MINUTES OF THE REIGATE COLLEGE LOCAL GOVERNING BODY MEETING HELD ON 08 FEBRUARY 2022 AT 16.30 WITH THE MEETING CONDUCTED VIA ZOOM

Present:	Ms Pat Frankland - LGB Member/LGB Chair
	Mr Chris Whelan - Chief Executive Officer & LGB Member
	Mr Spencer Bowen – LGB Member
	Ms Yvette Robbins – LGB Member, Vice Chair
	Mr Jeremy Garner – LGB Member
	Mr Nick Clark – Executive Principal & LGB Member
	Ms Nichola Thompson - LGB Staff Member
	Ms Claire Hassan – LGB Staff Member
	Ms Emma Hourihan – LGB Student Member
	Ms Kate Fulker – LGB Parent Member
	Ms Ingrid Rolland – LGB Parent Member
In attendance:	Mr Jon Allen - Clerk
	Ms Sarah Walters - Deputy Principal
	Mr Michael Jones – Trust Chair (For part of the meeting)

1   CHAIR & WELCOMES
In the absence of the Chair, the Vice Chair, Yvette,Robbins, chaired the meeting. Welcomes were made to the newly appointed staff governors (Nichola Thompson and Claire Hassan) and newly appointed parent governors (Kate Fulker and Ingrid Rolland). The Clerk confirmed induction meetings had been held with all the newly appointed Governors.

The Chair of the Trust, Mr Michael Jones, introduced himself and welcomed the new members of the Local Governing Body (LGB). In his introduction the Chair of the Trust outlined the importance of the work of the LGB and how it informs the Trust Board on the student experience.

2   APOLOGIES & QUORACY
Apologies were received from Pat Frankland and Mr Christian Kelly. The Clerk confirmed the meeting was quorate.

3   DECLARATIONS OF INTEREST
Yvette Robbins, Spencer Bowen, Chris Whelan, and Nick Clark declared an interest in being Trustees of the Reigate Learning Alliance. There were no other declared interests.

4   MINUTES
The minutes of the Local Governing Body meeting held 19 October 2021 (Paper 1) were received and agreed as an accurate record of the meeting.

5   SUMMARY ACTION LIST & MATTERS ARISING
The '*Summary Action List'* was received (Paper 2) and the following updates were noted:

Min Ref from last LGB Meeting	Action	Review Update 08 February 2022
6	Admissions Report: It was AGREED to make available in future reports two categories of conversion data from interviews conducted – the number who applied and took up a place and the number who were offered a place and took that place up.	It was confirmed this will be added to future reports
8	To assist in future reviews of the SAR Development Plan, it was agreed at the last meeting to rate each action point in terms 'High', ''Medium' or 'Low' risk.	Agenda item
8	Action 6 in the Development Plan deals with areas of provision where specific actions are required to address issues around student outcomes. It was AGREED to list the subject areas that this action applies to.	Agenda item
12	Process to nominate two staff governor positions will start later in this term.	Process completed.

(Mr Michael Jones left the meeting at this point)

6. **CAREERS POLICY AND PROGRESS TOWARDS MEETING THE GATSBY BENCHMARK**
Ellen Walkinshaw presented a briefing paper to Governors on Careers (Paper 4).

It was noted the College's Careers Policy is published on the College's website. It was noted the policy was updated this year with input from the Careers Link Trustee (Yvette Robbins).

The briefing covered a range of related careers questions that could be asked of Trustees during an Ofsted inspection, along with a suggested evidence base to support answers.

Four key points were noted.

Firstly, the College's careers programme covers all progression routes, a requirement from the first Gatsby Benchmark. Progression routes include Higher Education, employment and apprenticeships, FE courses, armed forces and self-employment. It is critically important that the careers programme covers all progression routes.

Secondly, the careers programme meets the needs of all students, especially those with identified needs such as looked after children, those on Education, Health & Care Plans and young carers. For those students with identified needs extra support is made available such as help with completing personal statements, CVs and application forms.

