



MINUTES OF THE REIGATE COLLEGE LOCAL GOVERNING BODY MEETING HELD ON 24 MAY 2022 AT 16.30 WITH THE MEETING CONDUCTED VIA ZOOM

Present: Ms Pat Frankland – LGB Member, 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 Nicola Thompson - LGB Staff Member
 Ms Claire Hassan – LGB Staff Member
 Ms Kate Fulker – LGB Parent Member
 Ms Ingrid Rolland – LGB Parent Member

In attendance: Mr Jon Allen - Clerk
 Ms Ellen Walkinshaw (For minute 6 only)
 Ms Mel Pearl (For minute 7 only)

1 WELCOME

The Chair welcomed everyone to the meeting.

2 APOLOGIES & QUORACY

Apologies were received from Jeremy Garner, Sarah Walters, Christian Kelly and Emma Hourihan.

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 08 February 2022 (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:	ACTION	REVIEW UPDATE 24 MAY 2022
6	<i>Governors asked</i> 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	Agenda item

	against the Benchmarks. It was AGREED to make this available at the next LGB meeting.	
7	<i>Governors asked</i> 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	Agenda item

6. CAREERS GATSBY BENCHMARKS

Ellen Walkinshaw presented a briefing paper (Paper 3) to Governors on Gatsby Benchmarks.

At the last meeting 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.

Compass is a self-assessment tool that is used each term to assess progress towards meeting all eight of the Gatsby Benchmarks. Some of the measures are qualitative (e.g., do we "provide a careers programme that raises the aspirations of all learners"), and others are quantitative and relate to a particular cohort (e.g., "what proportion of learners have had an experience of a workplace by the time they finish their study programme").

Against the eight benchmarks, the report confirmed five were rated as "Green" with the criteria being fully met. Two were rated as 'Amber', these being 'Encounters with Employers and Employees' and 'Personal Guidance'. For 'Personal Guidance' it can be argued that this benchmark is met – the benchmark requires all students to have access to a careers interview, but wording of Compass requires all students to have had a careers interview. Through the tutorial system, all students have access to a careers interview if they require one.

The final benchmark – 'Experiences of Workplaces' was rated as 'Red'. Ofsted inspectors during the inspection were mostly interested in the number of students that were able to talk about work experience they had completed. The College is therefore working on a) ensuring all students complete an experience of the workplace and b) are able to talk about what impact it has had on them.

Attached to the report was the action plan on work experience that listed the actions being taken to ensure the benchmark is met.

For the Lower Sixth students the following data was reported to the LGB on progress towards work experience during 2020/21

Have completed an experience of the workplace and completed their review form	151
Say they have completed an experience of the workplace, but have not completed their review form, so not verified – being chased	114
Signed up	300
Have an experience planned – checking these have completed the planning documents	297
Do not have an experience planned – parents and students being e mailed with opportunities, and tutors to chase	495
Unknown to be chased (we do not have an experience recorded for them and they have not responded to the survey)	99
Total L6	1456

For 2022/23 the action plan includes:

- Improved communication with students and parents regarding expectations.
- Preparation in lower sixth tutorial about how to approach employers for opportunities.
- Securing opportunities from local employers –speaking to Reigate Business Guild 18 May.

Governors agreed for the need to improve student take up of work experience and asked for the SLT to consider ways to improve communication to students to remind them of the need for work experience.

As Compass is a nationally recognised self-assessment tracking tool, Governors asked if there was available any published national Compass benchmark data to enable comparisons to be made. It was confirmed there was no national benchmark data made available on Compass. However, in terms of external validation, for the ‘Investors in Careers’ award, there is the requirement to undertake Compass self-assessment. The College is currently in the process of seeking re-accreditation of the ‘Investors in Careers’ award and it was **AGREED** to inform Governors of the outcome of the re-accreditation process.

Governors thanked Ellen Walkinshaw for her report.

7. ANNUAL SAFEGUARDING REPORT

Mel Pearl was in attendance to present the ‘Annual Safeguarding Report 2021/22’. The following data was noted from the report:

2021-2022	2020-2021	2019-2020
5 R1 very high-risk at present. Highest number this year was 15.	11 R1 very high-risk students. 1 student had been made R1 during lockdown.	9 R1 students
475 R2 category students with Child Protection concerns indicated	275 R2 category students with CP concerns indicated	243 R2 category students for CP concerns indicated
10 Child in Need (8 closed)	9 Child in Need (6 closed)	5 Child in Need

5 Look After Children	6 LAC	5 LAC
1 Child Protection Plan - now closed	0 CP Plan	0 CP Plan
54 Young carers	45 Young Carers	23 Young Carers
7 Adopted students	10 Adopted	9 Adopted
5 Team Around the Family	4 Team Around the Family	4 Team Around the Family
1108 safeguarding entries made on CID	571 safeguarding entries on CID	NA

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

There were 22 suicide attempts in the 2021-22 year. Crisis support and Interventions were put in place quickly and all these students have received external support. The Safeguarding Team has worked with the students throughout the year.

