



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY  
MEETING HELD ON WEDNESDAY 06 JUNE 2018 AT 16.30**

**Present:** Ms Dawn Hughes (Chair) - LGB Member  
Ms Pat Frankland - LGB Member  
Mr Chris Whelan - Chief Executive Officer & LGB Member  
Mr Nick Clark - Principal & LGB Member  
Ms Helen Binnie - LGB Parent Member  
Mr Mike Horgan - LGB Staff Member  
Ms Julie Hodgson - LGB Staff Member  
Mr Jacob Kelly - LGB Student Member  
Ms Tamzin Elliot - LGB Student Member

**In attendance:** Mr Jon Allen, Clerk to the Corporation  
Ms Sarah Walters

**1 WELCOME**

The Chair welcomed everyone to the meeting of the Reigate Learning Alliance Governing Body. Welcomes and introductions were made to the newly appointed student governors (Jacob Kelly and Tamzin Elliot) and to Helen Binnie (Parent Governor) who was attending her first meeting.

**2 APOLOGIES**

Apologies were received from Soli Tarazi (Parent Member).

**3 DECLARATIONS OF INTEREST**

Dawn Hughes, Pat Frankland, Chris Whelan and Nick Clark declared an interest in being members of the Reigate Trust Board.

Dawn Hughes declared her interest in being a governor of Coulsdon College.

**4 MINUTES**

The minutes of the Local Governing Body meeting held 28 March 2018 were received and approved as an accurate record of the meeting.

**5 MATTERS ARISING**

There were no matters arising from the minutes.

**6. REIGATE LEARNING ALLIANCE (RLA) TERMS OF REFERENCE/SCHEME OF DELEGATION**

The Governing Body received for information the current draft of the RLA Local Governing Body Terms of Reference and Scheme of Delegation that will be put to

the July meeting of the Trust Board for approval. It was confirmed the Terms of Reference were in line with guidance issued by the DfE with the aim to have strategic matters discussed and agreed at Trust Board level with the performance of the College monitored by the Local Governing Body (LGB).

There took place a detailed discussion on the role of the Local Governing Body (LGB) and on the papers that are made available to Governors. The following points were made:

- There is now a better understanding by all Governors that the focus of the LGB is on the monitoring of college performance with the key focus on the student experience, teaching, learning and assessment.
- To enable effective scrutiny by Governors, papers need to contain more information than those presented for this meeting. In particular, where available, reports should not just report on current performance, but on year-on-year trends and comparison against any available national benchmarks. It was reported that previous Governors requested less detailed reports but if more detail is required then the Executive would be more than willing to make these available.
- However, Governors acknowledged that they do not want to add to the workload of the Executive and that reports that are used by the Executive should form the basis of the reports that go to the LGB. It was also acknowledged that at this time of year reports do not contain much statistical data, trends and analysis, as year-end examination results are not yet available.
- In terms of the key performance indicators that are made available to Governors, it was confirmed that the following are used in the main College Self Assessment Report:
  - Pass rates
  - Retention rates
  - Success rates
  - High grades
  - DfE Value Added scores
  - Data from DfE tables - which change from year to year
- The Executive confirmed that they would make available any report requested by the LGB and that they would also make arrangements for the LGB to receive presentations on key areas/functions of the College.
- A cycle of business for the LGB for the forthcoming academic year would be made available in the autumn term and the cycle of business will confirm the monitoring framework and the reporting schedule.

## **7. RETENTION UPDATE**

A verbal update was made available.

Last year there was a small drop in retention. There was also a national 0.7% reduction in the retention factor in the funding from the funding agency, which resulted in an income reduction to the College of £70k.

Current retention has improved and is at 97.64%, which is one of the highest retention rates for a sixth form college. The College should regain the £70k lost last year.

Governors asked why was there a dip in retention last year? It was explained that the drop was down to two main factors. The first was the new wave of students who left midway through their course to take up the offer of an apprenticeship. The second

factor was the unusually high number of students who left, or took a break from their studies, due to complex medical issues.

