framework for personal development, university and careers preparation, and the enhancement of employability and life skills. Pathways allows students to enrich their experience by targeting future routes for specialised input of content that would not typically be covered in the A level / BTEC course. This integrated approach ensures that learners have a secure grasp of their

subjects, understand how their learning connects to future opportunities, and leave the college confident, capable and ready to succeed in higher education, employment or training.

High-quality teaching, training and learning

Teaching across the college is of consistently high quality and is supported through lesson observations. In cases where a course has concerns regarding outcome data or delivery, there is a system of support to aid improvement. This is led by senior staff and may involve lesson observations, focus groups and visits to other departments or colleges.

Teachers know their subjects well and, where appropriate, draw on their understanding of related careers and university pathways to enhance learning and raise aspirations. They explain complex ideas clearly and help learners to make strong connections between new and existing knowledge so that understanding is secure and long-lasting. Lessons are carefully sequenced, and assessment is used intelligently to check progress and address misconceptions. High quality teaching is underpinned by regular professional development through Teaching and Learning Spaces and whole college CPD sessions, which focus on sharing best practice, refining pedagogy and promoting innovative approaches to curriculum delivery. As a result, staff continually enhance their expertise, leading to consistently strong learning experiences and improved outcomes for all learners. Analysis of outcomes in August and subsequent department reviews allows the college to provide targeted support to courses in need of improvement. During 2024 – 2025 there were significant improvements made in Media (A level and BTEC), Music, Computer Science and PE. These subjects will continue to receive input during 2025 – 2026 along with Applied Human Biology, History and Criminology.

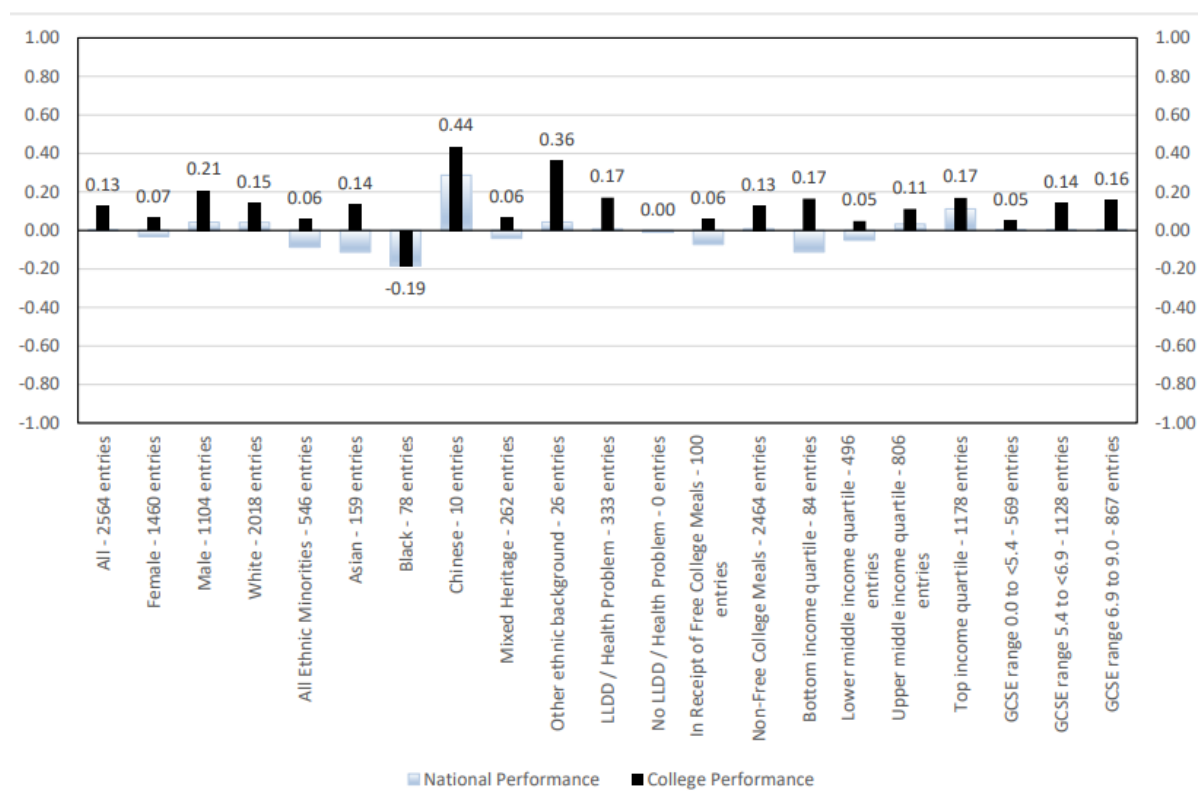
The high quality of teaching and learning is demonstrated by the college outcomes for summer 2025 show positive value added scores for both A level and Applied General subjects as well as GCSE English and Maths. The college has a strongly positive value added for retention and for progression to higher education and the HESA data for the last five years shows that students are well prepared for university given that they are more likely to complete their courses and more likely to achieve a 1st or 2:1 than students from sixth form colleges and schools.

Inclusive curriculum, teaching and training practices

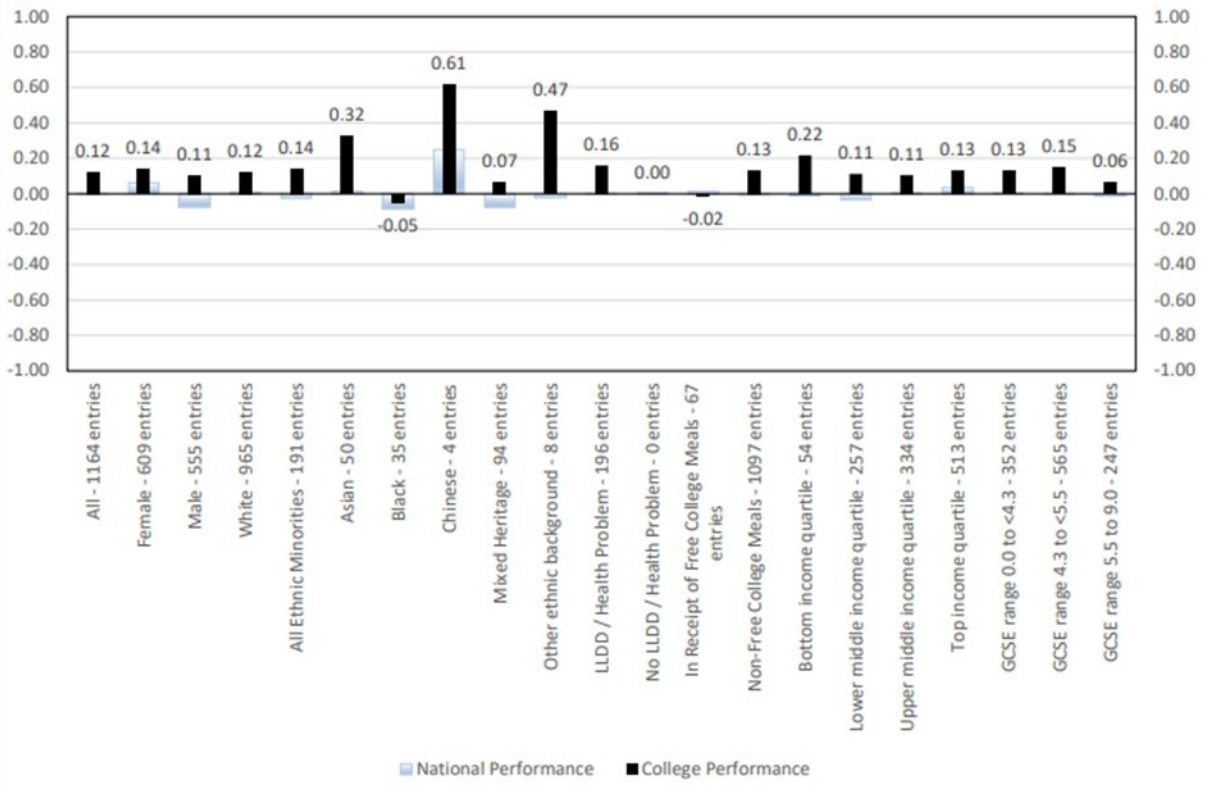
Students follow a curriculum designed around well-planned outcomes and experiences, such as those in their EHC plans or individual learning plans. All teachers are able to see specific teaching guidance for students with EHCPs and all students are set targets for their qualifications. These are based on the DfE Transition Matrix for the Lower Sixth and are challenging, but achievable. In the Upper Sixth students are set new targets based on assessments in the Lower 6th and these are used for UCAS predicted grades. Additional support for students is provided by the Learning Support Department, mentors and the Mental health Lead. The net result is that disadvantaged students perform well, as evidenced by outcome data.

Learners with SEND or other barriers to learning receive highly effective, specialist support that helps them to access the full curriculum and achieve excellent outcomes. Beyond the taught curriculum, learners benefit from a wide range of enrichment and personal development opportunities that build confidence, resilience and independence. The result is a culture of high aspiration and strong achievement, where learners consistently progress to positive and sustained destinations. All learners with a need for a tailored approach to teaching have guidance issued to their subject teachers.