Sadly, one student died by suicide. The College worked with Surrey Council and Public Health England to put support in place for students and staff who were affected. The College managed to obtain £10,000 extra funding to provide counselling and support for any students affected. The College contributed to the Sudden Death Review and the Coroner's Inquiry. The coroner has yet to publish their report. The College is mindful of this and will ensure support is provided if required.

Schools have a statutory duty to provide safeguarding files and information within five days of a student being enrolled at the college. In several cases this has not happened and when the three most serious incidents at College were reviewed the schools had not provided any safeguarding information or files and had indicated there were no safeguarding concerns. However, in each case, the student had previous social services or other agency involvement - some of it significant. As the result of this, and the delay in receiving files from a number of large feeder schools, the College has escalated concerns to the Education Safeguarding Board, as the College is not able to effectively assess risk if accurate and timely information is not provided.

The College is looking to shorten the timeframe both for chasing files not sent after the initial request and escalating if there are concerns. Even though the responsibility lies with the previous school to provide the information rather than with the College to chase the information it is seen as good practice to request and chase safeguarding information.

Governors asked if there was any statutory requirement for the College to inform universities or employers when students leave the College of any safeguarding concerns. It was confirmed there is no such statutory responsibility placed on Colleges, just schools. The only requirement for the College is to retain safeguarding files for 7 years.

Governors fully supported the actions being taken by the SLT in escalating concerns to the Education Safeguarding Board.

Governors thanked Mel Pearl for her report.

8. ANNUAL REVIEW OF THE LGB'S TERMS OF REFERENCE

The report made available provided Governors with a copy of the current terms of reference approved by the Trust Board and proposed changes to be considered by the LGB (Paper 5).

It was noted an extensive review of the Terms of Reference was undertaken during 2020/21 following completion of the Trust's Scheme of Delegation.

Governors agreed no changes were required to the Terms of Reference.

9. OFSTED INSPECTION & DEVELOPMENT PLAN

Made available was the recently published Ofsted Inspection Report following the recent inspection of the College (Paper 6) and the Development Plan (Paper 7) that included the actions to address areas of weakness identified by the inspection.

The published Ofsted report confirmed the following judgements/grades against the Ofsted framework:

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

Although the judgement of "Good" for 'Overall Effectiveness' was not in line with the College's self-assessment process that judged the College to be 'Outstanding', Governors welcomed the positive comments made in the published Ofsted report.

In terms of areas to improve, the report identified the following:

- Leaders and managers should ensure that staff review students' education, health care plans annually and include parents and guardians in this process. Leaders and managers should set these students ambitious and specific targets to ensure they make rapid progress in their learning.
- Leaders, managers and teachers should ensure that students know how to improve their work and make the progress of which they are capable.

- Leaders and managers should ensure that all students benefit from a period of work experience or work-related experience to help prepare them for the world of work and reinforce what they learn at college.

It was confirmed actions have been added to the Development Plan to address the areas needing to be improved, and these were noted as follows:

14	From Ofsted inspection: Increase the participation in enrichment activities High Priority	Principal and CEO to meet managers of the area to discuss next steps. For reference, at the time of inspection there were approx. 2000 enrolments onto enrichment activities – although some students had more than one enrolment.
15	From Ofsted inspection: Implement a new system for scheduling, conducting and documenting EHCP reviews High Priority	Appoint a new SENCo Change SLT oversight of this area Set up a new scheduling system
16	From Ofsted inspection: (See also point 12 above) Increase the level of participation in work experience and work-related activity High Priority	Principal and CEO to meet managers of the area to discuss next steps. For reference, at the time of the inspection approx. 25% of the student body had some sort of employer engagement so far this year. This excludes students in the U6 having had engagement last year.
17	From Ofsted inspection: Improve the ability of students to respond to their own review targets High Priority	Principal and CEO to meet managers of the area to discuss next steps. A review of the operation of the approach was already underway at the time of the inspection

Governors sought further assurances on High Needs provision due to the judgement from Ofsted that this area 'Requires Improvement'. In response, the CEO emphasised there were four positive High Needs comments in the report and one negative. There would have been a more serious issue if the provision was poor but the documentation good. It was not the case that discussions with students and families were not happening. These were, but the documentary process to confirm this was not satisfactory.

