

**MINUTES OF THE REIGATE LEARNING ALLIANCE LOCAL GOVERNING BODY MEETING
HELD ON 3rd February 2026 at 4.30pm**

Present: Mr Spencer Bowen – LGB Member (Chair)
 Ms Yvette Robbins - LGB Member
 Mr Nick Clark – Executive Principal & LGB Member
 Mr Chris Whelan - Chief Executive Officer & LGB Member
 Ms Nicky Avery – LGB Staff Member
 Ms Hannah Collis - LGB Staff Member
 Mr Steve Catling – Parent Governor
 Mr Will Jackson – Parent Governor (On Teams)

In attendance: Mr Ryan Bull - Deputy Principal
 Laura MacIntyre – Assistant Principal Curriculum and Quality
 Mel Pearl - Disadvantage strategy presentation only
 Claire Tait – Governance Professional

	Agenda Item	Action
	<p>Welcomes Steve Catling and Will Jackson were welcomed as the recently elected parent governors, Julian Simms' appointment as the newly elected co-opted governor was noted, and the two newly elected staff governors, Nicky Avery and Hannah Collis, were welcomed.</p>	
1.	<p>Apologies for Absence Apologies were received and accepted from Julian Simms. The meeting was deemed quorate. The Chair and Governance Professional had not heard from Gabriella Nairn and Avery Samolczyk. CW had indicated he would be late and arrived at 5.45pm</p>	
2.	<p>Disadvantage Strategy Covered later in the meeting</p>	
3.	<p>Welcomes Covered above</p>	
4.	<p>Declaration of Interests None declared.</p>	
5.	<p>Minutes from the Last Meeting The minutes of the Local Governing Body meeting held 21 October 2025 (Paper 1) were received and approved as an accurate and complete record of the meeting with the following points noted: Under 'Enrichment' it was noted that the minutes stated that 'everything else is covered' but currently engineering and economics are not covered. It was noted that an action was missed around the need for a focus group for Bursary students who were reported to be less engaged. Action: RB to bring data on this to the next meeting. It was also reported that the latest data shows that there is no difference.</p>	RB
6.	<p>Matters Arising NC had been asked to check regarding the air source heat pump costs and report back to governors. It was reported that the initial costs could not be recovered and were an unavoidable cost.</p>	

	CW arrived at 5.45pm	
	<p>Teaching and Learning Taken at this point in the agenda to allow LM to leave</p> <p>Laura Macintyre discussed plans for underperforming courses. She shared the criteria to show which departments should be prioritised. The range of support offered was listed in the report. These strategies are reported to be working well, with the examples of Computer Science and BTech media, which was the most improved for vocational value added. A-level media and PE also saw improvement. There are a couple of departments who still require further improvements.</p> <p>A governor asked how often complaints are received from students. There will be a paper which goes to audit which shows the number of complaints. These are often dealt with as a concern, it is rare for it to become a complaint. The concerns were reported to often be misunderstanding about the level of support staff can give students on coursework as there are now strict criteria staff must follow.</p> <p>It was noted that there has recently been an external quality review of the Chemistry departments, which received a good outcome.</p>	
	<p>Disadvantage Strategy (should be named Inclusion Strategy) Mel Pearl arrived for this item; the presentation can be found on GovernorHub.</p> <p>Highlights from the report:</p> <ul style="list-style-type: none"> - 30% of students are recognised as disadvantaged students. - The highest category of disadvantage is SEND - The college identifies and targets support to students who are identified as having two or more recognised disadvantages, with a couple having as many as six disadvantages. - Funding is only received for the students with an EHCP, the rest of the support is funded by the college. - Reporting systems have been refined, with reports also now received by governors. <p>A governor asked if there had been any feedback from students on this strategy. The college has always carried out focus groups with disadvantaged students, and the feedback is always positive, with students often not identifying as being disadvantaged.</p> <p>A governor asked if there are any areas of concern if, for example, Ofsted came. MP reported to be very confident that the evidence is there to show support given, she is confident that Ofsted could speak with any student, and that results show that outcomes are good for disadvantaged pupils.</p> <p>A governor asked if every student with a recognised disadvantage has a profile which is shared with teachers. This was confirmed, staff know their students well. It was also acknowledged that part of the college's responsibility is to ensure that the students become more independent as they move onto university and apprenticeships where there may not be the same level of support.</p> <p>Governors discussed the use of extra time given to some students for exams. There is a policy in place. The college is required to ensure that the adjustment is still current and necessary. The threshold for extra time is high; this should not be seen as an advantage but removing the disadvantage. The SEND link governor explained that he had spoken about these processes with Helen Fayers on his link visit and was given assurances around this.</p>	