Six Dimensions data for students from disadvantaged backgrounds overwhelmingly achieve positive value added scores. In the one instance where there is a negative score, this is entirely due to a single student with high predicted grades who did not attend most of her exams due to serious social factors outside college.



Progress for vocational entries we can see that all categories are either better than the national average for all students or, in the few cases where this is not true, better than the national average for sixth form colleges.



Achievement

See the section on Detailed Results

The college makes use of the Six Dimensions reporting system when looking at outcomes as this is a comparison based on Sixth Form Colleges and is not distorted by size / selection effects used in other systems available during the autumn term.

Students consistently make extensive progress from their starting points and achieve well. Achievement rates and value added are high including those with disadvantages.

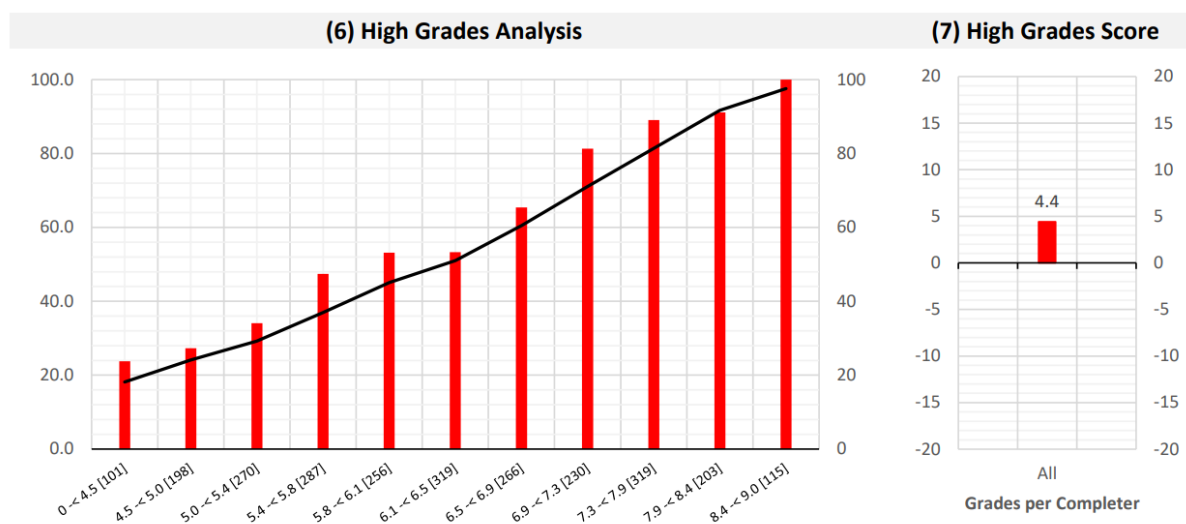
Considering achievement in different provision types

A levels are the majority qualification type in the college, with high grades and VA scores being consistently above national averages.

	24/25	23/24	22/23	18/19
High Grades %	60.8	58.0	57.2	53.8
A*/A Grades %	29.0	29.4	27.0	23.1
Pass Rate %	98.8	98.7	99.0	99.4
Six Dimensions	+0.13	+0.15	+0.13	-0.05

Raw retention rates for the college during 2023 – 2025 (two-year courses) was 96%.

We can also see that the college over achieves in high grades on a value added basis, and does so across all ability bands.



The main vocational qualification was the BTEC Extended Certificate. A comparison back to 2019 has not been included as the college primarily used the QCF type of certificate at the time.

	24/25	23/24	22/23
BTEC Ext Cert High %	63.0	53.0	55.7
BTEC Ext Cert Six Dimensions	+0.12	-0.11	+0.02

Raw retention for 2023 – 2025 for vocational courses was 91%

For level 2 we have the following outcomes.

2025 was the final year of the level 2 vocational programme.

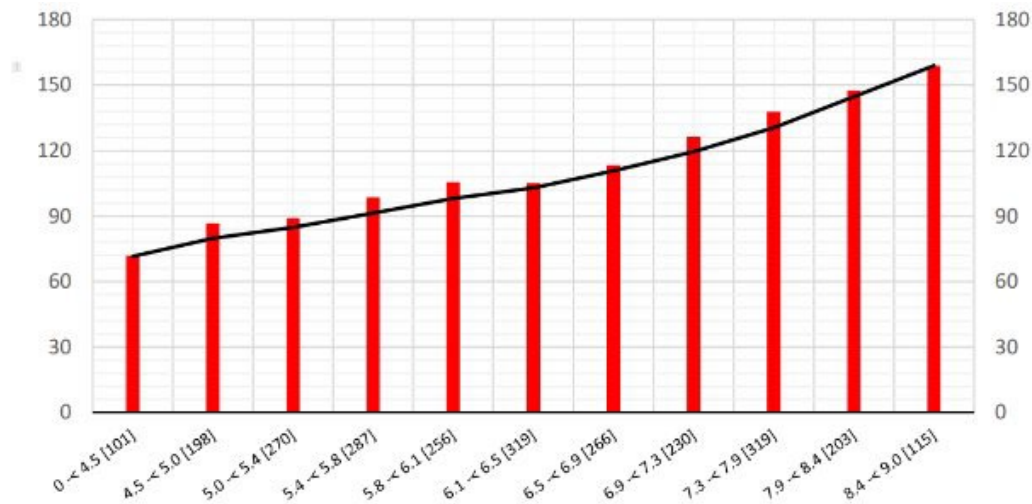
	24/25	23/24	22/23	18/19
L2 BTEC High Grades %	62	53	39	50
GCSE Biology 4+ %	67	90	50	50
GCSE English 4+ %	83	84	71	71
GCSE Maths 4+ %	55	57	40	61

Value added data will be added to the report when the DfE publish it in the spring, however, based on the most recent national data (2019) estimated VA is as follows:

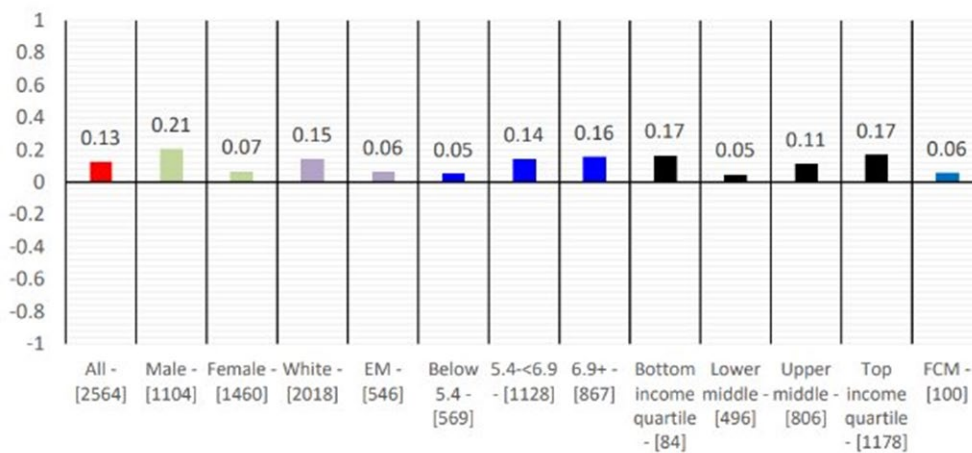
	% arriving with a 1 or 2	Average score on entry	Average score currently held	Improvement	National improvement rate in 2019
English	4%	2.96	3.95	+0.99	+0.15
Maths	37%	2.60	3.12	+0.52	+0.09

Inclusive achievement: attainment and progress and Inclusive achievement: progress through the curriculum

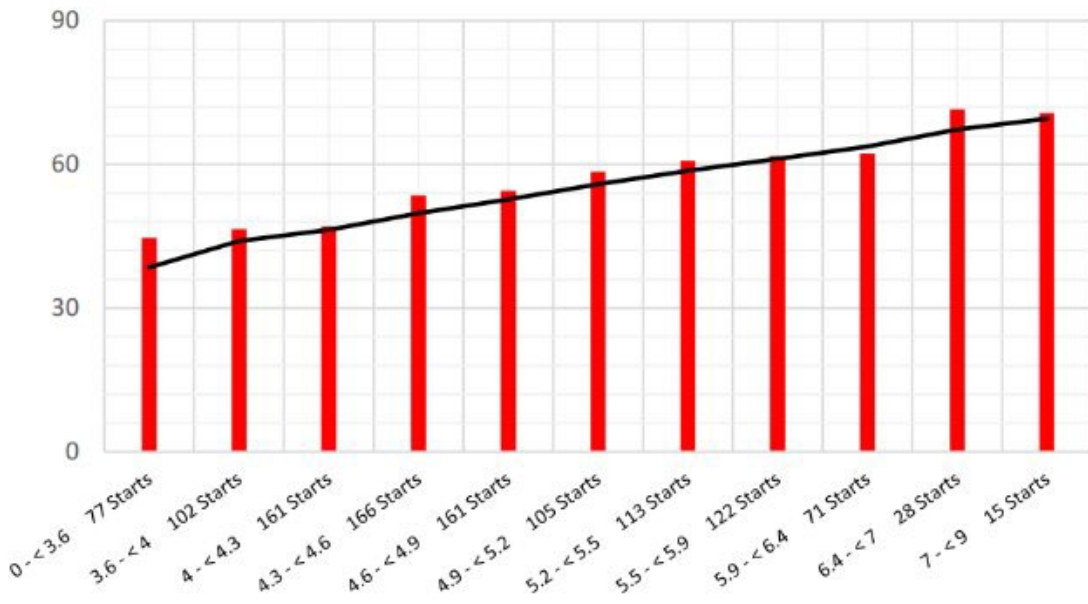
A levels: the Six Dimensions data shows that students at the college have positive value added scores across all ability bands