To address this, the College introduced new intervention roles resulting in more intervention at an earlier stage to deal with any emerging student issues. Student mentors are in place to give on-going support to students. The key is to invest more wisely with less resources, and to give the students the necessary support to enable them to achieve their learning aims. This is at an extra cost to the College but the core purpose of the College is its students, and to help its students to achieve to the best of their ability.

To better assist the student before entering the second year of their studies, progression exams have been introduced for some subjects. Where progression exams are held, students will go away at the summer recess knowing what their year two programme will be based on. This is based on what they have achieved to date and the expectation/assessment on what they can achieve.

This is against the backdrop of new GCSEs and new A levels with new assessment/marking guidelines that now makes it very difficult to predict target grades and value added, as there is no longer data available over a period of time against which to make judgements against.

Governors asked if students are told that they cannot continue into a second year. In response it was confirmed the key is to manage student expectations and to hold a robust discussion with them (and their parent/guardian) on what they can best achieve. Alternative learning choices that will be a better choice for the student are clearly explained. The hope is that a sensible discussion will lead to the right decision being made. However, in those rare instances where a student is determined to continue on a qualification that is not in their best interests academically wise, then the College will continue to support them. Students are only withdrawn from the College for disciplinary reasons and only after the College's disciplinary processes have been followed.

## **8. LESSON OBSERVATION REVIEW 2017-18**

The report confirmed there are 137 members of the teaching staff at Reigate College. Of these, 67 members of staff were due to be observed this year. In total 61 staff were observed and for the 6 who were not observed the following reasons were given:

- 3 are leaving between January and August (exempt)
- 1 member of staff is on long term sickness leave
- 2 will not be teaching next year (SLT)

The Lesson Observation Team was formed from 15 members of College Board and 2 Learning Champions.

The report confirmed the following:

- Grades were not given this year in order to make the process more developmental rather than judgmental. The focus was on reflecting on practice and developing teaching and learning targets.
- Feedback meetings were well received
- Agreed targets will form part of teaching staff appraisals with line managers.

- 59 observations were judged to be good or outstanding with the recommendation that the member of staff does not need to be observed next year. This is very similar to previous years.
- Action plans are in place to address the issues resulting from the observations of 2 members of staff and further observations have been carried out.
- Good practice from lesson observations will be used to plan summer INSET programme
- System continued to be easy to manage

It was confirmed the intention is to form a working party to review this year's process and planned changes for next year.

There took place a detailed discussion on the new approach with the focus now on assessing the overall quality of the learning experience of the student which is now done through more than just doing lesson observations. Students need to 'learn' during the lesson and an assessment needs to be made on whether effective 'learning' has taken place.

The new approach has resulted in more of a professional dialogue being held between the observer and the teacher and the effectiveness of the lesson is based more on evaluation than the previous narrow approach of awarding a lesson grade. The new approach is an effective management tool used to further develop the skills of the teacher.

Governors asked how are teachers performance managed in the new process? In response it was stated that there is a period of reflection following the discussion that takes place between the observer and the teacher. Any development needs that are required are identified and agreed and this is recorded as part of the teacher's appraisal. Subsequent reviews make a judgement on whether the identified development needs have been addressed. If there are any serious issues arising from the observation a follow up observation is conducted. If, in spite of the development support made available, the teacher does not improve their teaching performance, then the College's capability procedures are followed.

Governors asked how to students voice any concerns that they may have on the performance of a teacher? It was reported that a students panel is held at the end of the observation where their views are sought. Students also have access to their tutors and the Principalship. The CEO reported that in his experience students are not afraid or shy to express any dissatisfaction that they may have on the performance of a teacher.

The staff governor made the request for there to be more understanding from the observer on the lesson context and more understanding of the specialism of the lesson. The example was given that an observer feedback that the class was too quiet with no interaction, but students were doing computing programming and therefore the context of the lesson, and its specialism, did not lead to any discussion or interaction between the students with the teacher as the students were set a specific task that they had to complete by themselves.

The report was **NOTED**.