	MP left at 5.25pm	
7.	<p>Self Assessment Development Plan</p> <p>The report on annual targets from the Development Plan was received for review (Paper 2) summarising any significant new problems, challenges, initiatives and progress made throughout the year.</p> <p>Governors reviewed the annual targets proposed and the following was noted:</p> <p>Staff wellbeing – the system is being reviewed, and a staff survey has been introduced called Pulse; staff are asked 10 questions, there have been three rounds so far, the results can be compared to a national benchmark. A report will come to the next meeting with more information on this</p> <p>Governors discussed the pathways noting that 60% of students changed pathway. Reasons for this included staffing and students needing to do something meaningful for them and that this may change over time. Governors asked how this data is used. This is only the second year of providing pathways for students, the data is used to ensure staff can work with students to get them on the right pathways. It was noted that now anyone who wants to be on the Aspire course can do so, this raises aspirations of more students.</p> <p>Governors asked whether there is a disparity between disadvantaged students. It was reported that students with an EHCP are more likely to attend a club or activity regularly, and that there is no disparity between students identified to have a disadvantage and those who do not.</p>	
8.	<p>Verbal Safeguarding update</p> <p>Other than the presentation from Mel Pearl there was nothing significant to report.</p> <p>Governors asked if students are also given training and child-on child abuse. Community days include some of these aspects, so far, they have covered Prevent and online safety, and consent is happening next. These are often covered by external agencies as well as spending time with tutors. Governors were invited to the next Community Day on the 24th of February.</p>	
9.	<p>Teaching and Learning</p> <p>Covered above</p>	
10.	<p>Building project</p> <p>NC provided an update on the proposed building project to be built on the tennis courts. It will be single storey building to house the SEND provision, learning mentors, and ELSA exam access arrangements. This building will be fully accessible; the current space is overused and not very accessible. The process so far was explained to governors.</p> <p>The College is currently working on the tender process so once planning permission has been granted it can go out to tender. Disruption to the college will be minimal due to its location.</p> <p>September 2027 is the earliest it could be ready assuming there are no issues along the route. A survey showed minimal ecological impact.</p>	
11.	<p>Board Assurance</p> <p>Under the Board Assurance Framework (BAF), each Committee is asked to conduct at end of their meeting an assessment on their level of assurance agreed against each</p>	

	<p>report received (including briefings and verbal updates) and for the assessment to be reported to the Audit Committee and Trust Board.</p> <p>The Board agreed the following board assurance assessments for agenda items/reports considered at this meeting (Paper 3)</p> <table border="1" data-bbox="240 331 1225 745"> <thead> <tr> <th data-bbox="240 331 437 674">Agenda item number</th> <th data-bbox="437 331 711 674">Subject</th> <th data-bbox="711 331 906 674">RAG rating</th> <th data-bbox="906 331 1225 674">Any recommendation(s) or action(s) arising from discussions on the agenda item. Any comment(s) on the quality of the paper(s)/presentation(s) made available for the agenda item.</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 674 437 745">7</td> <td data-bbox="437 674 711 745">Self-Assessment Development Plan</td> <td data-bbox="711 674 906 745">Amber</td> <td data-bbox="906 674 1225 745">This continue to be work in progress</td> </tr> </tbody> </table>	Agenda item number	Subject	RAG rating	Any recommendation(s) or action(s) arising from discussions on the agenda item. Any comment(s) on the quality of the paper(s)/presentation(s) made available for the agenda item.	7	Self-Assessment Development Plan	Amber	This continue to be work in progress	
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7	Self-Assessment Development Plan	Amber	This continue to be work in progress							
12.	<p>Any other Business</p> <p>Admissions process – A parent governor explained that the process to upload GCSE certificates was difficult. Conversations are happening to make sure this does not happen again.</p>									
13.	<p>Date of next meeting</p> <p>Tuesday 12 May 2026 at 4.30pm</p>									

The meeting was closed at: 5.55pm