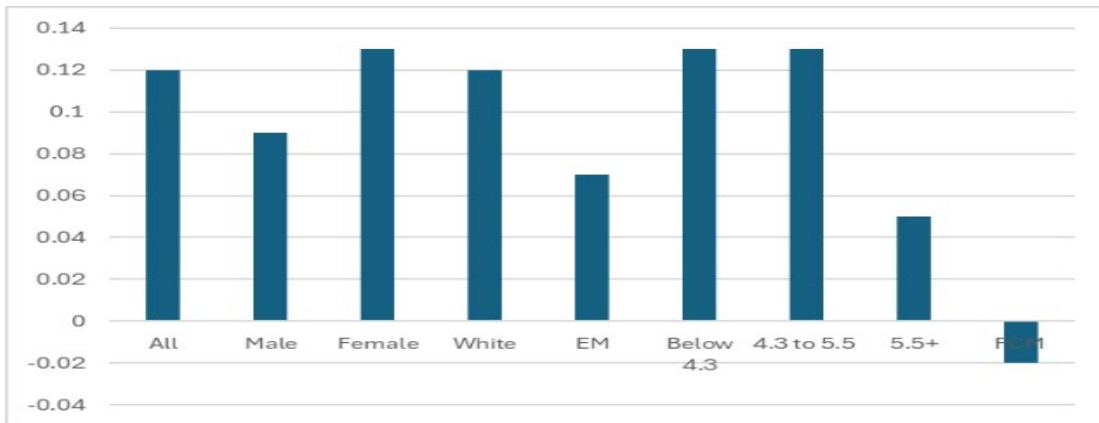
For disadvantage measures we can see that college students have positive value added in all broad measures covered by Six Dimensions



For BTEC qualifications we can see that value added is positive in 10 out of 11 ability bands.



We can also see that value added is positive in all disadvantage areas except free college meals



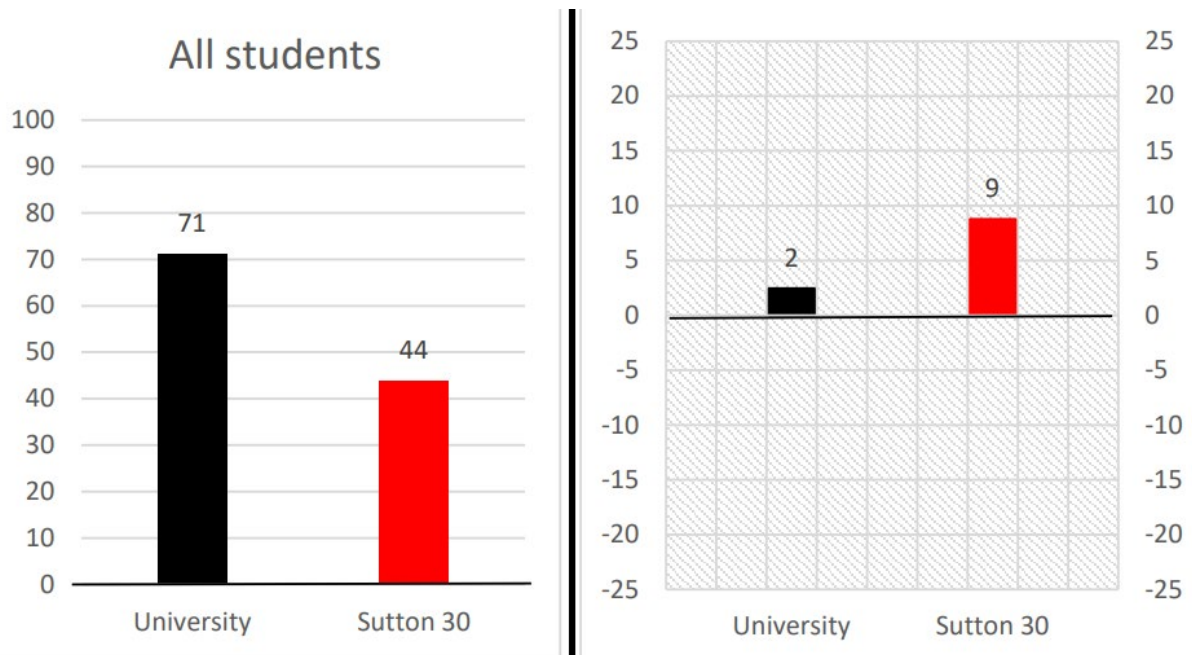
Preparing students for their next steps

Pathways and Aspire

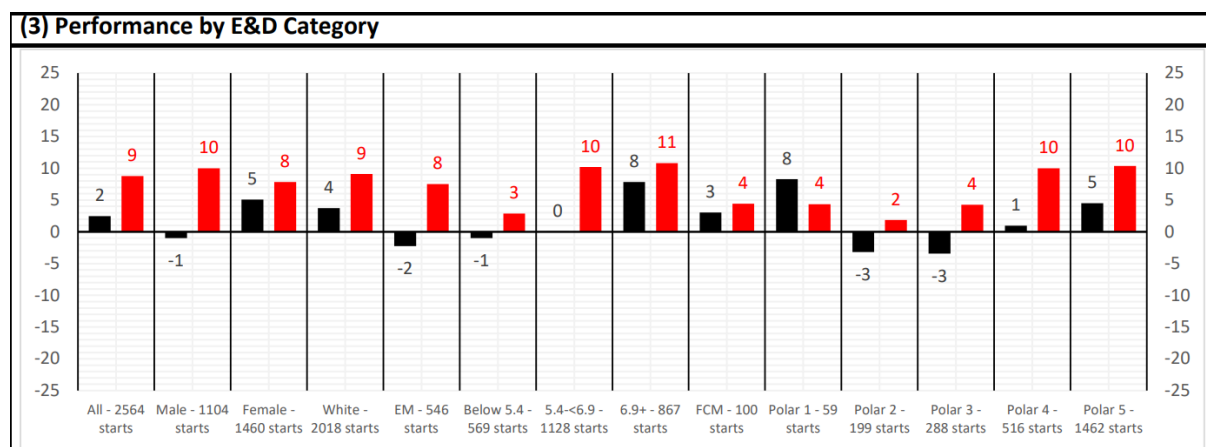
If we ask the question ‘how well do our preparations of students for next steps perform?’ we can look at three sources of useful data: Value Added UCAS destination measures, HESA data and DfE performance tables.

Six Dimensions UCAS destinations report (A level only)

This shows that 71% of A level students progress to higher education and 44% go to Sutton 30 universities. The right hand graph shows that this is 2% greater than the national average for all universities and 9% higher for Sutton 30 universities.



For disadvantage categories we can see that the college outperforms the national average in 21 out of 28 measures and that this is particularly strong for Sutton 30 measures where 14 out of 14 measures exceed the average.



The HESA data for the five year period shows that once students reach university, in 39 out of 40 measurements Reigate College students will national exceed rates for 1st / 2:1 degrees and sustaining their places compared to other Sixth Form Colleges and state sixth forms. This is true in both Russell Group universities and all universities.

Year data received and sector comparison	1 st and 2:1 all HE	Continuing with course all HE	1st and 2:1 RG	Continuing with course RG
24 SF colleges	+2.4	+2.7	+5.1	+3.1
24 all state	+2.3	+3.9	+5.3	+3.5
23 SF colleges	+4.4	+1.7	+5.5	+3.9
23 all state	+5.0	+2.4	+5.9	+3.6
22 SF colleges	+0.6	+3.6	+5.1	+1.2
22 all state	+1.1	+3.3	+5.5	+0.8
21 SF colleges	+2.6	+4.2	0	+4.6
21 all state	+3.6	+4.7	+0.6	+4.5
20 SF colleges	+1.7	+2.6	+6.4	+2.0
20 all state	+3.0	+3.6	+7.0	+1.3

DfE performance tables

All students - destinations after 16 to 18 (2022 leavers – the most recent DfE data)

For all students these show that 91% progress to education or training compared to an average for 80% for England

For disadvantaged students 92% progress to education or training compared to an average of 87% for England.

