

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	CH
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:

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 Trust)	CPOMS	Child Protection Online Management System
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	<p>Safeguarding Data Report from Laura Pearl, Head of Safeguarding and Student Wellbeing:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Questions invited.</p> <p>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?</p> <p>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</p>

Item	Content	
	<p>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.</p> <p>Q: There were teething issues with the whole school detention system. Have they been sorted out now?</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>Action: LC to discuss with AG outside this meeting.</p> <p>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 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.</p> <p>Q: How are parents and carers responding to this?</p> <p>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.</p> <p>Q: Curriculum – Am I correct assuming with more classes of Maths and English there will be fewer student numbers in each class?</p> <p>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.</p> <p>Q: Are you expecting any impact from the increase in teachers on the second subject?</p> <p>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.</p> <p>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?</p> <p>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 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.</p> <p>Q: Are we doing work with students to develop that further down the school?</p>	LC/AG

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	<p>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.</p>	
8	<p>CIP/SEF: Taken as read and questions invited.</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Q: "Creating an annual assessment cycle calendar" is still in red?</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

