

MINUTES
of the meeting of the Local Governing Body of
Newton Abbot College, Old Exeter Road, Newton Abbot
held on Tuesday 06 December 2022 at 6pm
in the Headteacher's Office at Newton Abbot College

Present:		
Name	Title/Role	Initials
Christine Candlish	Co-opted Governor/SEND Link and Chair of Governors	CC
Linda Caunter	Co-opted Governor/Data/Performance Link	LC
Cathy Hooper	Parent Governor and Safeguarding Link	CH
Amy Grashoff	Head Teacher (Ex-Officio)	AGA
Sarah Wilkinson	Staff Governor	SW
Apologies:		
Marina North	Co-Opted Governor/Vice Chair/Careers Link	MN
In Attendance:		
Julie Godfrey	Head of Values, Newton Abbot College	JG
Jon Newman	Chief Finance Officer, IET	JN
Laura Pearl	Designated Safeguarding Lead	LP
Jen Carr	Assistant Head Teacher and Teacher of Art	JC
Rachel Hill	Local Governance Officer	LGO
Absent:		
None		

Key to acronyms

DSL	Designated Safeguarding Lead	IET	Ivy Education Trust
DCC	Devon County Council	COO	Chief Operating Officer
SLT	Senior Leadership Team	P&P	Pay & Performance
PP	Pupil Premium	CAMHS	Children and Adolescent Mental Health Services
SEND	Special Education Needs and/or Disabilities	LGB	Local Governing Body
SENDCo	Special Education Needs and/or Disabilities Coordinator	RR	Risk Register
PLR	Personal Learning Record	FAR	Finance Audit & Risk
GAG	General Annual Grant	NAC	Newton Abbot College
HT	Head Teacher	RR	Risk Register

The meeting opened at 6pm. CC welcomed all present and introductions were made.

Item	Content	Action
22/2/1.1	Apologies: There were none	
22/2/1.2	Declarations of Interest: None declared. The LGO confirmed that the updated Register of Business Interests is now on the Newton Abbot College website within the Governance section.	
22/2/2.1	Matters Arising from meeting held 20.09.22: Any Matters Arising are included within this agenda.	
22/2/2.2	AGREED that these minutes are a true and accurate record of the last meeting.	
22/2/3	Presentation from the Head of Values, Newton Abbot College: Head of Values Julie Godfrey presented to governors. The Vision of the Newton Abbot College Values department was described. A written copy of the presentation was handed to those present. Student exercise books were handed out to demonstrate the pride students take in their work. A summary snapshot of Jigsaw PSHE 11-16 was made available to governors. JG asked for any questions. <i>Q: Can you describe an example of a Mindful task?</i> Students have drawn Buddhist mandalas. We also do a meditation task. <i>Q: How was the Parent Hub recruited?</i> We sent out an email in the summer and had a huge response. Some of the parents will present to students in the future.	