Participation and development

Strategic leadership of participation and development

Attendance, behaviour and participation

Wider opportunities

Learners' and apprentices' preparation for their next steps

Dealing with bullying, unlawful discrimination, harassment and victimisation

Inclusive participation and development

Enrichment 24/25 Report

Students have a rich and carefully tailored programme of wider opportunities. These develop learners' and apprentices' confidence and independence. The college recognises the importance of the personal development of students. Enrichment activities are a great way for students to enjoy College life, meet new people and supplement their studies and all students are expected to take part in enrichment during their time at the College. We have significantly expanded our 'Pathways' provision which are activities designed to support learners to reach their intended destination and career aim. At the start of the 24/25 academic year, we set out to improve the following provision of enrichment at The College:

- High levels of participation across enrichment activities – 98.45% of students engaged in enrichment activities, including Clubs & Activities, Pathways and Trips & Guest Speakers. Table 1 shows attendances to Clubs, Activities and trips and shows more regular attendances.
- Wider enrichment provision – We offered a wide-ranging enrichment programme for students during the 24/25 academic year. Students had access to around 60 activities, 10 sports teams and we delivered successful large Duke of Edinburgh expedition. We also significantly expanded our 'Pathways' provision
- MyPD – We introduce a new page on the Portal, 'MyPD'. The aim of this page was to allow students to closely monitor and track their engagement in activities to allow them to recall when writing applications. It also allowed us to track student engagement to extracurricular activities. It showed activities and progress in:
 - Careers – Work Experience, Encounters with Employers, Encounters with HE, Careers interview
 - Community – College Volunteering and Charity Events
 - Clubs & Activities
 - Pathways
 - Tutorial Content
 - Subject Related Activity – Trips, Guest Speakers and other Subject Related Activity.
- Disadvantaged Students – We have continued to track participation rates for disadvantaged students which compares well against the entire student population. For example, students with an EHCP attend more.
- Increase Pathway Provision, including Aspire – 69.55% of students had a Pathway timetabled during the lower sixth year.

Table 1 – Clubs & Activities & Trips Data

Students with high needs take part in an ambitious programme of development opportunities that build their resilience, confidence and independence. These include high-quality and meaningful activities that help learners to take an active role in their lives and plans for the future. As we can see, students with an EHCP have a higher level of enrichment participation than the average for the college.

	0	1+ (%)	2+ (%)	3+ (%)	4+ (%)	5+ (%)
Total	6.05%	93.95%	85.14%	76.22%	67.47%	61.01%
Upper	5.41%	94.59%	85.74%	76.88%	68.54%	63.50%
Lower	6.89%	93.11%	84.91%	75.95%	67.06%	59.48%
Intermediate	1.33%	98.67%	78.67%	69.33%	56.00%	45.33%
EHCP	2.04%	97.96%	91.84%	87.76%	81.63%	73.47%
Bursary	9.84%	90.16%	83.06%	73.77%	63.93%	57.92%
R1, R2, R3	6.20%	93.80%	83.90%	73.08%	63.37%	57.72%
First Gen Uni	4.87%	95.13%	87.60%	80.01%	71.54%	65.95%

Table 2 – MyPD Data

% of students who have attended a Pathway, Trip or Guest Speaker, and Club & Activity

	Pathways	Trips & Guest Speakers	Clubs & Activities	Total
P	7.89%	51.32%	90.79%	97.37%
L	69.71%	69.98%	83.07%	97.26%
U	72.81%	87.72%	85.67%	99.78%
All	69.55%	77.85%	84.50%	98.45%

Pastoral support and interventions

The college has an inclusive culture in which diversity is celebrated, equality of opportunity is promoted, and social equity is actively pursued. This work has a significant positive impact on learners and apprentices from all backgrounds. They feel highly valued and respected. Incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are rare. When they do occur, they are dealt with consistently and highly effectively.

Extreme cases are escalated quickly with all stakeholders engaged in the process to establish the facts and set out an appropriate plan of action which are monitored. All incidents are logged on secure college files.

The college has a strong focus on attendance, retention and participation has had a sustained positive impact on students. Staff contribute to a culture in which high attendance and participation by all students are expected, valued and routinely achieved. Students are highly motivated, show a strong commitment to their studies and are proud of the work they produce. They collaborate respectfully with their peers, contribute positively to the learning environment, and demonstrate high levels of professionalism in workplace settings.

Attendance and retention during 2024 - 2025

Profile of the college student population %:

These tables provide an indication of the profile of the student body at enumeration.
19.10.2024.

Total number of students at enumeration = 2967 (nb there is a small anomaly in that the ESFA data shows 2969 enumerated students for 2024)

Total number of students retained as of 15.04.2025 = 2904

Overall Retention % = 97.88 (in year)

Overall retention rates:

The data in the table is for 'in year' retention. **This is not the same as the retention rate for students completing two-year courses.** The DfE have not produced data in recent years for this so year to year comparisons are not possible yet, however, for 2024 completers they have done so:

Reigate College Core Aim completion:

A level completion = 94.3% (national average = 92.3%)

Vocational Courses completion = 84.8% (national average = 85.3%)

The data above needs a degree of care as this reflects the outcomes for students who took GCSEs in 2021 (without exams) and 2022 (with lenient boundaries). There is an added complication with DfE data as it also counts data for students who left the college and re – enrolled elsewhere as part of our own data.

The data in the table is for the year to April 15th so should not be seen as final.

Description	Enumerated Starters	Leavers	2024-25 Retention	2023-24 Retention	Difference to previous year	Difference to overall average for 2024-25
Overall	2967	63	97.88%	96.05%	1.8%	0.00%
Lower	1505	45	97.01%	96.26%	0.8%	-0.87%
P (intermediate)	77	1	98.70%	76.03%	22.7%	0.82%
Upper	1385	17	98.77%	97.66%	1.1%	0.90%
BAME	768	18	97.66%	96.66%	1.0%	-0.22%
Bursary	192	11	94.27%	92.00%	2.3%	-3.61%
EHCP	49	0	100.00%	94.87%	5.1%	2.12%
Free College Meals	133	10	92.48%	92.80%	-0.3%	-5.40%
SEND	719	16	97.77%	94.57%	3.2%	-0.10%
Parents not university educated	1123	33	97.06%	94.65%	2.4%	-0.82%
R1	16	4	75.00%	89.47%	-14.5%	-22.88%
R2	391	22	94.37%	90.97%	3.4%	-3.50%
R3	697	16	97.70%	96.95%	0.8%	-0.17%
R4	140	2	98.57%	96.02%	2.6%	0.69%
Gender M	1312	22	98.32%	97.99%	0.3%	0.45%
Gender F	1633	29	98.22%	97.94%	0.3%	0.35%
Gender X	23	1	95.65%	91.67%	4.0%	-2.22%

Overall, the retention rate is up 1.8% compared to the same period last year, and 14 of the 16 sub categories have shown improvement. In terms of differences between groups, 10 of the sixteen sub groups are lower than the overall data although it is difficult to draw conclusions as national comparison data is not available and many of the numbers are based on very low numbers – 5 of the 10 groups have differences below 1%.

The main outliers are:

Intermediate students (P). The 2023 figure was lower than would normally be expected and the 2024 figure is higher than would normally be expected, rather than the product of a dramatic policy change.

The number of students in receipt of bursary and free college meals (an overlapping group of students) is lower than the overall figure for the college. An examination of individual students show that three are ‘break in learning’ students who have left due to serious illness and may return next September. Three others were very seriously ill and unlikely to return.

The figure for R1 students appears to show a deterioration from the previous year, although this is based on a very small group. Three of the leavers were very seriously ill – and are the same three mentioned above under bursary / FCM. An additional problem with this group is that the actual number of R1 students changes considerably over the course of the year making counting difficult.

Reasons for early leaving

The total number of enumerated students who left before the completion of their courses was 62. The categories are specified by the DfE and are used to return information to the ESFA.

The Not Known category means ‘any student who is not able to state what they will be doing next, at the point of leaving the college’. The college carries out a separate exercise to check on all leavers the year following the ‘normal’ end year of a student.

‘Other’ usually means a student with a break in learning – they have left but intend to return the following September to restart, usually as a result of medical issues, which was 8 of the 12 instances. Number of instances:

	Total	Trainee / apprentice	Employment	Education	Other	Not known
2024-25	63	16	7	14	12	14
2023-24	64	10	9	14	17	14

Attendance data

Total = raw attendance

Adjusted = taking into account reported illness, interviews, exams and other legitimate reasons for absence. As a general rule, U students would be expected to have a lower attendance rate due to more university and job interviews and exams. Students with an R category or with SEND might be expected to have a lower attendance rate due to medical / specialist visits.

Overall adjusted attendance figures are 0.9% better than for the previous year. The main areas where attendance appears to have dipped has been among the R1 group of students where 3 students have had a particularly difficult year with serious illness, these students were also bursary / free college meals students. This is also reflected in the final column showing differences between groups, although it is pleasing to see that SEND and EHCP students actually have a higher attendance rate than the general cohort.

