MINUTES of the meeting of the Local Governing Body of Newton Abbot College held on Tuesday 21 June 2022 at 6 pm via Teams

Present:		
Name	Title/Role	Initials
Christine Candlish	Co-opted Governor/Careers Link Governor	CC
Linda Caunter	Chair of Governors	LC
Amy Grashoff	Headteacher (Ex-Officio)	AG
Cathy Hooper	Parent Governor/Safeguarding Link Governor	СН
Laura Pearl (part meeting)	Head of Safeguarding and Student Wellbeing	LP
Sarah Wilkinson	Staff Governor (Teaching)	SW
Gaby Willis	Trust Governance Officer	GW
Apologies:		
Marina North	Co-opted Governor	MN
Katie Toms	Clerk to Governors	KT
Absent:		
None		

Key to acronyms:

ney to doi				
DCC	Devon County Council	DSEN	Disabilities and Special Education Needs	
LGB	Local Governing Body	CEO	Chief Executive Officer	
EDE	Executive Director of Education (for the	CPOMS	Child Protection Online Management System	
	Trust)			
SCR	Single Central Record	CFO	Chief Finance officer	
COO	Chief Operating Officer	TGO	Trust Governance Officer	
CSE	Child Sexual Exploitation	ALC	Assistant Learning Coach	
PLR	Protected Learning Room			

Item	Content	
	The meeting opened at 6.05 pm and LC welcomed everyone.	
1	Apologies: MN and KT.	
2	Safeguarding Data Report from Laura Pearl, Head of Safeguarding and Student Wellbeing: The report was circulated in advance for the safeguarding action plan and highlighted that the work required on the back fence has been implemented. As a two-sided school, the back fence next to the station had three access points. The existing building's fence there for classrooms has managed to stop access to anyone from there. Duty staff are now wearing high vis; and yellow lanyards are worn by level 3 safeguarding officers and this has been communicated to all staff and students. LP regularly meets with CC and AG to review the safeguarding action plan and what going on in school. Key members of staff are being spread over the two sites. For example for first aid, student support is divided to cover both sides and this has reduced the number of students moving under the subway during lesson time.	
	Ongoing points regarding annual safeguarding training were discussed. The school is being mentored by Babcock and a meeting will be held with CH on 2 July to implement Level 2 safeguarding for all staff. Student attendance is the only red on the action plan which will be addressed in September. "Change of culture for students" remains amber in regards to being out of lessons. The school previously had a culture for out of class passes and reasons for leaving class, and work is in hand to change this idea to students being in school to learn, with the acknowledgement that there are always exceptions to the rule. This is positive but ongoing.	
	CPOMS will be implemented. Access to CPOMS was previously held only by the safeguarding team and there is now access across the whole school which has proved incredibly successful in building up pictures of students, with lots of input from staff held in one location rather than email communications with information being copied and pasted. Questions invited.	
	Q: With regard to CPOMS; something picked up by Governors from a recent permanent exclusion hearing was that there is a lot of information entered on CPOMS about a student but often entries are not carried through and completed. How are we getting staff to understand once they put something on CPOMS, it needs to be followed up and actioned. Who has the responsibility to make sure that loop is closed?	
	LP advised there were CPOMS issues highlighted pre-relaunch and there is always room for improvement. The expectation now is that communication is entered on CPOMS whereas this was a little grey in past and used inconsistently. This is now not the case and the aim is to be information	

