



**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY
MEETING HELD ON 19 OCTOBER 2021 AT 16.30**

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
 Mr Jeremy Garner – LGB Member
 Mr Nick Clark – Executive Principal & LGB Member
 Ms Julie Heard - LGB Staff Member
 Ms Emma Hourihan – LGB Student Member
 Mr Christian Kelly – LGB Student Member

In attendance: Mr Jon Allen - Clerk
 Ms Sarah Walters - Deputy Principal

1 WELCOME

The Chair welcomed everyone to the meeting of the Reigate Learning Alliance Local Governing Body (LGB). Mr Jeremy Garner (Executive Headteacher at de Stafford and Merstham Park Schools) was welcomed to his first meeting of the LGB. Also welcomed to their first meeting were the two student governors - Emma Hourihan and Christian Kelly.

2 APOLOGIES & QUORACY

Apologies were received from Mike Horgan. The Clerk confirmed the meeting was quorate

3 DECLARATIONS OF INTEREST

Pat Frankland, Yvette Robbins, Spencer Bowen, Chris Whelan, and Nick Clark declared an interest in being members of the Reigate Trust Board.

4 MINUTES

The minutes of the Local Governing Body meeting held 25 May 2021 (Paper 1) were received and approved 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	ACTION	UPDATE
11	To assist in future reviews of the SAR Development Plan, it was AGREED to rate each action point in terms ‘High’, ‘Medium’ or ‘Low’ risk.	Agenda item
15	The Chair asked for the arrangements to elect the two new parent governors to commence as early as possible at the start	In progress, with closing date of 1/11/21 for receipt of applications from parents to

	of the new academic year with the aim of having the parent governors in place for the October LGB meeting.	become a parent governor. If more than two applications are received, elections will then take place
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6. ADMISSIONS AND NUMBERS ON ROLL & MARKETING STRATEGIES

The report confirmed the number of full-time students on roll was 2,840, compared against 2,603 for the previous year. The analysis of the full-time student population confirmed the following:

	Totals
Part-time (T)	1 (0)
One Year Intermediate Course (P)	53 (58)
L6 Advanced Course (L)	1517 (1356)
U6 Advanced Course (U)	1269 (1189)
Total	2840 (2603)

The retention rate for students progressing from the L6 to the U6 was 93.72% (93.32%), which is the highest ever. The 5-year average retention rate is 92.41%.

The percentage of students progressing from the Intermediate course was 67%, compared against 73% for the previous year. This figure is lower than the previous year and is likely to be due to the grade inflation from the previous year's GCSEs. This meant that more students gained a place on the programme due to the inflated results, who would have normally not met the requirements. As a result, they found the work level a tougher challenge and did not achieve the required grades to progress to Level 3.

The proportion of partner school students as a total of all new students has held at 32% (33%). The number of potential Partner School students is set to increase in the coming years in line with the demographic uplift. In addition, the College has taken on an additional Partner School, The Priory CofE in Dorking.

The overall conversion rate from interview was confirmed at 58.25% (57.1%).

A discussion took place on conversion rates from interviews. 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.

This year, the College interviewed slightly more students and offered approximately 100 more places than usual. This was because of the unknown impact that Covid-19 may have had on recruitment and conversion. The College was unable to run any of its traditional face-to-face admissions events including interviewing, events for applicants and Introductory Day and the students were not able to visit the College in-person until Choices Day at the end of August. Therefore, there was a substantial risk that the College may have under-recruited.

Governors asked if the College could accommodate the increase in student numbers. In response it was reported all subject choices have been confirmed and all students have their chosen subject options. Class sizes on average are between 18-19, compared with 17 last year. However, all classes can accommodate up to 20 students.

No additional resources were required to meet the increase in student numbers. Social space in the College is being managed, assisted by two new marquees and changes made to the timetable to limit student movement. This has been done through more use of double periods.

Student governors commented that outdoor facilities for social space, such as the new marquees, were being well used, but expressed concern about available indoor social space for the number of students in the College when the winter weather deteriorates.

Although applicant activities had to be cancelled due to Covid-19, the College responded, by putting in place a substantial and comprehensive online transition programme, which kept applicants focused on coming to the College. This worked tremendously well and was further enhanced by a virtual Introductory Day.

As Covid restrictions eased, the College was able to host three very successful Open Evenings attended by nearly 6,000 people. The Senior Leadership Team will also be hosting a live Q&A session on Zoom on 14 October 2021 to ensure as many people as possible have had the opportunity to find out about the College.