	2024-25		2023-24		Difference between years		Difference to overall for 2024-2025	
Descript ion	Total Atten dance	Adjust ed Attend ance	Total Atten dance	Adjuste d Attenda nce	Total Attend ance	Adjuste d Attenda nce	Total Atten dance	Adjusted Attendan ce
Overall	92.8	98.1	91.0	97.2	1.7	0.9	0.0	0.0
L	94.3	98.6	93.3	98.2	1.0	0.4	1.5	0.5
P	90.0	97.1	90.2	96.3	-0.2	0.8	-2.8	-1.0
U	91.4	97.6	88.4	96.1	3.0	1.6	-1.4	-0.5
BAME	92.5	97.8	90.8	97.0	1.7	0.8	-0.3	-0.3
Bursary	87.7	95.6	85.8	95.2	2.0	0.4	-5.0	-2.5
EHCP	91.2	98.7	93.5	98.0	-2.3	0.7	-1.6	0.6
FCM	86.6	95.1	85.5	94.6	1.1	0.5	-6.1	-3.0
SEND	91.0	98.4	88.3	97.0	2.7	1.4	-1.8	0.3
Parents not university educated	91.7	97.7	89.4	96.5	2.3	1.1	-1.1	-0.4
R1	73.7	90.1	76.8	92.8	-3.1	-2.7	-19.1	-8.0
R2	86.2	96.2	84.7	95.4	1.5	0.8	-6.5	-1.9
R3	91.7	97.9	90.0	97.0	1.6	0.8	-1.1	-0.2
R4	92.1	97.9	90.9	96.6	1.2	1.3	-0.6	-0.2
F	92.0	98.0	90.4	97.2	1.6	0.8	-0.7	-0.1
M	93.6	98.1	92.0	97.2	1.7	0.9	0.8	0.0
X	88.1	98.8	84.8	95.7	3.3	3.1	-4.6	0.6

Leaders and staff expertly embed fundamental British values, understanding of, and respect for, protected characteristics, and cultural diversity in modern Britain across the curriculum. Learners and apprentices confidently apply their understanding in lessons, workplaces and community engagement. The College introduced in 24/25 a number of core Community Days to focus on core subjects mentioned previously along with ensuring students and staff have a sense of belonging to the Reigate Community. These have been reviewed and improved for 25/26.

Careers Report October 2025

The Careers Department:

The college skilfully embeds high-quality careers education and guidance throughout the curriculum. Learners and apprentices develop detailed knowledge of their potential future pathways and are confident in knowing how to take their next steps. The college has a policy of targeting students with EHCPs for dedicated one to one careers interviews. All students benefit from high-quality opportunities to encounter work-related learning. They experience a wide variety of workplace settings. This helps them to develop clear goals and highly relevant employability skills.

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, with 359 students taking up places at Russell Group universities in autumn 2025. A weekly careers bulletin is produced and sent to all students and parents 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 holds the highest award from Investors in Careers.

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 and Apprenticeship and Employment (App and Emp). Within the UCAS tutorial pathway there were separate groups for students applying to either Oxbridge or Medicine Veterinary Science

Pathways

In addition to the input within the tutorial programme, Get Ahead Day and Progression Day, students were also supported in their career aspirations via an increased number of subject specific Pathways. In 2023-24 subject specific guidance was limited to tutorial time and for a small number of progression routes (6 Pathways). For the 2024-25 this was expanded to 18 subject specialist Pathways. 993 Lower and 996 Uppers were recruited onto a Pathway meaning that 63.43% of Lower and 72.7% of Uppers completed a Pathway in 2024-5. In addition to the subject related Pathways, short courses are also offered in skills and qualifications based areas such as Emergency First Aid, Digital Skills and the Carbon Literacy award.

In 2025-26 the number of specialist Pathways has been increased from 18 to 28 Pathways with the App and Emp Pathway accommodating all students in an App and Emp tutor for a 9 week bespoke programme for 3 cohorts of students for 1 hour a week.

UCAS Pathways

Measurable impact was demonstrated for UCAS Pathways based on destinations data compared with non-Pathway students and UCAS national data. For example, students on the Law, Architecture, Biosciences, Psychology and Careers in Health Pathways are more likely to get an offer from a Russell Group University compared to those not supported by a Pathway. Reigate College applicants had a higher offer rate than the UCAS average offer rate for all above courses whether on a Pathway or not. The majority of students valued the Pathway sessions and additional feedback and support from their subject specialist tutor.

Apprenticeship and Employment Pathway

128 students completed an App and Emp course in addition to their App and Emp tutor. A number of students have reported obtaining competitive apprenticeships (n=15) eg Solicitor Apprentice Charles Russell Speechleys, Rolls Royce, Menzies Accountants, Police and RAF to name a few and 87% had had support from App and Emp tutor or Pathway.

Careers guidance

The Careers team has two Level 6 Careers Advisors and one qualified at Level 4. Students are referred by pastoral or learning support staff for Careers interviews, or they can request an interview themselves. Students who meet one or more disadvantaged criteria are prioritised for Careers interviews. 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

Last academic year a total of 547 students were on the Aspire programme, across four cohorts subdivided by average GCSE score. 350 Aspire students were entered for the EPQ, with 94.3% achieving A*-B grades. 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. Students were supported in entering a range of academic competitions – of these one student won the St Hugh's Classics essay writing competition, another was runner up in the Oxford Scientist blog competition.

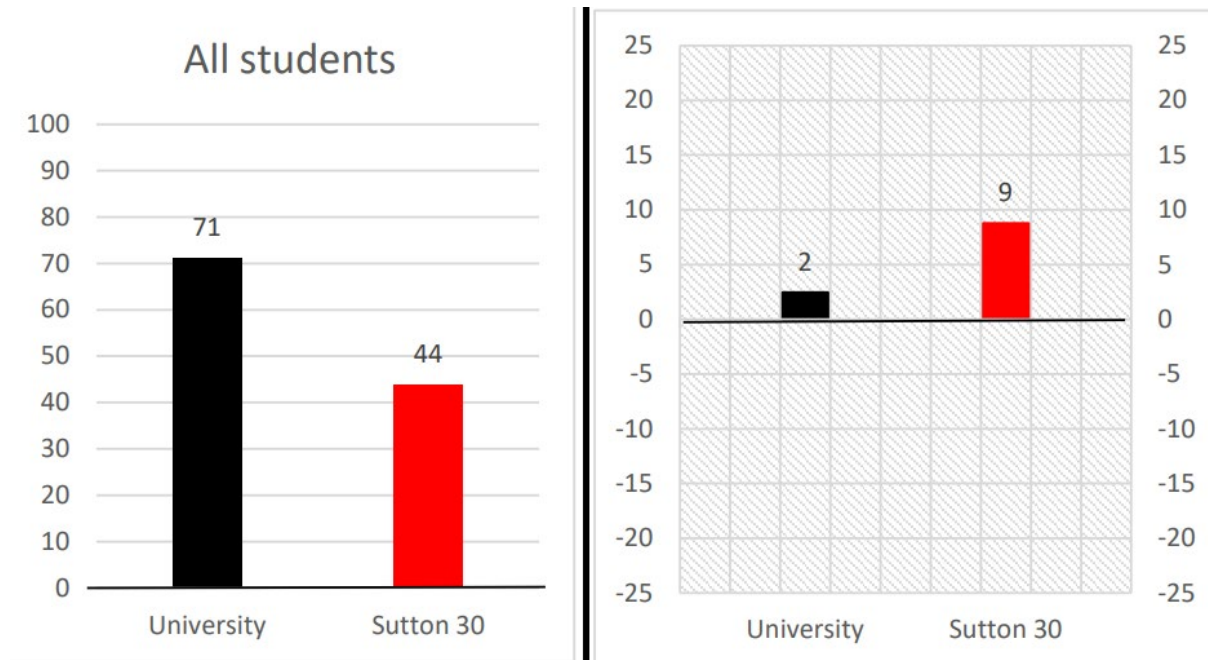
University destinations

978 students took up university places (884 the previous year), 94.2% of those placed were placed at their first-choice university (96.7% the previous year), 36.7% placed at Russell Group universities (29.7% previous year) and 48.3% at 'Sutton 30' universities (39.9% previous year). The Six Dimensions report on outcomes discusses the extent to which this exceeds typical values for Sixth Form Colleges. More data available when DfE performance data is published between February and May.