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	<p><i>Q: Do you have a good selection of parents?</i> Yes, we have a wide range and are looking forward to the collaboration flourishing even further.</p> <p><i>Q: Who looks after the booklet.</i> JG confirmed that she did.</p> <p><i>Q: Is there going to be any feedback from staff within the booklets?</i> Values concentrates on pupils' attitudes and opinions. Pupils will complete an end of unit assessment. As a class, knowledge vaults are reviewed. Feedback is usually verbal. AGA added that this fits in with the whole school approach to feedback. Verbal feedback is valuable in terms of challenging and validating opinions. Pupils can add to their books with their green pen which evidences the work. Pupils are complimented on their work at each lesson.</p> <p><i>Q: Are students linking the Values work they are doing to their school life?</i> This is put into perspective every lesson. AGA noted that JG is also tasked with raising aspirations which is critical. CH added that mindfulness is welcomed and that the books were excellent.</p> <p><i>Q: How do you ensure that all pupils can access the curriculum? Some of the topics are challenging.</i> Often you find that the disadvantaged students have a lot to say as they have experience of what we are talking about. Every child has an opportunity to talk and all students are encouraged to answer. They play the most active part in the lessons. Disadvantaged students record their learning the same as the others.</p> <p><i>Q: Are the staff volunteers for this?</i> No, it fitted within their timetables. We have requested staff identify any training needs they have which can be presented to JG.</p> <p><i>Q: Are staff happy teaching this?</i> Yes, they all enjoy it. It enables them to have a good relationship with the students. AGA added we tried to make the staff team as small as possible. Moving forwards we will try and keep it even smaller. JG added that a small team enabled her to communicate well those involved and that there was a healthy team spirit.</p> <p><i>Q: Are students responding positively?</i> Yes, definitely. AGA added this can be evidenced by the College PLR data which can be extracted by subject.</p> <p><i>Q: Would it be possible for governors to be given a reflection on Values towards the end of the year?</i> Yes.</p> <p><i>Q: Are governor learning walks possible for Values classes?</i> JG replied that governors were very welcome to come into classes.</p> <p>JG was thanked for her presentation.</p>	Action JG
22/2/4	<p>Finance:</p> <p>Jon Newman (JN) Chief Finance Officer for IET was present at the meeting. Prior to the meeting the Newton Abbot College forecast summary and management accounts for month 2 October were placed on the portal for all governors to review.</p> <p>JN advised that the role of governors in financial matters had changed and responsibility now sits with IET. The Trust is looking at how priorities can be financed. Key Assumptions were distributed prior to the meeting. Capital expenditure has taken place.</p> <p><i>Q: What will the total reserves be?</i> They will be between 1.5 and 2 million which is approximately 8% of GAG income. The final figure will be available in approximately one week's time. Staffing costs are approximately the size of the reserve. Teachers pay has been agreed at 5%. The Support Staff pay award was a lump sum applied from last April. The Trust budgeted 3% for staff pay increases.</p> <p><i>Q: Are schools expected to absorb these costs?</i> There is a supplementary grant to pay some of the NI increases. The headline is that there is a gap for all schools between what has been budgeted and the pay award. IET can probably bear this due to reserves, but for no longer than twelve months. With regards to utility costs, the EMAC schools are in a deal until 06.23. Other schools are now paying about three times what they were paying three years ago. Government money might be available for efficiency savings. Staff have now been rewarded following pay appraisals.</p> <p>Monitoring information had been sent through to governors. IET aims to produce this monthly and it will be sent to HTs and FAR. NAC will be looking at staffing expenditure approximately £300,000 above what was predicted. The good news for NAC is that there is some additional funding that had not originally been included in their budget. AGA added that due to this, three appointments to the SEND team had been made.</p> <p><i>Q: Can we afford to overspend as a Trust this year?</i> All Trusts are in the same situation. The school is growing but this growth could end. Growth should then be seen in the 6th form. AGA added the school is growing but will need more staff as a consequence. At the moment IET can</p>	