Thirdly, there are challenges in terms of the progress being made towards some of the Gatsby Benchmarks. The paper confirmed that, due to the Covid-19 pandemic, progress against a number of the Gatsby Benchmarks has been delayed and a progress update was made available on the following benchmarks:

- Gatsby Benchmark 5: Encounters with Employers and Employees
- Gatsby Benchmark 6: Experiences of the workplace
- Gatsby Benchmark 7: Encounters with HE

The aim is for all Lower 6th students to be given a work placement experience and it was confirmed this is on target to be achieved. More challenging is to make work experience available to all Upper 6th students. The difficulty here is to find innovative ways for the students to have work experience without impacting on their revision time and preparation for summer examinations.

Fourthly, gathering feedback on careers opportunities from students is a key feature of the careers programme. A wide range of student surveys are available, and feedback is obtained on all career events. Obtaining student feedback has always been in place but more time is now spent on evaluating the feedback.

Governors asked if a clearer picture could be made available on performance against all of the Gatsby Benchmarks to enable governors to receive assurances that the required criteria is being met. In response, it was confirmed this can best be done through reviewing 'Compass' reports, the tool used to assess progress against the Benchmarks. It was **AGREED** to make this available at the next LGB meeting.

Governors asked how does the College ensure students do not fall through the net in terms of being in receipt of careers advice, especially those students in the 'middle ground' who either have no identified needs or are not applying for Higher Education. It was confirmed the careers team work with the pastoral tutors who undertake one-to-one career progression interviews with all students. Outcomes of these tutorials are reported to the careers team. 97% of students attended the one to one interview, and it was confirmed the remaining 3% will be followed up by tutors.

Governors asked about destination data and how it is used. It was confirmed the 2020/21 destination data is published on the College website. Destination information is reported back to all departments so that curriculum teams are aware of their destinations for their subject areas. Destination information is used to inform the curriculum and helps build upon the transferable skills that students require over and above subject skills.

The Chair, on behalf of the LGB, thanked Ellen Walkinshaw for the very formative briefing and supporting paper.

7. **REIGATE COLLEGE SELF ASSESSMENT REPORT & DEVELOPMENT PLAN**
   Two documents were received – the College's Self-Assessment Report (Paper 4) and the Self-Assessment Development Plan (Paper 5)

   The Self-Assessment Report (SAR) was received for information purposes. It was noted the SAR is a retrospective document covering the previous academic year but also included data from the current academic year.

   The CEO outlined the purpose behind the SAR. The document has two audiences, Governors/Trustees, and Ofsted. There is no prescribed format for the structure of a SAR. The current draft of the SAR is probably too long and very wordy and does not pick up on changes that occur in-year. The aim is for the SAR to be changed to include a short summary on each area, with aims, objectives and targets clearly stated.

Progress against the targets to be regularly updated and reported on throughout the year.

The structure of the SAR will also be changed to enable the SAR to be more closely linked with the Trust's strategic objectives.

Governors asked what was the status of the SAR being made available at this meeting? as the SAR was approved by the Trust Board at its last meeting held in December. The CEO confirmed there has been no material changes from the SAR approved by the Trust Board. Changes made were mainly typo and presentation changes. *Governors asked* that in future versions of the SAR version numbers, dates and a history summary of the changes made be included.

Governors asked how is the grade of 'Outstanding' determined? The CEO confirmed the judgement of 'Outstanding' is based on the criteria for 'Outstanding' published in the Ofsted Inspector's Handbook. It was suggested that a copy of the Outstanding criteria be included in the next review of the SAR.

Governors asked if they could be informed on the proposed format and structure of the future SAR before it is finalised and agreed by the Executive. The CEO confirmed he would be happy to make available to the LGB a template showing proposed changes to the format and structure of the SAR.

The SAR Development Plan reports on actions being taken to address areas identified in the SAR that require improvement. The structure of the Development Plan reports on the 'Intent/Implementation/Impact' for each identified action. In terms of 'Impact', for many areas this cannot be finalised in terms of progress made against the target until the examination results are known, as outcomes are a key feature of many of the identified actions.

The following updates on the Development Plan were made available, with the final column confirming the current position on impact and achievement of each action point.

	Intent What are we trying to do?	Implementation How will / are we doing it?	Impact Has it been achieved?
1	Achieve long-term value-added ALPS grade 3 across academic and vocational subjects (top 25%), without a reduction in course completion rates. **Standard**	1. Further develop independent learning skills among students 2. Develop student organisation 3. Further develop term memory and understanding 4. Development of Structured Learning approach 5. Target students in need of extra help at the Plus session 6. Learning mentors	Comment applies to actions/implementations 1-6: Work is continuing with developing structured learning, skills and organisation, with Teams set work playing an important role. Long term memory will also be tested extensively this year as a result of the arrangements for TAGs to be used if exams cannot take place.