1386 students were on roll in the U6 at the end of the 2024-5 year

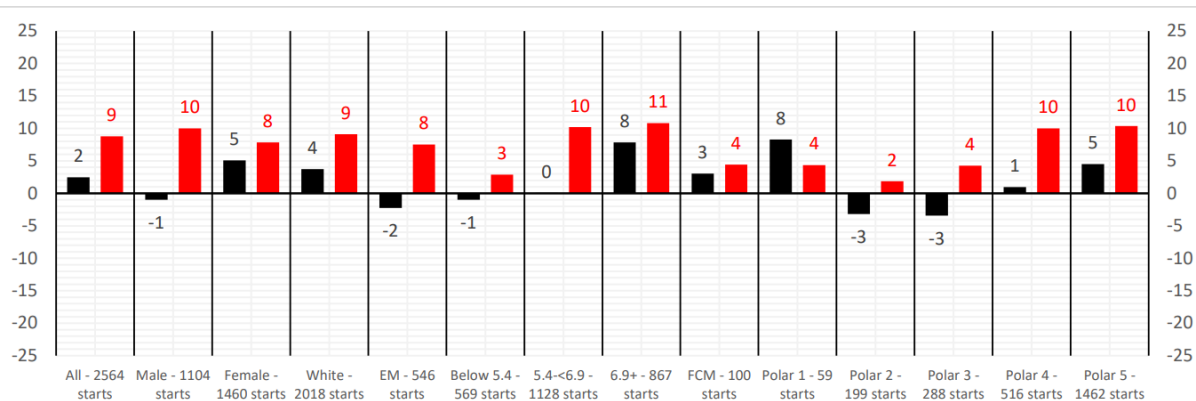
Of these 741 (53.5% went directly to university)

Using Six Dimensions data, below, we can see that 71% of our A level cohort went to university, which was 2% more than the average for sixth form colleges given starting GCSE points. For Sutton 30 universities we can see that 44% of our students went to these institutions, which is 9% higher than average. Both of these are similar to 2024 when the Value Added was +3% and +8%.



Progression to university for groups of students:

The Six Dimension data for disadvantaged groups exceed national average in 22 out of 28 groups, including all Sutton Group categories.



LLDD

55.2% of LLD students went to university (compared with 53.5% of all students)

49.1% of LLD students who went to university went to Sutton30 (competitive) universities (compared with 52.1% of all students who went to university)

EHCP

50.0% EHCP students went to university (compared with 59.4% of all students)

45.5% of EHCP students who went to university went to Sutton30 (competitive) universities (compared with 52.1% of all students who went to university)

Bursary students

55.3% of FG students went to university (compared with 59.4% of all students)

26.2% of Bursary students who went to university went to Sutton30 (competitive) universities (compared with 52.1% of all students who went to university)

First Generation to go to university

45.4% of FG students went to university (compared with 59.4% of all students)

42.7% of FG students who went to university went to Sutton30 (competitive) universities (compared with 52.1% of all students who went to university)

BAME

59.7% of BAME students went to university compared to 53.5% for White British

44.2% of BAME students who went to Sutton30 (competitive) universities (compared with 52.1% of all students who went to university)

Oxbridge and Medicine Veterinary Science and Dentistry destinations

16 students were made offers from Oxford or Cambridge, with 14 taking up their places. 9 students took up places to study Medicine (5 after a gap year) , and 4 took up places for Veterinary Science.

Other destinations

Other destinations for 2025 leavers have included apprenticeships with Rolls Royce (Nuclear Engineering Technician), Willis Towers Watson (Pensions administrator), Met Police (Police Constable Degree Apprenticeships), Grant Thornton (Corporate tax degree apprenticeship), RSM (five year audit apprenticeship working towards chartered accountant qualification), RAF (Mechanical Engineering)

The HESA data for the five year period shows that once students reach university, in 39 out of 40 measurements Reigate College students will national exceed rates for 1st / 2:1 degrees and sustaining their places compared to other Sixth Form Colleges and state sixth forms. This is true in both Russell Group universities and all universities.

Year data received and sector comparison	1 st and 2:1 all HE	Continuing with course all HE	1st and 2:1 RG	Continuing with course RG
24 SF colleges	+2.4	+2.7	+5.1	+3.1
24 all state	+2.3	+3.9	+5.3	+3.5
23 SF colleges	+4.4	+1.7	+5.5	+3.9
23 all state	+5.0	+2.4	+5.9	+3.6
22 SF colleges	+0.6	+3.6	+5.1	+1.2
22 all state	+1.1	+3.3	+5.5	+0.8
21 SF colleges	+2.6	+4.2	0	+4.6
21 all state	+3.6	+4.7	+0.6	+4.5
20 SF colleges	+1.7	+2.6	+6.4	+2.0
20 all state	+3.0	+3.6	+7.0	+1.3

Work experience

All but 11 lower sixth students planned work experience and logged this on the portal. A total of 1,301 of lower sixth students completed and evaluated work experience, representing 90.7% of the Lower 6th cohort (compared with 89% last year). 78.9% of all completed work experience was in person work experience, the remainder were online with a range of providers, mainly with Springpod. Last year only 39.9% of students had completed in person work experience

New initiatives/developments for 2025-26

New Associate Director (Careers) in post and is working with the Careers team in a more operational role to allow Director (Progression and Skills) to focus on ensuring the College fully meets requirements regarding the skills agenda

In 2025-26 This academic year Aspire is open to all lower sixth students. Students on the programme are grouped in three 'tiers' based on their average GCSE score. 304 students are enrolled on a full year programme and 436 enrolled on a 12 week programme in either the autumn or spring terms with the option to complete an EPQ starting in the summer term.

Detailed Results

A Level Exam (incl FS) Results

Subject	A*	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Art & Design (Fine Art)	8	6	18	9	3	0	0	44	44	100.0%	32	72.7%
Art & Design (Graphics)	6	8	15	9	1	0	0	39	39	100.0%	29	74.4%
Art & Design (Photography)	4	5	22	9	3	0	0	43	43	100.0%	31	72.1%
Art & Design (Textiles)	8	3	11	4	2	0	0	28	28	100.0%	22	78.6%
Art & Design (Three Dimensional Design)	3	7	19	11	7	2	0	49	49	100.0%	29	59.2%
Biology	22	33	24	25	16	4	0	124	124	100.0%	79	63.7%
Business	12	24	54	20	6	5	1	122	121	99.2%	90	73.8%
Chemistry	3	29	30	20	15	10	5	112	107	95.5%	62	55.4%
Classical Civilisation	5	12	22	11	12	1	0	63	63	100.0%	39	61.9%
Computer Science	2	9	14	19	13	2	2	61	59	96.7%	25	41.0%
Economics	13	34	46	31	15	9	2	150	148	98.7%	93	62.0%
English Lang & Lit	6	11	33	43	9	2	0	104	104	100.0%	50	48.1%
English Literature	9	21	37	29	10	1	0	107	107	100.0%	67	62.6%
Film Studies	3	12	35	16	5	0	0	71	71	100.0%	50	70.4%
French	0	4	5	9	1	0	0	19	19	100.0%	9	47.4%
Geography	12	33	39	29	10	4	1	128	127	99.2%	84	65.6%
German	1	2	3	1	0	0	0	7	7	100.0%	6	85.7%
History - Early Modern	3	12	25	12	9	3	1	65	64	98.5%	40	61.5%
History - Modern	0	11	21	25	10	3	1	71	70	98.6%	32	45.1%
Law	8	22	24	12	4	2	0	72	72	100.0%	54	75.0%
Mathematics	39	65	77	53	46	22	8	310	302	97.4%	181	58.4%
Mathematics (Further)	13	15	6	2	2	0	0	38	38	100.0%	34	89.5%
Media Studies	2	2	31	18	9	2	0	64	64	100.0%	35	54.7%
Music	0	0	1	2	3	0	0	6	6	100.0%	1	16.7%
Music Technology	1	4	5	5	3	1	0	19	19	100.0%	10	52.6%
Philosophy	3	12	12	5	1	1	1	35	34	97.1%	27	77.1%
Physical Education	2	2	13	12	10	5	1	45	44	97.8%	17	37.8%

Physics	9	26	21	27	10	7	4
Politics	6	31	24	8	5	1	1
Psychology	17	32	68	57	22	5	0
Sociology	11	33	48	46	24	8	2
Spanish	4	7	10	3	4	0	0
COLLEGE TOTALS	235	527	813	582	290	100	30

104	100	96.2%	56	53.8%
76	75	98.7%	61	80.3%
201	201	100.0%	117	58.2%
172	170	98.8%	92	53.5%
28	28	100.0%	21	75.0%
2577	2547	98.8%	1575	61.1%

AS Level (incl FS) Exam Results

Subject	A	B	C	D	E	U
Mathematics (Further)	1	0	3	0	1	0
COLLEGE TOTALS	1	0	3	0	1	0

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
5	5	100.0%	1	20.0%
5	5	100.0%	1	20.0%

BTEC L3 Extended Certificate (incl FS) Results

Subject	DS*	DS	ME	PA	FL
Applied Human Biology	13	57	44	27	2
Applied Human Biology (FS)	0	2	3	3	0
Business	30	170	69	5	0
Business (FS)	0	3	2	0	0
Creative Digital Media Production	10	32	48	22	0
Engineering	9	20	21	5	0
Health & Social Care	15	42	30	2	0
Health & Social Care (FS)	1	2	0	1	1
Law	61	67	28	2	1
Music	0	2	8	1	0
Performing Arts (Acting)	0	21	17	4	0
Performing Arts (Acting) (FS)	0	1	0	0	0
Performing Arts (Dance)	2	6	5	0	0
Performing Arts (Musical Theatre)	1	7	5	0	0
Public Services (Uniformed Protective Services)	33	12	10	3	0
Sport	20	26	18	2	0

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
143	141	98.6%	70	49.0%
8	8	100.0%	2	25.0%
274	274	100.0%	200	73.0%
5	5	100.0%	3	60.0%
112	112	100.0%	42	37.5%
55	55	100.0%	29	52.7%
89	89	100.0%	57	64.0%
5	4	80.0%	3	60.0%
159	158	99.4%	128	80.5%
11	11	100.0%	2	18.2%
42	42	100.0%	21	50.0%
1	1	100.0%	1	100.0%
13	13	100.0%	8	61.5%
13	13	100.0%	8	61.5%
58	58	100.0%	45	77.6%
66	66	100.0%	46	69.7%

Sport and Exercise Science	5	20	6	2	0
Travel & Tourism	6	23	22	4	0
COLLEGE TOTALS	206	513	336	83	4

33	33	100.0%	25	75.8%
55	55	100.0%	29	52.7%
1142	1138	99.6%	719	63.0%

These qualifications are equivalent to 1 AS Level.