## 9. SELF ASSESSMENT DEVELOPMENT PLAN

It was explained that, following the drafting and approval of the College's Self Assessment Report 2016-17, a Development Plan was put in place to address the specific areas requiring improvement that had been identified through the self assessment process. The review of the Development Plan is a fixed agenda item at all meetings of the Local Governing Body.

The meeting focused its review on the final column in the table below, where updates were made available on the identified areas for improvement.

	Course / area	Summary of issue	Summary of actions	Reviews/Updates as at Summer 2018 for the Local Governing Body
1	A levels in general although in particular:  Fine Art Eng Lit German Gov Pol History Music Sociology	A level value added, although above average, is not as good as vocational or AS courses. The lower confidence limit for A level courses indicates that this now falls within the 'average' range of values.  Improve A level value added to a similar level currently enjoyed by vocational and AS courses.	All courses – not just A levels – have been allocated at least two additional periods per week to target groups of students. This might be for a wide range of abilities at different times of the year and is not just for weaker students.  Some staff meetings have been replaced with faculty level training	<ul style="list-style-type: none"> <li>U6 students now taking A level exams and completing BTEC work.</li> <li>The Executive will assess the effectiveness of the approach when the A level results are published in August.</li> <li>The Executive will also be able to assess the extent of the impact of the small support groups.</li> </ul>
2	All level 3 vocational courses except Engineering, Video Game Design Computing. (Already on new	Prepare for changes to the vocational curriculum	Departments now have copies of the new specifications	<ul style="list-style-type: none"> <li>The college will be moving to the 'new' type of BTEC from 2019 having taken advice from our largest HE destinations.</li> </ul>

	courses)			
3	All phase 2 and 3 A level subjects	Continue to implement changes to the academic curriculum	All phase 2 and 3 subjects are now teaching the new specifications.	<ul style="list-style-type: none"> <li>• Work progressing.</li> </ul>
4		Further develop advice and guidance for prospective HE and apprenticeship students	A new member of staff has been appointed in careers to build links with employers, in particular for work experience	<ul style="list-style-type: none"> <li>• Work progressing.</li> <li>• Funds from the ESFA will be in the 2018/19 allocation.</li> </ul>
5	Fine Art Eng Lit German Gov Pol History Music Sociology	To address specific areas of the college provision whose outcome data suggests that some significant aspect is below national averages, with particular reference to value added.	<p>German and Music have such small numbers that it is difficult to assess whether they actually significant represent problems.</p> <p>Reviews have been held with all courses to establish development.</p>	<ul style="list-style-type: none"> <li>• Indications are the target subjects have improved, although some subjects did not have strong mock results and are taking action to address students who have underperformed against targets</li> <li>• What we do not know is where the grade boundaries are likely to fall. This has been a problem in assigning grades to marks.</li> </ul>
6	Ofsted	Respond effectively to the Ofsted monitoring visit		<ul style="list-style-type: none"> <li>• The college will undertake a review of all of the work done since the Ofsted visit during the INSET period in the summer term.</li> </ul>
7		Monitoring of student progress – to include review of ILP and target setting	Working group has met and reported	<ul style="list-style-type: none"> <li>• To be implemented during 18/19</li> </ul>
8		Examine staff wellbeing	Working group established and has now reported back.	<ul style="list-style-type: none"> <li>• Now being implemented.</li> <li>• The annual staff survey will be reduced in size and all staff will have the opportunity for small group discussions with SLT.</li> </ul>
9		Examine possible improvements	Working group established and has now reported	<ul style="list-style-type: none"> <li>• See above re staff surveys.</li> </ul>

		to college communication	back.	
10		Look to further develop independent learning and social space for students	Review space available	<ul style="list-style-type: none"> <li>• Now available.</li> </ul>
11		Effective tracking of student progression	SGT/SGT replacement to present strategy to SEW  SEW to have SGT/Careers SAR present by Easter/May half term	<ul style="list-style-type: none"> <li>• This is under way although it will take some time to fully implement and assess progress.</li> </ul>
12		Examine the scope for improving high grades in A levels (moving Cs to Bs)	Working group established and has now reported back.	<ul style="list-style-type: none"> <li>• Faculty meeting time is now partly given over to teaching and learning development.</li> <li>• Feedback will be addressed during summer INSET</li> </ul>

Governors sought confirmation on how the success of the implementation of the Development Plan will be assessed. It was confirmed that this will be done through the an evaluation in the College's Self Assessment Plan 2017-18 on 2017-18 performance.