			All Plus groups are established and being delivered. Additional Catch Up is also run – see below. The college mentors are very busy with students this year.
2	Sustain high levels of progress in GCSE English and Maths at least +0.5 grades compared to starting points **Standard**		November resit for English was immensely successful, with 33 out of 40 students improving to grade 4 or higher. Maths was, unusually, less successful with 14 out of 101 gaining grade 4. The formal measurement of this is based on the extent of improvement at the point the student leaves the college.
3	Sustain the improvement in student high grades at A level. The long term aspiration is to sustain a high grades figure above 60%. **Standard**		
4	Improve the proportion of students achieving ABB in facilitating subjects to above the national average (2019=13.7%) **Standard**		
5	Sustain the proportion of students achieving their main study programme for A levels at 3% above the national average **Standard**		
6	Address specific areas of the college provision whose		The Textiles result was largely the consequence of an inexperienced

	outcome data suggests that some significant aspect is below national averages (prior to 2020) or where changes to the course are likely to have a very significant impact on the college. The Ofsted 16 to 19 study programmes Inspection Data Summary Report does not identify any problem areas, however, the following had an ALPS score in the bottom 25% in 2019: Art (Textiles) Film History (modern) The following are the ten largest subjects in 21/22: Applied Diploma Criminology A Level Psychology A Level Mathematics BTEC L3 Extended Certificate Business A Level Sociology BTEC L3 Extended Certificate Law A Level Business A Level Economics BTEC L3 Extended Certificate Applied Human Biology A Level Biology **High**		teacher acting in a maternity cover situation. The main teacher of this subject has now returned. Film has a new Head of Department. History has taken a number of steps to
7	Development of Structured Learning approach **High**	Implement 242 model of timetable Monitoring of student progress/views on this this On-going training and discussion with staff	This is now fully implemented across the college. There were some initial problems with too much work set in some areas, although this is now more settled.

			Training and continuous improvement will continue.
8	To maintain student attendance at >90% raw and >95% adjusted **High**	Improve the current monitoring system whilst having regard for the effects of the Covid situation on student mental health.	Despite the COVID situation, attendance is generally good with 93.37% raw and 96.6% adjusted.
9	Improve independent learning space for students **High**	Additional space has been created as a temporary measure. The college is building a long term solution based on adding an additional floor to the Refectory.	Building work is progressing. There have been some issues with obtaining materials.
10	To implement a target setting system for students that takes account of the lack of accuracy in GCSE grading (This is also dependent on the accuracy of GCSE scores of new students – which is uncertain at the moment) **Medium**	The DfE GCSE to A level transition formula will be applied to students after the first Key Assessment to look at usefulness. It is likely that teachers will then be able to modify the targets.	This method is in use, subject to previously mentioned doubts about the reliability of exam data at the moment.
11	Gatsby benchmarks to be implemented. **Medium**	All teaching departments are implementing individual targets.	This is on-going, and subject to limits on the ability of employers to host visits.
12	Introduce formalised Induction phase in all courses for new students **Medium**	All courses to establish an induction phase on their courses to ensure a smoother start to courses	This has been carried out and courses will evaluate their approach with a view to the next round in September 2022.
13	Provide targeted help to students with identified gaps in learning **High**	The induction phase will identify students with potentially significant gaps and target them for extra help eg via Plus groups or Catch Up	A number of students were identified as in need of additional support during induction. All Plus groups are established and being delivered. Additional Catch Up is also run using DfE funding, although how this money may be spent is not how we would choose to spend it.

With reference to objective 7 on structured learning, the staff governor informed the meeting she had just completed a student voice/focus group meeting where students provided very positive feedback on structured learning.

Governors asked for an update on the impact of Covid on this year. The CEO reported that, with the outbreak of the Omicron variant, infection rates were high. The new variant peaked quickly and declined quickly. Current staff absence levels due to Covid are low with 2/3 staff absent each day. Where staff are absent adequate cover has been put in place to minimise teaching disruption. For students, current absence due to covid is 30-60 per day. For these students it was confirmed extra support is given to ensure they do not fall behind in their learning.