BTEC L3 Extended Diploma Results

Subject	D*D*D*	D*D*D	D_D_D	DD_D	DD_M	DM_M	MM_M	MM_P	MP_P	PP_P	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Performing Arts (Dance, Acting and Musical Theatre)	15	2	2	2	1	0	0	0	0	0	22	0	0.0%	22	100.0%
COLLEGE TOTALS	15	2	2	2	1	0	0	0	0	0	22	0	0.0%	22	100.0%

These qualifications are equivalent to 2 A Levels.

CTEC L3 Introductory Diploma Results

Subject	DS*	DS	ME	PA	R	FL	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Information Technology	18	10	12	3	0	0	43	43	100.0%	28	65.1%
COLLEGE TOTALS	18	10	12	3	0	0	43	43	100.0%	28	65.1%

Applied Diploma (incl FS) Results

Subject	A*	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Criminology	3	16	70	95	59	10	12	265	253	95.5%	89	33.6%
COLLEGE TOTALS	3	16	70	95	59	10	12	265	253	95.5%	89	33.6%

Level 2 Qualifications

BTEC L2 Award Results

Subject	D*	D	M	P	L1	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Business	6	22	20	4	0	0	52	52	100.0%	28	53.8%
Digital Design	0	26	4	0	0	0	30	30	100.0%	26	86.7%
Health & Social Care	9	16	5	3	2	0	35	35	100.0%	25	71.4%
Public services	7	14	15	0	0	0	36	36	100.0%	21	58.3%
Sport	6	12	17	2	0	0	37	37	100.0%	18	48.6%
COLLEGE TOTALS	28	90	61	9	2	0	190	190	100.0%	118	62.1%

These qualifications are equivalent to 1 GCSE.

GCSE Exam Results

Subject	9	8	7	6	5	4	3	2	1	Entry	4+ Pass Grades	% Pass Rate
Biology	0	1	0	0	2	1	2	0	0	6	4	66.7%
English Language	0	0	0	3	23	52	15	0	0	93	78	83.9%
Maths	0	0	0	0	3	48	31	9	1	92	51	55.4%
COLLEGE TOTALS	0	1	0	3	28	101	48	9	1	191	133	69.6%

Two year retention rates for A levels

Course	Enumerated	Joined	Transferred	Left	Completed	Retention
A Level Art & Design (Fine Art)	48	0	0	4	44	91.67%
A Level Art & Design (Graphics)	41	0	0	2	39	95.12%
A Level Art & Design (Photography)	49	0	0	6	43	87.76%
A Level Art & Design (Textiles)	33	0	0	5	28	84.85%
A Level Art & Design (Three D Design)	55	0	0	6	49	89.09%
A Level Biology	128	1	2	4	123	96.85%
A Level Business	128	15	17	5	121	96.03%
A Level Chemistry	117	0	1	4	112	96.55%
A Level Classical Civilisation	66	0	0	3	63	95.45%
A Level Computer Science	62	0	0	1	61	98.39%
A Level Economics	156	0	2	4	150	97.40%
A Level English Lang & Lit	107	0	0	3	104	97.20%
A Level English Literature	110	1	1	4	106	96.36%
A Level Film Studies	74	1	0	4	71	94.67%
A Level French	19	0	0	0	19	100.00%
A Level Geography	129	0	1	1	127	99.22%
A Level German	7	0	0	0	7	100.00%
A Level History - Early Modern	66	0	0	2	64	96.97%
A Level History - Modern	71	0	0	0	71	100.00%
A Level Law	77	0	0	5	72	93.51%
A Level Mathematics	319	2	6	6	309	98.10%
A Level Mathematics (Further)	40	1	2	1	38	97.44%
A Level Media Studies	66	0	0	2	64	96.97%
A Level Music	6	0	0	0	6	100.00%
A Level Music Technology	20	0	0	1	19	95.00%
A Level Philosophy	40	0	1	4	35	89.74%
A Level Physical Education	48	0	0	3	45	93.75%
A Level Physics	106	0	0	2	104	98.11%
A Level Politics	77	0	0	2	75	97.40%
A Level Psychology	209	0	1	7	201	96.63%
A Level Sociology	180	0	0	8	172	95.56%
A Level Spanish	30	0	0	2	28	93.33%

Two year retention rates for vocational courses

Course	Enumerated	Joined	Transferred	Left	Completed	Retention
Music	11	0	0	0	11	100.00%
BTEC L3 Ext Dip Performing Arts	22	22	22	0	22	100.00%
Performing Arts (Acting)	43	0	0	1	42	97.67%
Criminology	282	1	1	18	264	93.62%
Engineering	59	0	0	4	55	93.22%
Sport	71	0	0	5	66	92.96%
Law	171	1	1	13	158	92.40%
Applied Human Biology	155	0	0	12	143	92.26%
Sport and Exercise Science	36	0	0	3	33	91.67%
Health & Social Care	98	0	0	9	89	90.82%
Business	307	39	40	32	274	89.54%
Public Services	65	0	0	7	58	89.23%
Travel & Tourism	63	16	16	8	55	87.30%
Performing Arts (Dance)	15	0	0	2	13	86.67%
Performing Arts (Musical Theatre)	15	0	0	2	13	86.67%
Information Technology	51	0	1	7	43	86.00%
Digital Media Production	133	0	0	21	112	84.21%

College targets for 2024-25

(These were set on the 'old' Ofsted framework)

BAF R6

Strategic Aims 8

High Level / High Priority Annual Targets			
Intent	Implementation	Impact	Ownership
To develop and improve staff recruitment, retention, development and wellbeing.	An initial cross college consultation has taken place with teaching staff. Staff Wellbeing project established – the group leaders will report to Trust on this at the July meeting	Recruitment been less of a problem than in recent years although fields of applicants remain small. The Risk rating for this has been reduced.	Principal
To provide students with opportunities to explore and grow their own personal development and to recognize the impact this has on their life and prospects.	The college has (19.09.2024) run an activities fair for students to sign up to enrichment activities. At the March Trust meeting it was reported that 91.33% of students had engaged with enrichment activities with 54% having engaged with 5 or more activity sessions. The college has installed software to enable students to track their own careers / enrichment activity to enable them to recall this for interviews / application forms etc		Assistant Principal (Development and Operations)
To continue to focus on and improve the quality of outcomes for students. (see below under Teaching and Learning)	The college has identified courses in need of improvement during 2024 2025 and has put in place support measures. Courses involved have all had review meetings with		Deputy Principal Chief Executive Officer Assistant Principal (Teaching & Learning)

	<p>SLT. The next phase is now underway. All courses concerned have now had at least 4 meetings with management, plus student focus groups, lesson observations and guidance on course delivery. It will not be possible to say the extent to which this has improved outcomes until August, but internal testing and coursework marking has shown improvement in all areas.</p>		
<p>To enhance the cybersecurity resilience of the College</p>	<ol style="list-style-type: none"> 1. A multi factor authentication system for the parts of the college database systems not already covered is now being tested 2. Once this is tested a comprehensive penetration test will be carried out. An external review of our systems has been carried out by JISC which has made recommendations for improvements, and these are in the process of being carried out. This will involve some upgrades to network hardware over the summer and next year. 3. Further simulated phishing attacks are being conducted to check on staff awareness 4. The college is installing a piece of software to scan all emails looking for 	<p>MFA has now been fully implemented.</p> <p>The software for email monitoring has not performed as advertised and the college has not followed through with the purchase of it.</p>	<p>Assistant Principal (Development and Operations)</p>

	potential data privacy concerns		
Ensure that the college maintains financial viability	<p>Careful monitoring of expenditure to ensure that the college remains within budget</p> <p>The DfE has made an additional grant to enable a funded cost of living pay rise for staff. (The following was reported at the previous meeting) This has not yet been implemented due to continuing national negotiations.</p>	This has now been fully implemented backdated to September 2024.	<p>Chief Executive Officer</p> <p>Director (Finance)</p>
To take account of developments in AI and understand the advantages / problems that this might cause	<p>Monitoring College response to the use of AI</p> <p>Group established to trial AI technologies and make recommendations.</p>		Assistant Principal (Teaching & Learning)
To continue reduce the carbon footprint of the college	<p>To introduce ASHP.</p> <p>A working group has been set up to look at the best way of taking forward a range of environmental considerations.</p>	<p>The final costs of the ASHP, and their dimensions, have turned out to be far more than was originally suggested by the supplier and the college has decided not to go through with the installation.</p> <p>Double glazing was fitted to the Langham building during the Easter holidays.</p>	Principal
Martyn's Law, protect duty, online safety	Ensure procedures and protocol are embedded and college complies with legislation and guidance.	The lock down procedure has been tested with staff and students and worked well.	Assistant Principal (Safeguarding & Interventions)/DSL