In addition to the actions listed in the Development Plan, the CEO reported on specific actions taken, or to be taken, on High Needs provision:

- Audit of all Educational, Care & Health Plans (EHCP) has taken place and the same documentation issue was found. The Audit Committee at its meeting in June will receive the audit Report for review.
- Have required all reviews to be done urgently.
- CEO checks all reports as they are done.
- New SENCO appointed, with change of SLT supervision.
- Yvette Robbins to act as the Link Governor for this area – the role is to provide assurance and not to direct activity in order to avoid any conflict of interest. Meetings between the Link Governor and SENCO/SLT will be held in advance of LGB next year and reported back.

- All HN reviews were completed by the time the Ofsted report was published and all EHCP reviews have now been completed.
- The College asked Surrey County Council for an opinion on quality of reports, and they have confirmed they are happy with them.
- Only comment so far from a parent was to express approval and appreciation for work done with his son.
- There will be a larger discussion with other relevant parents at a later stage
- A new Risk has been added to the Risk Register – ‘Failure to meet statutory obligations in relation to HN students’ EHCP reviews’ – and this will be discussed further at the June meeting of the Audit Committee.
- There will be an internal audit undertaken next year to verify documentation has been completed against the requirements.
- Government issued a Green Paper on 29th March (after inspection) about reform of whole EHCP process due to excessive complexity and confusion.
- Ofsted to make a short unannounced visit at some point to check on progress.

Governors welcomed the assurances received on the actions being taken to address the areas to improve identified by Ofsted.

10. PROPOSED SELF ASSESSMENT FORMAT

The report from the CEO was received.

It was noted the new SAR format is intended to:

- Reduce the amount of text by eliminating unnecessary details.
- Present targets, and progress towards targets, in a more easily readable format.
- Allow a clearer identification of ownership of targets.
- Identify the highest priorities.

The College SAR will have sections dealing with the four Ofsted questions:

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Each area to be reported on in the SAR will report against the following 4 key headings – Intent & Priority, Implementation, Impact, and Ownership.

<i>Standing targets and actions</i>			
Intent and priority	Implementation	Impact	Ownership
Identify the problem or target that we are seeking to address. Any points identified by Ofsted would have the highest priority.	Identifies how the problem or target is addressed.	Identifies progress towards meeting the target and the outcome – this will be reported at each LGB, although some impact will not be visible until the exam results	Identifies the members of staff responsible for the achievement of the target.

		are published each year.	
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Governors welcomed the new format of the SAR. As this will be a working document for governors to be reviewed at each meeting of the LGB, Governors asked for the SAR to include:

- Definitions on what would constitute 'Outstanding' and "Good' judgements;
- A date and reference for each version of the SAR; and
- To incorporate a traffic light system if progress is on track against the actions set.

11. STUDENT RETENTION UPDATE

The following table reported on student retention as of 22 April 2022:

Type	Starters	Joiners	Leavers	Continuers	Retention %
L	1501	1	48	1454	96.80%
P	50	0	2	48	96.00%
T	1	0	0	1	100.00%
U	1265	0	15	1250	98.81%
Total	2817	1	65	2753	97.69%

It was noted that for the equivalent period 2020/21, overall retention was 98.42%.

Governors asked if there was available any national retention data to enable comparisons to be made. In response, it was reported that there is no national data on retention, but Reigate College compares very favourably against many sixth form Colleges including the Colleges in the S7 group (Surrey Colleges).

12. STAFF VOICE

Staff governors commented positively on their experiences during the recent Ofsted inspection.

13. STUDENT VOICE

Student governors were not in attendance.

The LGB noted and welcomed the positive comments made in the Ofsted inspection report on how students feel about the College.

14. 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	Gatsby Benchmarks	Green	No concerns
7	Annual Safeguarding Report	Green	Other than the issue of some schools failing in their statutory duty to pass on required safeguarding information, there were no concerns
8	LGB Terms of Reference	Green	No concerns
9	Ofsted Report & Development Plan	Green	No concerns
10	SAR Format	Green	No Concerns
11	Student Retention	Green	No Concerns
12	Staff Voice	Green	No Concerns
13	Student Voice	N/A	

15. ANY OTHER BUSINESS

There was no other business.

16. DATE OF NEXT MEETING

Tuesday 18 October 2022 at 16.30.

The meeting closed at 18.30.

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN	ACTION	REVIEW DATE
6	The College is currently in the process of seeking re-accreditation of the 'Investors in Careers' award and it was AGREED to inform Governors of the outcome of the re-accreditation process.	18/10/22
10	Governors asked for the SAR to include: <ul style="list-style-type: none"> To include definitions on what would constitute 'Outstanding' and 'Good' judgements; To include a date and reference for each version of the SAR; and To incorporate a traffic light system if progress is on track against the actions set. 	18/10/22