8. **REIGATE COLLEGE HE PROVISION**
The report (Paper 6) presented information regarding the Higher Education provision that the College offers – teachers training in partnership with Canterbury Christchurch University Campus. The report covered success rates, evaluations and action planning for the provision.

Governors asked if the action points listed in the report are linked with those in the College's SAR Development Plan. In response, it was confirmed that Higher Education provision will not be subject to inspection when Ofsted conduct their inspection of Reigate College. There is a separate inspection framework for teaching training, and it will be the lead University provider that would be subject to inspection, not Reigate College.

The report confirmed feedback from staff and students informed development needs. *Governors asked* for examples of where feedback led to improvements. It was confirmed feedback received through course evaluation and surveys resulted in "making available more" on-line resources. An improvement was made on student feedback by using own in-house forms rather than the forms made available from the University that were deemed by students to be cumbersome to complete. A more robust approach was taken to provide prompt feedback on student assessments.

Governors asked does the College recruit from those who successfully completed the teacher training programme? It was confirmed this was the case and, since the programme began, some 25 members of staff had been on the course with some of these progressing to Director posts in the College.

9. **STAFF VOICE**
Staff Governors placed on record their appreciation of the senior leadership team who dealt very sensitively with the sudden passing of a much loved and long serving member of the teaching staff. Staff across the College have been well supported as have the students who were taught by the member of staff. Each student was telephoned to be informed of the news.

The Executive Principal paid a special compliment to the staff in the Department who came together to deal with a very difficult situation. Staff made sure the students affected were well supported.

The Clerk confirmed the Chair and Vice Chair of the Trust had been informed and the Chair, on behalf of all Trustees, passed on condolences to the family of the member of staff.

Governors asked for their condolences to be sent to the family and for the staff to be thanked on how they dealt with a very difficult situation.

The Executive Principal said he would forward to all Trustees details of the funeral and the wake which is to be held in the College and the book of condolences that will be made available for signing.

10.   STUDENT VOICE
The Student Governor raised no points of concern and spoke positively on the student experience.

11.   BOARD ASSURANCE ASSESSMENTS
Under the Board Assurance Framework (BAF), each Committee is asked to conduct, at the end of their meeting, an assessment on their level of assurance agreed against each report received (including briefings and verbal updates) and for the assessment to be reported to the Audit Committee and Trust Board (Green = high assurance - no additional actions or monitoring are recommended at this point; Amber = medium assurance – a further report is likely to be required at the next meeting; Red = low assurance - additional actions are likely to be required and reported at the next meeting).

The Chair sought from Governors their overall view on the level of assurances provided from the reports received at this meeting. The Local Governing Body confirmed the following assurance assessments:

Agenda Item	Subject	RAG rating	Any Committee Concerns/Recommendation(s)
6	Careers Briefing	Amber	No Concerns. The recommendation was to receive at the next meeting a progress update on all Gatsby Benchmarks to enable governors to receive full assurance on progress being made.
7(i)	Self-Assessment Report	Amber	No Concerns. As work was in progress on revising the structure and format of the SAR, it was agreed to give an 'Amber' assurance assessment until the final format of the SAR has been agreed.
7(ii)	Development Plan	Green	No concerns/No recommendations
8	Annual HE Report	Green	No concerns/No recommendations
9	Student Voice	Green	No concerns/No recommendations
10	Staff Voice	Green	No concerns/No recommendations

12.   ANY OTHER BUSINESS
There was no other business.

13.   DATE OF NEXT MEETING
Tuesday 23 May 2022 at 16.30.

The meeting closed at 17.50.

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN	ACTION	REVIEW DATE
6	*Governors asked* if a clearer picture could be made available on performance against all the Gatsby Benchmarks to enable governors to receive assurances that the required criteria is being met. In response it was confirmed this can best be done through reviewing 'Compass' reports, the tool used to assess progress against the Benchmarks. It was **AGREED** to make this available at the next LGB meeting.	23/5/22
7	*Governors asked* if they would be informed on the proposed format and structure of the future SAR before it is finalised and agreed by the Executive, with a definition of Outstanding and other grades to aid self assessment. SAR version numbers and date of issue to be added to each update, along with Change History list to identify changes made in most recent version. The CEO confirmed he would be happy to make available to the LGB a template showing proposed changes to the format and structure of the SAR	23/5/22