	<p>Trial of system set for 03.02.2025</p> <p>The intruder alarm system has been tested twice and is need of modification – some speakers did not work and some were insufficiently loud.</p>		
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Quality of Teaching and Learning

BAF R2

Strategic Aims 1

The following subjects were identified as being in need of improvement:

High priority:

Computer Science – A level

Media – A level and BTEC

PE - A level

Criminology – BTEC equivalent

Annual targets and actions			
Intent and priority	Implementation	Impact	Ownership
Further to the Ofsted report, to continue to improve feedback and actions system High priority	Specific instructions have been given to staff to ensure that follow up discussions are held with students to monitor that actions are being progressed. System now in full operation.		Chief Executive Officer Deputy Principal
To continue to ensure that Structured Learning is fully implemented in all curriculum areas Medium priority	All curriculum areas will be asked to evidence what they are doing for this, and student focus groups will be used to monitor progress. Areas struggling with implementation will be offered help and advice, and greater direction. This has been particularly the case in one of the areas under improvement.		Chief Executive Officer Deputy Principal Assistant Principal (Teaching & Learning)
To ensure that changes to the vocational programme required by changes in government policy are	(We are currently waiting for the review of government policy – due December). This has been published and a	The college will proceed with the implementation of the new AAQ (BTEC replacements) in IT, Health and Social Care, Science	Chief Executive Officer

<p>approximately implemented</p>	<p>further review should be published next year.</p> <p>The DfE have relented on the 'combination rules' and students will be allowed to take multiple vocational courses in future.</p> <p>Decisions about which courses will be defunded are still to be made. The decision on defunding has been pushed back.</p>	<p>and Engineering in September.</p>	<p>Deputy Principal</p> <p>Assistant Principal (Teaching & Learning)</p>
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Behaviour and attitudes

BAF R9

Strategic Aims 2

<i>Annual targets and actions</i>			
Intent and priority	Implementation	Impact	Ownership
To implement a new tutorial programme Medium priority	The new programme is now underway. Tutorial review working group established.		Assistant Principal (Pastoral)

Personal development

BAF R9 R14 R16

Strategic Aims 2 4

Annual targets and actions			
Intent and priority	Implementation	Impact	Ownership
<p>Further to the Ofsted report, to continue improve the number of students undertaking work experience and work-related activity.</p> <p>Medium priority</p>	<p>All students are now clearly informed of the need to engage in work experience and / or work-related activity.</p> <p>This has been verified through focus groups run by an external consultant</p>	<p>As of February:</p> <p>L6:</p> <p>380 (25.8%) have submitted work experience on the portal (Including 8 EHCP students)</p> <p>195 (13.2%) have submitted, completed and evaluated (including 4 EHCP students)</p> <p>80.2% of all opportunities in person. Most L6 work experience takes place in June /July.</p> <p>U6:</p> <p>1319 (96.3%) have submitted, completed and evaluated (including 19 out of 23 EHCP students) –</p> <p>49.6% of all opportunities in person</p>	<p>Assistant Principal (Pastoral)</p>
<p>To continue to increase the level of student participation in enrichment activities.</p> <p>Medium priority</p>	<p>The college has appointed additional staffing to help to develop enrichment activities and has implemented new software to monitor participation.</p>	<p>At the March Trust meeting it was reported that 91.33% of students had engaged with enrichment activities with 54% having engaged with 5</p>	<p>Assistant Principal (Development and Operations)</p>

		or more activity sessions.	
<p>To expand the understanding and activity of the Local Skills Agenda through teaching departments. This is not a requirement of the college at the moment but might become so in future.</p> <p>Low priority</p>	<p>All teaching departments are required to evidence Local Skills Agenda activity. (Although this is not actually a current requirement of the college, the expectation is that it will be very soon)</p> <p>Details of activity have been collected by faculty directors</p>		<p>Chief Executive Officer</p> <p>Deputy Principal</p>
<p>To ensure that students from areas with the least representation in Higher Education are fully aware of the options available to them</p> <p>Medium priority</p>	<p>All bursary students who had started a UCAS application but not continued with it were emailed w/c 6 to encourage a discussion about opportunities / obstacles.</p>		<p>Assistant Principal (Pastoral)</p>
<p>To embed the graduated approach to learning support be launched cross college.</p> <p>High priority</p>	<p>Systems in place to record referrals into learning support after using the graduated approach for Universal and Targeted support.</p> <p>Staff training has been provided; however, it is apparent that more work needs to be done to ensure consistency across the college.</p>		<p>Assistant Principal (Teaching & Learning)</p>

Leadership and management

BAF R14 R18

Strategic Aims 10

Annual targets and actions		
Intent and priority	Implementation	Impact
To ensure that Ofsted confirm improvements to the review cycle for EHCPs High priority	This was fully implemented during 22/23 and progress was confirmed by the Internal Audit process, however, this remains a target until after improvement has been confirmed by Ofsted. The visit from the 2022 Lead Inspector confirmed that the provision is strong. Although not making an overall Ofsted judgement, he felt that this would qualify as Outstanding. This has now been re confirmed twice by an external consultant since the last LGB	Assurance has been provided to the Trust. We have still not had an Ofsted follow up visit for this. Assistant Principal (Teaching & Learning)

College targets for 2025-26

Progress (impact), and any additional targets, are added through the year.

	Objective	Spring Update	Summer Update
1	<p>To continue to develop and improve staff recruitment, retention, development and wellbeing</p> <p>Objective:</p> <ul style="list-style-type: none"> the college is fully staffed there is a range of good candidates at interviews staff feel their well being is considered by management 		
2	<p>To continue to develop and improve the College infrastructure</p> <p>Objective:</p> <ul style="list-style-type: none"> all lessons and support activities take place in suitable rooms all staff and students have access to suitable IT Increase the number of laptops available for students to borrow Gradually replace projectors with large screens 		
3	<p>To continue to develop opportunities for students to progress to their destination of choice</p> <p>Objective:</p> <ul style="list-style-type: none"> students progress to Higher Education at a better than average rate on a value-added basis students who wish to progress to apprenticeships are able to do so (a threshold % will be applied when we have useful national data for comparison) 		
4	<p>To continue to focus on and improve the quality of outcomes for students</p> <p>In particular: A levels in PE, Media, Computer Science, History and Vocational</p>		

	<p>courses in Criminology, Applied Science, Media and Music.</p> <p>Objective:</p> <ul style="list-style-type: none"> all courses have a positive value added score and >50% of students achieve high grades 		
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During 2024 – 2025 PE, Media and Computer Science made significant improvements and will continue to have targeted support this year.

Progress in Criminology and Applied Science was slower than expected and they will have more support.

History and BTEC Music had disappointing results in 2025 and will be supported.

Careers

	Objective	Spring Update	Summer Update
5	<p>Work experience processes - ensuring students complete post work experience section of the portal so that their work experience can be recorded, ensuring parents provide consent more promptly</p> <p>Objective:</p> <p>All students record evaluations of work experience</p>		
6	<p>Although closer work with learning support has meant that 90.9% of L6 EHCP students have had a Careers interview, and all have been offered and followed up further work is needed to ensure this is 100% for next year.</p> <p>Objective: all EHCP students have a careers interview and work experience opportunity</p>		

Pastoral Department Review

	Objective	Spring Update	Summer Update
7	<p>Actively respond to student feedback to continuously refine the pastoral support model, ensuring it remains responsive to the evolving needs of our learners and strengthens their sense of belonging.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Implement a dynamic scheme of work (changing to needs and current affairs) for tutorials • Implement MySupport • Carry out a tutorial review (summer 2025) 		
8	<p>Embed a targeted tutorial system and Community Days tailored to the developmental and academic needs of each year group, ensuring delivery of essential core content and maximising student engagement.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Implement targeted / tailored community days 		
9	<p>Provide high-quality professional development to build the confidence, knowledge, and leadership capacity of tutors and pastoral leaders, while embedding the MySupport page and managing staff workload effectively through regular review points.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Staff and students feel that the MySupport system is effective 		
10	<p>Integrate the pathways model within the pastoral framework to ensure cohesive, personalised support that underpins student progress, wellbeing, and long-term success.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Modify the Pathways programme so that students review original choices and make changes accordingly which will be assigned in January. • Expand number of Pathways to 28 		

	<ul style="list-style-type: none">• Expansion of Aspire / Community days and activities. All students have Aspire programme opportunity		
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Learning support