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	rich on the school's young people. A staff briefing last week highlighted to staff they need to close the gap and need to be able to tell a story about each incident and outcome. In September, case studies will be implemented with random selections and peer review of other staff for CPOMS incidences to ensure best practice across the board.	
	It was confirmed that, during their regular meetings, LP and CH will carry out a dip sample into CPOMS and CH will have more regular Governor oversight of that, using an anonymous case study with fully redacted information to protect the identity of the student and any others involved.	
	AG confirmed that the SCR check will also be done going forward and requested that some time be allocated for Jon Galling to come and conduct some safeguarding training with Governors. It was confirmed that safeguarding data report has not been shared with Governors.	
	Action: Share safeguarding data report with Governors three times per year to enable challenge in terms of increase and decrease of particular groups and facilitate deep dives into particular areas for the next meeting. Action: GW to circulate this to Governors for feedback on what they would like for September.	GW/All
	LP highlighted the ongoing work on awareness of child-on-child abuse and response to an Ofsted review 18 months ago. Phase one has been developed and LP has emailed AG and CH. This is all about gaining students' and families' views on any sexual harmful behaviours within school, which will provide an action plan to work towards. Next Monday parents will be informed ahead of the students and have one week to review the survey and take the option to opt their under-16 child out if they wish. Data will be collated and this will build an action plan from September. A risk assessment of the site will look at contextual harmful behaviours that a two sited school is prone to. Babcock feel the college will need a Safer Me assessment and this will include multi-agencies working together to make the site safer. There is an awareness that NAC is a contextual risk and the local area has gang issues, CSE, and County Lines so the message is the school is trying to be proactive. Questions invited.	
	Governors expressed pleasure that this is back on the agenda and that the school is reacting to this with evidence responding to recommendations in the safeguarding review. This piece of work was welcomed and thanks given to LP. There being no further questions on this or wider safeguarding, LP invited Governors to email her with any questions and left the meeting.	
3	Declarations of Interest: None declared.	
4	Accept Minutes of 15 March 2022 as a true and accurate record of the previous meeting: Unanimously ACCEPTED. It was noted that the May meeting was cancelled due to a Governors' hearing on the same day.	
5	Matters Arising from the Minutes of the Previous Meeting (not on the agenda): There were no matters arising.	
6	Careers: Reports were provided and taken as read ahead of the meeting. AG advised that the college is working towards an award called Investors in Careers and moving towards the Gatsby benchmarks which requires a record of careers information having been shared with Governors. Action: AG is to consider what is of most use to Governors and provide a report at the end of the year, with an updated policy to review and adopt.	AG
	CC, as the link Governor for Careers, met with the Enterprise Co-ordinator last week to discuss the progress being made in terms of Gatsby benchmarks, which in most areas is quite good. One area still in need of work is how evidence is being logged that each student had careers advice, and what that advice was. The Sixth Form consistently uses a piece of software from Unifrog which should have been rolled out to the lower years through PHSE days this year but that didn't happen due to Covid. This means, at the moment, it is not possible to evidence this has been truly rolled out across the whole school. Ofsted inspectors will ask for a demonstration this has been done. It was noted that the benchmark was previously set at 100% and has gone down to 81% and it is considered this is possibly still too high. CC flagged concern about how the school is evidencing some of these, having asked many questions and finding a lack of real tangible evidence against lots of the benchmarks. There needs to be an awareness of this and potential for Ofsted questions. Action: AG to follow up on this. It is planned to put more capacity into careers next year and a revised copy of the policy has been shared for approval at this meeting.	AG
7	No further questions. Headteacher's Written Report: Taken as read and questions invited.	