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	<p>sustain staffing because of the two Trusts coming together. AGA added the College has a situation where staff pay increase totals £250k but the question is whether the school could find this increase in year or whether it is carried over. The school is not talking about redundancies but should be sustainable. JN added that the DfE is no longer funding the sports centre. AGA continued the priority is to achieve stability for three years. Numbers coming up from primary are reducing. JN advised that pupil numbers were key. AGA added that the school was oversubscribed on first choices for next year.</p> <p><i>Q: Does the budget position indicate that the school will end with a surplus or deficit for this year?</i> Most probably a deficit.</p> <p>AGA added that the school has leaking roofs and that efficiency could be improved by bringing them to standard.</p>	
22/2/5	Strategic Items:	
22/2/5.1	<p>Matters Arising from the Ivy Education Trust:</p> <p>CC advised that she had attended an IET Chairs' meeting. The following items were included in discussion:</p> <ul style="list-style-type: none"> • IET is undertaking an analysis on birth rate and falling school numbers. • Finance. Issues are covered in the agenda item above. • IET has undergone two reviews. (1) School improvement. A meeting with HTs had been held in the summer term. Follow up work will take place in 04.23. (2) SEND, finance pressures, the learning journey and transitions between KS students. • Discussion had taken place on how LGBs might evolve. • The experience of students, staff and parents was discussed. This could become standing items on agendas. Governors could shadow staff and a student. • The Quality of Education committee had highlighted maths. • Meaningful collaborations were discussed. • Developing KPIs for the Trust was discussed. • The Circle model of governance was discussed. 	
22/2/5.2	<p>Head Teacher's Written Report:</p> <p>The HT's report had not been received by the LGO prior to the meeting although it had been generated. Action: AGA will explore the reasons for this. LGO to circulate the HT's report to governors via the portal once received from Ruth Bellas.</p>	Action AGA/LGO
22/2/5.3	<p>College Self Evaluation Form:</p> <p>The College Self-Evaluation 2021-2023 dated 10.11.22 had been circulated to all governors prior to the meeting via the portal. AGA asked for any questions.</p> <p><i>Q: Why is nothing written on page 6 in the HPA area. The HPA access in the KS3 section above also requires editing. Action AGA to complete.</i></p> <p><i>Q: On page 6 within the Curriculum implementation section it states that all classes are taught by subject specialists. Is this the case for science when one teacher teaches 3 areas?</i> Yes.</p> <p><i>Q: Should there be clarification there for triple science? Will this have an impact on HPA achievement?</i> The biggest impact is getting the right children sitting the triple science course.</p> <p><i>Q: What criteria will be used for setting?</i> The Head of Department will have input before decisions are made.</p> <p><i>Q: On the first page. In terms of data and students affected by Covid it reads as if Years 7, 8 and 9 have not been affected.</i> This is because at the time of writing the report we did not have this data. Action: AGA to update.</p>	Action AGA
22/2/5.4	<p>College Improvement Plan:</p> <p>The College Improvement Plan 2021-2022 dated 07.10.2022 had been circulated to all governors prior to the meeting via the portal. AGA asked for any questions. There were none.</p>	
22/2/6	Quality of Education	
22/2/6.1	<p>Summer Exam Results:</p> <p>AGA provided a comprehensive results analysis for 2022 which also listed future priorities. This report had been circulated to all governors prior to the meeting via the portal. AGA asked for any questions.</p> <p><i>Q: Are middle leaders going to be more accountable?</i> I have met with the middle leaders who are receptive to the data they had. Another round of discussions will take place in January. It is about increasing communication. Ultimately, they will be more accountable but the College wants to empower them as well. It has been difficult to action over the last two years because of Covid.</p>	