It was **RESOLVED** to note the Development Plan and the progress updates made available.

## 10 SAFEGUARDING

The report is in compliance with Keeping Children Safe in Education 2016 and with Surrey County Council Safeguarding, which state that the Governing Body must undertake an annual review of its policies and procedures and how these duties have been discharged. Such a review is also an integral part of the Reigate College Safeguarding Policy.

The College has 597 S category (Special Category) students of which 125 students are S category due to social issues.

The report confirmed the following number of referrals with comparisons against previous years:

Inter-agency referrals to date	2015-2016	2016 – 2017	2017 -2018 to date
Referrals to the MASH (multi agency safeguarding hub)		15	11

Children's Services	7	5	NA
Youth support	17	9	NA
Adult services	0	1	0
Homelessness Prevention	5	3	2
Catch 22	3	8	1
Police	0	4	4
Prevent enquires	1	2	3
Referrals through the police to rape and sexual abuse support centre.	0	2	2
Mindful service	0	5	3

The report provided further information on the following:

- The Safeguarding team, roles and responsibilities
- Training undertaken on safeguarding
- Future Training Plans
- Liaising with other agencies and professionals
- Promoting Safeguarding within the College
- Referrals
- Looked after Children

It was confirmed that Pat Frankland continues to be the governor linked to the safeguarding team and the Committee thanked Pat for her continuing support to this important role.

In conclusion, the Safeguarding team continues to work very closely with a dedicated Student Support Team, consisting of experienced and committed Pastoral Care Managers, a strong and comprehensive Study and Support team, and a highly utilised Counselling service. These areas of the College, coupled with a very effective administration team, provide seamless support for students.

Governors asked if consideration has been taken of the recently published Green Paper on mental health. It was confirmed that the College is experiencing more mental health issues amongst the student body and the hope is that additional resources will be made available to schools and Colleges arising from the Green Paper. The College has though taken the decision to provide additional support at a cost to the College. This has involved one of the safeguarding team with appropriate expertise to be taken off of all teaching duties in order to provide on-going mental health support to students.

It was **RESOLVED** to note the report.

## 11 CURRICULUM UPDATE

Over and above what has already been discussed on the curriculum, the only additional matter to bring to the attention of the Committee was confirmation that the College did not put itself forward to pilot the new T Qualifications. Horsham 6<sup>th</sup> Form College will be part of the pilot.

## 12 STUDENT CONCERNS



The two student governors reported that they had only been recently elected to their roles and have had no opportunity to consult with the student unions and the student body. However they are aware of one issue that has been raised by many students and that is for the need to reform interim reports. There is a need for interim reports to include more written information on the verbal feedback given to students by their tutors.

It was reported that Individual Learning Plans (ILPs) are to become more interactive from September and will be on the student portal. Feedback from tutors will be emailed to students who will then have the opportunity to feedback their comments and this exchange will be recorded on the ILP. The use of the student portal will facilitate more interaction between teachers/tutors and students.

The Committee welcomed this development and it was agreed to make available a presentation/demonstration on the student portal and ILP at the next Local Governing Body meeting.

### **13 ANY OTHER BUSINESS**

It was reported that under the new guidelines for Careers Education, there is a need to appoint a link governor to careers. Helen Binnie volunteered to be the careers link governor.

The Chair confirmed that this would be her last meeting as she is moving away from the area. Members placed on record their sincere thanks to the Chair for her stewardship of the Committee.

The Committee thanked the two student governors for their active participation at their first meeting and the Governors looked forward to working with them during the forthcoming academic year.

### **14 DATE OF NEXT MEETING**

To be confirmed

The meeting closed at 19.00

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