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	The Chair noted an incredibly busy, industrious and forward-looking year and offered congratulations to all, commenting it is amazing what has gone on and the progress can be seen step by step. Q: There were teething issues with the whole school detention system. Have they been sorted out	
	 now? AG confirmed these have been addressed with the introduction of a graduated response for students in terms of being late that is in place in various different areas where they can receive detention. That has improved numbers attending their first detention. This will take time to embed and there are still elements of the system that aren't working. If students don't attend a Headteacher's detention they are placed in internal exclusion for the day. The school is keen to avoid that and students need to be educated on this. In terms of the centralised system in place, it is about ensuring this is as effective as possible. Q: Is it correct that students won't be placed in the same year classes so if a Year 7 student is on 	
	internal suspension, they will be placed in a Year 8, 9 10 or 11 class? AG confirmed that if internally suspended a student will be placed in PLR for the day, or outside the SLT office, and will lose breaks so will be out of circulation in the main school for the day.	
	It was noted that in terms of the quality assurance process, excellent progress has been seen during learning walks and a focus on behaviour for learning. Action: LC to discuss with AG outside this meeting. Q: With homework detentions, do you still have a homework setting timetable? AG responded if the subject is core four times per week, a teacher can set one hour's homework. There have been quite a few issues in terms of the realistic output of homework. Some tasks students can't access and having homework detention has been invaluable with SLT supporting and working through with the	LC/AG
	students and feeding back to staff on how to improve. The numbers of students in homework detention is decreasing, and part of this is working with staff to ensure they have considered other ways of supporting students before putting them into detention. DSEN students need teachers to differentiate expectations of outcome and a conversation to take place. Staff are encouraged to use their judgement and some departments, for example, have moved the day homework is handed in to allow working with a student over breaktime to avoid a detention. Q: How are parents and carers responding to this?	
	AG advised that in the main parents and carers have responded well. Parents and carers will let the college know when the system doesn't work; and a conversation is required with some parents to ensure they understand the value of homework. Q: Curriculum – Am I correct assuming with more classes of Maths and English there will be fewer student numbers in each class?	
	AG confirmed this as the school, in the core, is putting an extra class in to enable those departments to set for core subjects so there will be some groups of higher end ability in 2 classes, 2 slightly smaller of middle ability, and a small class of low ability students to create a nurture class in the core subjects so those students have a personalised curriculum delivered at their level, ensuring accelerated progress. Departments are currently teaching in mixed ability, but that can affect the delivery of high and low ability which is being addressed by this new approach. Another additional benefit is the current Year 7 and 8 have all subjects in one linear block apart from Maths. Maths have been able to set which means students are in a combination of classes but for all other subjects they are in same class so moving forwards will have English and Maths in own block, Science in block with 4-5 other subjects, Languages in own block, Computing and Tech in own block, which will enable year groups with lots of different combinations of students.	
	Q: Are you expecting any impact from the increase in teachers on the second subject? AG advised there is continuity with one teacher and the college has a PE trainee at the moment who is very happy to teach values and gain experience and classroom practice. There are not many other members of staff teaching out of their subject specialism; a little in Music and Performing Arts. PE is taking on Health and Social Care but there is a lot of cross over in that content. Humanities teachers have been recruited to Humanities so will have an area of specialism but on the understanding they would teach one of those four subjects.	
	 Q: Looking at the Sixth Form report, it was pleasing to see there will be extra hours for study in the timetable to assist individual needs. How many external students have been interviewed so far and where are they coming from? AG advised students come from Dawlish, and other schools (some that have sixth forms but they can choose to come to NAC). An advert is out for an Academic Mentor (Teaching) and one-to-one study times will be part of their support role. Some issues have been addressed in Sixth Form and there is a late of events and there is a late of events. 	
	there is a lot of expertise and passion there to drive it forward. It was noted that Year 11 graduation takes place on Thursday and the Sixth Form Leadership will be attending to speak to the Year 11s about their plans and hopefully encourage them to think about NAC, especially those still undecided.	

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	AG stated, following much discussion this year about the college being Year 7-13, she is about to	
	sign off a student guide which says this and there are plans between the team looking after tutor	
	time, raising aspirations lead, values lead, and the sixth form team. No further questions.	
8	CIP/SEF: Taken as read and questions invited.	
	Q: In relation to the main report and gathering the students' voices; that is still RAGd as red so I am	
	interested in what you have planned to gather that, and also to gather the voices of those who don't	
	necessarily want to speak, understanding that is a huge challenge. The quieter students also need a voice. What are your thoughts on how you will achieve that?	
	AG stated that two members of staff will be running student voice from September where each year	
	group will have a year council, and each tutor group will send 2 representatives to that. Heads of	
	Learning meet with the council once per month and two members from the Year Group Council will	
	join a whole college council once per half term. That whole college council will feed back to SLT so it is very much hoped information sharing will be up and back and a dialogue created for involvement	
	in the running of the college and holding to account for actions pledged. Tutor group reps in year	
	group councils will be charged with collecting opinions and feedback from their tutor group so should	
	enable quieter student voices to be included as they will be asked in a more comfortable environment.	
	Q: Concern was raised over the number of items in this document for action and how achievable they all are. With 17 pages of actions, it is really easy for it to get lost or for it to become an exercise	
	in itself keeping it up to date.	
	AG confirmed this is being reviewed termly and it is also an action plan for the next five terms rather	
	than one year so not a document with a goal of finishing everything by the end of next term. Green	
	items could be removed. SEF/CIP on a page removes the need to trawl through the 17 pages so	
	gives a quick reference. Discussions have been held around the impact and challenge if this is worth doing so moving forward will become a shorter document and more honed in its focus.	
	Q: "Creating an annual assessment cycle calendar" is still in red?	
	AG confirmed this has been done and should be in green. This is around the calendar for next year	
	shared with middle leaders where three cycles through the year have been created with each year group having a time of assessment. Post that assessment there is a department meeting to moderate	
	and standardise, and collect data then report on the data. A report goes home and there is a	
	parents'/carers' meeting so there is a natural sequence in that cycle across all year groups and this	
	repeats three times through the year. Inset days have been positioned post the Year 10 and 11	
	mocks so that departments and staff have time to mark and moderate and drop their data, to support the assessment cycle. Subject team leaders have contributed to that calendar and care has been	
	taken in terms of ensuring a natural relationship when meeting with parents/carers in terms of	
	assessment and data and ensuring the parents'/carers' evenings are spread out during the year.	
	Also, two parents'/carers' evenings per year group have been included as opposed to written reports	
	as feedback stated parents'/carers' evenings were more valuable than written reports, and to have one after a written report and assessment is more valuable as there is something concrete to discuss.	
	Q: "Ensuring consistency of high-quality classroom practice in line with Sixth Form courses of study"	
	is still in red. Is this heading towards amber?	
	AG replied this is still red as this year the college hasn't had the capacity within the current Sixth	
	Form leadership team to work with the appropriate person in terms of quality assuring sixth form lessons. From September, with the new leadership for Sixth Form in post, learning walks will be	
	undertaken, and the Heads of Learning empowered to do learning walks in their areas; and also,	
	sixth form teachers to put in any interventions.	
	Q: "Reading within the curriculum" is red? I know next year the imaginative reading lessons are	
	included as part of English lessons. Are we doing anything else? This doesn't mention that it is just about improved reading programme measurable in terms of impact.	
	AG confirmed the college currently has DEAR (Drop Everything and Read); imaginative reader	
	lessons; and follow the Accelerated Reading Programme. None are quality assured or have any	
	measure of impact so there is a lot of inconsistency in experience and mindset behind it. To prioritise reading is correct but there is a need to quality assure and be sure of impact if they are to be	
	worthwhile. Changes to curriculum have pushed reading back into English lessons. Ultimately the	
	leader for English will also take responsibility for reading and will work with the quality assurance	
	leader in terms of the reading programme. A Library Study Centre Supervisor advert is currently out	
	and the job spec for that has a lot of emphasis on reading. Interviews are being held on Friday.	
	Also, the Government talked about schools having a certain amount of time in the school day and	
	NAC is 10 minutes short per day so has a year's grace to address this. That is a job for next year as	
	there will need to be a consultation in terms of changing the school day. DEAR has been removed	