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	<p><i>Q: Were there some inaccuracies in coursework grades? Some were way out from predicted grades. Art grades were appealed and all returned to the grades we had awarded. Music grades did not go back up. Training and moderation will be taken. It is the first time in music that the predictions have not been accurate. Computing is a fundamental issue at KS4 and KS5 so the College has looked at staffing and taking closer scrutiny in terms of moderation. The Food staff member has already agreed to work differently this year.</i></p> <p><i>Q: Will there be moderation across the MAT? If the specification is the same that would be ideal.</i></p>	
22/2/6.2	<p>Pupil Premium and PP Expenditure Report:</p> <p>Jen Carr the Assistant Head Teacher and Teacher of Art presented to governors using PowerPoint. An overview of PP cost centres and PP staffing costs were detailed. The percentage of free school meals at the College currently stands at 20% of which 26% are taken up by PP students. Attendance was reported on in depth. JC advised that there is entrenched behaviour around non-attendance. Attendance priorities for 22/23 include: Identification of barriers; addressing barriers; promoting positive attendance; embedding systems; support for parents; staff professional development; addressing truancy; data analysis.</p> <p>PP priorities were discussed. They include: Quality of Teaching; Improving attendance; Behaviour for Learning; Targeted Interventions; Enjoyment and Engagement; Establishing a sustainable long-term strategy.</p> <p>JC asked for any questions from the governors.</p> <p><i>Q: How long does the process take to report a missing child? Within an hour we would report back.</i></p> <p><i>Q: How do you deal with the situation if the parent rings the child and does not get a response? We continue to look for them and alert the police if needed.</i></p> <p><i>Q: Does this tie into site security with the fencing? Yes. We are a two-site college which is challenging. Sometimes pupils cannot leave the campus but will find somewhere else on-site to go.</i></p> <p><i>Q: How many missing children does the College deal with in a day? Definitely three or four. Then on other days it might be ten. Students who truant mainly do so as an act of defiance. The priority is to know where our children have gone.</i></p> <p><i>Q: Regarding the register. This is a pivotal point. You are not going to get 100% of staff sending registers back within ten minutes. We are aware of this. We send email messages. We generally have a good response from staff.</i></p> <p><i>Q: Is this really happening – staff sending registers within ten minutes? We are really tight on all of these processes and it has improved over the last twelve months. We have also put something in place that allows us as teachers to have more autonomy. We have encouraged staff to question and there is now a system for this. We would like to do more training with staff about attendance.</i></p> <p><i>Q: Linking attendance to Values, do the students see a link in there with their Values? Yes. As JG grows the Values curriculum it becomes embedded.</i></p> <p>The next set of attendance data will be received on 12.12.22. Staff are going to look at sessions missed rather than percentages. The College would like to look at individual children rather than percentages.</p> <p>Quality of teaching is a PP priority for 22/23. This will include staff awareness; retrieval practice; de-escalation; oral language intervention; homework; coaching. Wider strategies include: small group tutoring; parent engagement; year 11; SPP programme; supporting transitions; enrichment and student leadership.</p> <p>The DfE menu of approaches was discussed. Next steps include: continuing working to engage staff at all levels; Effective identification of student need; Establishing the active ingredients of our approaches; planning for effective monitoring and evaluation.</p> <p><i>Q: How can you evaluate progress. Through data and student voice. Disadvantage needs to be for each individual.</i></p> <p><i>Q: Do pupils have passports? Yes. We need to empower tutors to build relationships with these pupils.</i></p> <p><i>Q: It would be useful at a future meeting to see the impact of the strategies and how the school quantifies this. Can this be done? Going forwards this is an important strand of next steps. Outcomes and results should be possible through the data.</i></p>	

