

Reigate College

Monitoring visit report

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Name of lead inspector: Richard Beynon, Her Majesty's Inspector

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Type of provider: Sixth form college

Address: Castlefield Rd, Reigate RH2 0SD



Monitoring visit: main findings

Context and focus of visit

Reigate College is a sixth form college located on the edge of Reigate in south east Surrey. The area around the town is one of relative affluence and low unemployment. However, there are pockets of deprivation within the college's wide catchment area. Around 96% of students are on level 3 courses, the rest are on level 2 courses. Almost all students study full time and are between 16 and 19 years of age. In 2015/16 the College had four partner schools and around one third of students came from these schools. The GCSE average score of students on entry to advanced courses is generally below the average for sixth form colleges nationally.

Two of Her Majesty's Inspectors carried out the visit on one day. They focused on the ways that college leaders had responded to 'Prevent' duty legislation, and on the ways that leaders and managers promoted British values.

Themes

What progress has been made in developing staff and governors' understanding of British values and of ways to safeguard students from radicalisation and extremism? Significant progress

Senior staff and the safeguarding leads and team have worked successfully to meet their legislative responsibilities. Safeguarding leads have good levels of communication with partner bodies, for example local authority safeguarding leads and police specialist advisers. Leaders and those responsible for safeguarding make sure that materials used for staff and governor training and for tutorials are up to date and reflect current events. The college has a strongly inclusive atmosphere and ethos and provides a safe and welcoming community for all students. Even first year students, who have been at the college for a very short time, spoke of new friendships and the broadening of their horizons since arriving. A new policy that requires all staff and students to wear identity badges is popular, well observed and well monitored.

Staff and governors receive good levels of training about 'Prevent', and about associated topics such as the promotion of British values. Staff also receive good levels of training about ways to protect students from the dangers of sexting, female genital mutilation and forced marriage. As a result, most staff and governors understand these topics well and are able to advise students clearly. However, a small number of staff are unclear about the ways they can apply the training received. Although staff training is well planned, leaders carry out insufficient checking of understanding and assessment of the impact of training.

Do students participate in a wide range of activities that develop their understanding of British values and teach them how to stay safe online?

Reasonable progress

All students have induction and tutorial sessions dealing with British values and with the dangers they may face from online radicalisation. Posters and visual displays around the college also help to keep these matters in their minds. In their tutorials, first year students take part in a very successful series of tutorial events based around community responsibility. These encourage students to think of their place in the college, local and national community. However, second year students are not always able to recall the content of training they received in year one. Although tutorials do focus on an appropriate range of topics, the tutorial programme does not involve any assessment of impact and understanding of these topics. Students are not encouraged, and not always able, to articulate the ways that training might affect their day-to-day behaviours.

Have leaders and managers made sure that students are sufficiently involved in the implementation of the college's statutory duties under the 'Prevent' legislation and in the dissemination of British values?

Reasonable progress

Students benefit from a good range of training activities, especially during their first year at the college. But second year students' grasp of the topics they learned about during their first year is not always good. Second year students are unable to recollect key messages from training. Where they can, these are often related to generic examples rather than local or college-based scenarios that might affect their day-to-day lives. No assessment has been made of the impact of training, or of understanding.

Students have not yet been involved in the planning and roll-out of college-wide activities about the 'Prevent' duty, or to promote British values and associated topics. Staff do not encourage them to contribute to preparation of tutorial training materials or comment on the effectiveness of those that are used. Members of the students' union and student governors have limited involvement in planning training and promotional initiatives or in assessing the effectiveness of these.

What progress has the college made in carrying out a 'Prevent' risk assessment, and what actions have been taken as a result?

Reasonable progress

The 'Prevent' risk assessment is detailed in terms of processes and resourcing. The assessment deals thoroughly with leadership responsibilities, incident management partnership working, staff training and resourcing for welfare and pastoral activity,

with online safety mechanisms and with site security and the management of personnel, including volunteers. However, the document says little about students' understanding or behaviours, or about the ways that these feature as risks, or in the assessment of risk. Although the assessment does identify the individuals responsible for actions, many target dates are imprecise. Also, the assessment does not identify clearly the success measures towards which named staff should work.

What have managers done to ensure that student societies are properly regulated and what due diligence is carried out prior to an external speaker being invited?

Significant progress

Leaders and managers have worked very successfully to make sure that all visiting speakers are subject to careful vetting, and that students are safe from the dangers of radicalisation and extremism. The arrangements for checking the suitability of visiting speakers are very thorough. These involve, for example, reviews of any press and publicity materials associated with the speaker or their organisation, and a check on websites and other online indicators of a speaker's views. Staff also carry out careful checks on the limited numbers of individuals and organisations that hire rooms at the college.

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