It was confirmed the College has moved its application process online for all students and the current numbers of applicants are encouraging.

The report was noted.

7. DRAFT OUTCOME DATA 2020/21

It was reported Ofsted have indicated that they will not be looking at outcome data for summer 2021 due to the cancellation of examinations because of the Covid-19 pandemic and the switch to teacher assessment grades. Consequently, there is limited useful data available this year, and there will be no DfE performance tables again.

Three key points were noted from the report:

- No one can claim that the results are 'what would have happened anyway'. The results profile is broadly similar to summer 2020 and summer 2018, but ahead of summer 2019.
- The College was unusual in bringing all students back for the whole of their teaching for all parts of the year outside lockdown – no half timetables etc – and on this basis would have expected students to outperform peers. During the Exams 2021 Consultation Process the College was in favour of running exams, although this was a minority view and did not become DfE policy.
- The DfE tables are unlikely to be meaningfully accurate for a number of years. Consultations are already underway regarding adaptations to the summer 2022 exam series – as GCSE students, this cohort will take their A levels in 2024, and the next 'valid' group taking A levels will be in summer 2025.

The following headline data was noted:

A levels:

- 67.4% A* - B and 99.9% A* - E
- Value added among Sixth Form Colleges somewhere in top 25%. Top 10% using the ALPS methodology.

BTEC

- 100% pass rate and 78.9% high grades for 'double' sized vocational qualifications
- 99.9% pass rate and 67.8% high grades for the main 'single' sized vocational qualifications

GCSE English and Maths

- English 92.3% grade 4 or above
- Maths 77.6% grade 4 or above

Level 2 (1 GCSE equivalent) vocational qualifications

- 100% pass rate and 68.1% high grades

Student destinations: (not finalised)

- 85.1% of students have a place at their firm choice university
- 88.7% of students placed at their firm or insurance choice university
- 26.7% of those are at Russell Group universities (21.1% last year)
- 34% of those are at Sutton 30 universities, these are Russell Group plus other competitive universities such as Bath, Surrey, St Andrews etc (32.9% last year)
- 10 of those are at Oxbridge (3 last year)
- 9 for Medicine (8 last year)
- 3 for Vet Science (1 last year)

During discussion it was noted the outcome data in terms of benchmarking can only be indicative due to the absence of validated national data and DfE performance tables. Therefore, there is no high level of assurance possible on how the College is performing against other colleges. College outcomes for 2020-21 were excellent. The issue is more about the inability to benchmark against validated national rates.

The report was noted.

8. REIGATE COLLEGE DRAFT SELF ASSESSMENT REPORT & DEVELOPMENT PLAN

The unusual situation faced in 2020-21 means that any comments on the success of the quality improvement aims need to be seen in the context of the lack of externally verified clarity on outcomes. For this reason, some of the 2020-21 aims will be included again in the 2021-22 aims.

The aims are additional to any work done on ensuring the safety of staff and students during the Covid-19 outbreak.

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. However, some of the actions are standard 'wants' that are in the Development Plan each year – such as student outcomes - so this would be difficult to assess high, medium, low – so instead, the approach to be taken in the final version will be to distinguish between what is 'standard' such as student outcomes, and what has been identified as a weakness that needs to be addressed or an area of risk that if not managed properly would result in a detrimental effect on the student experience – such as the new build. These will then be identified as either a 'high' or 'medium' priority. The suggested approach was agreed for inclusion in the final draft.

The following actions were identified in the Development Plan and, following discussions held during the review of the Development Plan, provisional risk assessments for each action point were proposed and noted.

	Intent What are we trying to do?	Implementation How will / are we doing it?	Provisional risk assessments – 'Standard', 'High', 'Medium'
1	Achieve long-term value-added ALPS grade 3 across academic and vocational subjects (top 25%), without a reduction in course completion rates.	<ol style="list-style-type: none"> 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 	Standard
2	Sustain high levels of progress in GCSE English and Maths at least +0.5 grades compared to starting points		Standard
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 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.		High
7	Development of Structured Learning approach		Implement 242 model of timetable Monitoring of student progress/views on this this

		On going training and discussion with staff	
8	To maintain student attendance at >90% raw and >95% adjusted	Improve the current monitoring system whilst having regard for the effects of the Covid situation on student mental health.	Standard
9	Improve independent learning space for students	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.	High
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)	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.	Medium
11	Gatsby benchmarks to be implemented.	All teaching departments are implementing individual targets.	Medium
12	MIS development. Develop greater integration of college databases as requested by staff, bearing in mind the pressure on MIS to make changes to deal with the current situation.		Standard
13	The College aims to improve support given to students struggling with Mental health and wellbeing by developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy. This is a particular concern with the return to college especially in respect of anxiety	Offer targeted classes and activities which will improve student wellbeing A new mentor has been employed and an additional member of staff has been employed. There is a proven demand within the college for these roles.	High