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Item	for next year, Imaginative Reader will come out, with Accelerated Reader continuing; and reading will be delivered in English.	
	AG invited SW to contribute who commented on the need to ensure the onus on other subjects also being accountable for reading elements within their work; and that subject teachers are encouraged to ensure the foundations of reading are within their subject as part of raising the academic status of subjects in the college, as there is a written element in all GCSE subjects.	
	No further questions.	
9	MAT Update: The merger with Osprey Learning Trust has gone exceptionally well and meetings are happening to establish how things will work, which have all been positive. The biggest impact at the moment is on the central team in terms of their roles and this has been very well communicated and people felt very much cared for and valued. Also, every person across both trusts are working really well together so it is very exciting. In terms of staff in school, all had an email over half term that advised of their new employer in terms of pay. AG attended the first Headteachers meeting today with the CEO and EDE and other Heads. In ensuring the best for people in the local area, there will be more alignment but respect for autonomy of the individual schools and the CEO and EDE are very supportive of that. Nick Hill (now COO), Kathryn Hammett (Finance Manager) and Ashleigh Smith (Marketing) are moving to the Trust office, while the HR team is staying at NAC and there is no change to the premises team. The merger has been handled really well and minimal impact felt on the ground and AG stated no staff have come with questions or concerns post half term about this.	
	It was commented that staff know the merger is happening but are possibly waiting for more of an impact to be felt. It is important to never assume that staff understand what is happening as when someone is closely involved it makes sense, but not always to those further removed from the process. From a staff perspective there is probably a reliance on back office people and staff need to understand who is now the appropriate contact for certain things. Action: LC to raise this at her meeting with the CEO on Thursday. Action: GW to speak to CEO and arrange the meeting via Zoom rather than Teams.	LC GW
10	Budget 2022-2023: Governors commented this is looking very positive as normal with no issues	011
	 which is good news. Q: Will there be changes to how the budget operates and looks with the new Trust? AG met today with Jon Newman, who is the CFO, and the current situation is there are three months left of the current academic/financial year and NAC do their budget slightly differently within EMAT so the two budgets will run for the last three months and then in September there will be an alignment of how budgets are presented. AG will meet with JN as needed and JN will provide monthly reports as before. Q: Do the new Trust pool GAG or operate differently? GW stated Osprey Learning Trust as was (now Ivy Education Trust) currently operate with a top slice percentage from each school. GAG pooling has been discussed by the FAR Committee and Trust Board for the future with an expanded Trust. GW suggested Governors speak to JN the CFO, or email him with any questions. 	
11	Policies for Approval: CEIAG Policy – Some small changes. No questions received. Unanimously	
	ADOPTED. Action: GW to arrange for this to be replaced on the school website.	GW
	EMAT Policies to note (in lieu of any replacement policies from Ivy Education Trust) Menopause at Work – No longer applicable as no policy is currently adopted within Ivy Education Trust. Equality and Diversity – Now an Ivy Education Trust policy.	
	Managing Attendance – Now an Ivy Education Trust policy. Finance – Currently EMAT and IET policies running alongside and IET policy will be effective from	
	September 2022. Action: AG to ensure all staff are aware of the policies under the new Trust being effective. These can all be found on the Ivy Education Trust website, under Trust Documentation, Trust Policies. EMAT policies are no longer in force and must be discarded.	AG
12	Meeting Dates for 2022-2023: These were not received from the Head's PA. The Trust dates for next year have been circulated and the intention is the LGB meetings are 2 weeks' before so that minutes can be fed back to the Trust Board.	
	Action: AG to speak to her PA tomorrow and have the suggested dates circulated via email for Governors to confirm.	AG