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22/2/7	Finance & Resources:	
22/2/7.1	<p>Risk Register Review: The Newton Abbot College Risk Register updated November 2022 had been circulated to all governors prior to the meeting via the portal. AGA asked for any questions. <i>Q: How often do you review the Risk Register in school?</i> Every time it is brought to governors. There has been time invested in a risk assessment for the subway. This does not provide information on how we mitigate the risk. <i>Q: Should we hold the subway as a risk as it is DCC's responsibility?</i> Yes, because our students use the subway. <i>Q: Should the Risk Register be reviewed at every local governing board meeting?</i> Yes. Action: Moving forwards AGA will colour code (RAG rate) any changes to the RR so governors may focus on the 'red' elements. AGA to send Subway Risk Assessment to LGO to circulate to Govs. Action: AGA asked the LGO if the Risk Register could become a standing agenda item.</p>	Action AGA/LGO
22/2/7.2	<p>Health & Safety: To receive the College Health and Safety Audit Feedback February 2022 as circulated to governors prior to the meeting via the portal. <i>Q: Can we ask Nick Hill COO of IET to present at the next meeting on key issues within the audit? More explanation is required.</i> <i>Q: Have actions been undertaken?</i> <i>Q: Who is undertaking the audit in 2023?</i> Action LGO to contact Nick Hill and invite him to attend the next LGB meeting. AGA to share site risk assessment.</p>	Action AGA/LGO
22/2/8	Committees	
22/2/8.1	<p>Pay & Performance committee The P&P committee confirmed that reviews had taken place on 20.10.22 and 22.11.22. and the process was followed in line with the Trust's policies.</p>	
22/2/9	Safeguarding:	
22/2/9.1	<p>Safeguarding and Data Report: Laura Pearl the College DSL reported. The Safeguarding Data Collection, CPOM Log and Safeguarding Governor's half termly reports had been circulated to governors prior to the meeting. LP verbally added to her written reports as follows:</p> <ul style="list-style-type: none"> • There are seventeen children on alternative provision at present. • Reduced timetable numbers are down to three. • The School Conference is the biggest piece of work completed. Specific areas of concern within the school include: the size of the school and the location on two different sites with not enough staff to supervise all areas; the subway and safety for pupils whilst walking through it; the toilets providing a place for students to conduct misdemeanours. • A meeting will be held on 16.01.23 to discuss the above matters further with key stakeholders invited. • The Mental Health support team are working well collaboratively as are the CAMHS teams. <p>The meeting moved to Part II minutes The meeting returned to Part I minutes</p> <ul style="list-style-type: none"> • A safeguarding assembly is held every half term. Tutors are also delivering safeguarding sessions. Students need to understand how to keep themselves safe. • The College has secured 10k from the Hardship Fund. An email has been sent to all parents advising them of this. <p>Governors thanked LP for her report and acknowledged the challenges faced by her and the safeguarding team on a daily basis. To provide data, reports and secure funding was an inspiring achievement within a half term.</p>	22/2/9.1
22/2/10	LGB Matters:	
22/2/10.1	<p>Proposed new Staff Governor Sarah Wilkinson: Following a full nomination process staff have appointed Sarah Wilkinson as the Staff Governor. Recommendation is sought from the LGB to the Trust Board for appointment at their meeting on 13 December 2022. Action AGA to ask SW complete the IET application form.</p>	Action AGA
22/2/10.2	Agree Governance Improvement Plan:	Action All

Item	Content	Action
	This agenda item is deferred from the LGB meeting of the 20.09.22. AGA suggested governors use the College Improvement Plan to decide how to hold College staff to account. The LGO suggested taking one, achievable strand for this year.	
22/2/11	Policies & Procedures	
22/2/11.1	<p>SEND Policy 2022-23. It was noted that this policy had been ADOPTED by governors voting via the portal on 19.10.22. Duly APPROVED.</p> <p>SEND Information Report 2022-23: It was noted that this policy had been ADOPTED by governors voting via the portal on 19.10.22. Duly APPROVED.</p> <p>It was unanimously AGREED the policy and report be added to the website.</p> <p>Behaviour Policy: It was noted that this policy had been ADOPTED by governors voting via the portal on 30.11.22. Duly APPROVED.</p> <p>Exclusions Policy: It was noted that this policy had been ADOPTED by governors voting via the portal on 30.11.22. Duly APPROVED.</p> <p>Careers education, information, advice and guidance (CEIAG) Policy: AGA advised that this policy had been ADOPTED on 19.10.22 by governors voting via the portal. Duly APPROVED.</p> <p>Policy Review: AGA advised that she has drawn up a policy review cycle. Policies to be reviewed by the LGB have been reduced to fifteen of which five are bi-annual. There will be no more than four policies for adoption at each LGB meeting. Ruth Bellas will be responsible for policy reviews and will contact the LGO/AGA at the relevant time. The Medical and Admissions policies are due for adoption at the February 2023 LGB meeting.</p>	
22/2/12	<p>Governor Visits and Training: CH advised that she had attended a Y7 Assembly and also undertaken learning walks. CC advised that she has met the newly appointed SENDCo. LC advised that she will visit College after Christmas. LC advised that she had received some very positive feedback from a 6th Form parent.</p> <p>Governor Recruitment: A letter, adjusted accordingly but in the same format as one received from Gaby Willis and used to recruit parent governors for Dawlish College, will be sent to all NAC parents. Action CC to draft recruitment letter and send to AGA to send out to parents/carers.</p> <p>Parents Forum AGA advised that the next Parents Forum will be held on the 7/12.</p>	Action AGA/CC
	Date of Next Meeting: 07.02.23	
	The meeting closed at 20.20	