14	The College aims to deepen learners' understanding of the fundamental British values.	Cover FBV regularly in tutorial content, including VFS materials Ensure students know how FBV applies at Reigate College Display this in College Ensure departments cover this when the opportunity arises within lessons College wide events and promotion including tutorial i.e. electing SU, relevant displays and posters around college, code of conduct	Medium
15	Maintain outstanding support of vulnerable learners (those on guaranteed Bursary, LAC, living independently, EHCP) ensuring all these students have targeted advice from Careers on progression.	Half termly meetings with Careers	Standard
16	Provide students with a greater awareness of HE quality and enable more student to progress to higher status universities where they feel this is what they wish to do	Further develop and refine the Aspire programme. Students to have a greater awareness of how different universities react to predicted grades and ensure that students are fully aware of the QS rankings system and TEF.	Medium
17	To improve the proportion of students engaging in work experience – bearing in mind the current unavailability of work experience.	Develop virtual work experience opportunities	Medium
18	Develop a system to identify students who are from non-academic families who would benefit from additional guidance on HE applications	Work with targeted groups for the Aspire programme	Medium
19	Develop a system to provide greater academic mentoring to students who are identified as in need of catch up and are eligible	Create targeted groups for Maths, English and other subject support within scope for the 16-19 catch up funding	High

	through the DfE 16 – 19 catch up funding		
20	Ensure that each student has a substantial amount of evidence to support any future CAG/TAG system – as per the draft DfE contingency plans for 2022	Maintain emphasis on the importance of Key Assessments, Mock exams and Progression Exams.	High
21	Raise awareness among students of sexual harassment and what to do when this is experienced	Tutorial work and events	High

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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.

In terms of monitoring, the table of actions in the Development Plan is the key part of the Development Plan that will be subject to review at each meeting of the LGB.

9. STUDENT VOICE

The student governors reported that students were happy with their experience of the College. One issue raised was on workload that is challenging in some subject areas and the impact this is having on mental health of some students who are overwhelmed with the volume of work expected. This issue has been raised with the Executive and steps are being taken to provide support for students.

The student governors were asked on how they canvass opinions from students? – In response the student governors said the views of students were sought from various sources including tutor groups, friends, and discussions at student union meetings.

10. STAFF VOICE

No issues were raised by the staff governor in attendance

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 Recommendation(s)
6	Admissions & Numbers		No recommendations
7	Draft Outcome Data 2020/21		No recommendations, but the outcome data in terms of benchmarking can only be indicative due to the absence of validated national data and DfE performance tables. Therefore, there is no high level of assurance possible on how the College is performing against other colleges. College outcomes for 2020-21 were excellent. The issue is more about the inability to benchmark against validated national rates.
8	Draft Self Assessment Report & Development Plan		Still work in progress – final version to be considered at the next LGB meeting.
9	Student Voice		
10	Staff Voice		

12. ANY OTHER BUSINESS

It was noted this is the last meeting attended by the two staff governors as their term of office concludes on 31 January 2022. The Clerk confirmed the process to nominate two staff governor positions will start later in this term. As previously discussed, and agreed by the Trust Board, the Chair of the LGB to make herself available to any perspective candidates in order to explain the role of staff governor and to answer any questions that they may have relating to the role.

The Chair thanked both Mike Horgan and Julie Heard for their contributions during their tenure of office.

13. DATE OF NEXT MEETING

Tuesday 08 February 2021 at 16.30.

The meeting closed at 18.00.

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN	ACTION	REVIEW DATE
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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.	8/2/22
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. However, some of the actions are standard 'wants' that are in the Development Plan each year – such as student outcomes - so this would be difficult to assess high, medium, low – so instead, the approach to be taken in the final version will be to distinguish between what is 'standard' such as student outcomes, and what has been identified as a weakness that needs to be addressed or an area of risk that if not managed properly would result in a detrimental effect on the student experience – such as the new build. These will then be identified as either a 'high' or 'medium' priority. The suggested approach was agreed for inclusion in the final draft.	8/2/22
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.	8/2/22
12	Process to nominate two staff governor positions will start later in this term.	8/2/22