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	It was AGREED that meetings will be held face-to face from September and can be a hybrid if	
	someone can only attend by Teams. This will also enable departments to come and speak to	
	Governors.	
	It was AGREED to hold five LGB meetings for the year with the option to call an EGM if required.	
13	AOB: Primary Transition for DSEN Students: This was highlighted from a recent hearing and	
	subsequent review and this document now details everything done in "normal" times outside of Covid.	
	Very much taken on board issues raised and this is one subsequent action from it.	
	Q: Do we know how many DSEN students are expected in Year 7?	
	AG advised there are approximately 16 students with an EHCP but unsure at the moment how many	
	are SENK. One of the ALCs has been appointed to speech and language intervention who will take	
	the lead on this, again in response to the review after the Independent Panel Review hearing, to	
	screen as many children as possible when joining. A lot has been actioned as a result of this hearing	
	which is very positive.	
	AOB: Update on recent Governor training - Pupil Exclusion Procedures (14 June 2022):	
	Questions or feedback were invited and it was felt that some positive things came from this.	
	Governors felt a timeline of the process from notification of a permanent exclusion would be useful.	
	GW confirmed the TGO handles this process for the whole Trust and the timeline followed is taken	
	from the DfE statutory guidance.	
	Action: GW to meet with AG's PA regarding paperwork required from the school for	GW
	Permanent Exclusion process.	
	AOB: Governor Recruitment: Gaps and skills information required.	
	Action: GW to email the NGA skills audit forms to all Governors.	GW
	Action: A Parent Governor nomination process will be organised in September to include	KT
	new Year 7 parents.	KT
	GW flagged the term of office of the Staff Governor, SW, expires in November so there will need to	КТ
-	be a staff nomination process. There is nothing to prevent SW standing again.	
	Governor Lanyards: It was confirmed that Ivy Education Trust have now issued new Governor	
	lanyards which were sent to the school recently for distribution as appropriate.	
-	Action: AG to check and advise.	AG
	Safeguarding training for Governors: It was AGREED to hold the Jon Galling safeguarding	
	training on 15 September 2022.	
	Action: AG to organise this and confirm to all parties.	AG
	AG Invited Governors to attend the inset safeguarding training sessions to meet staff and be part of	
	the group. These will take place on 5 and 6 September and this could be done at the end of the day,	
	or Tuesday morning if better for Governors. The sessions will also be filmed and circulated.	
	Confirmed LC preferred morning and CC was happy to do this. It was AGREED that the first session	
	will be held on Tuesday at 9 am.	40
	Action: AG to confirm this before break up for summer by sending inset programme to Governors.	AG
	Date of next meeting: Agreed Tuesday 20 September 2022 at NAC at 6 pm.	
	The Chair queried whether there will be time to invite other staff. AG advised the Head of History	
	and Politics has been waiting a while to attend and it was AGREED to offer a 10-minute time slot at	
	the beginning of the next meeting.	
	Action: To be added to the agenda, and member of staff invited to attend.	LC/KT/AG
	Action: To be added to the agenda, and member of stan invited to attend. Action: Governors to advise SW if attending the college production on 14, 15 and 16 July.	All
	There being no further questions, the meeting closed at 7.46 pm.	
ι	There being no tutulei questions, the meeting closed at 1.40 pm.	l