

MINUTES
of the meeting of the Local Governing Body of
Newton Abbot College, Old Exeter Road, Newton Abbot
held on Tuesday 21 February 2023 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
Amy Grashoff	Head Teacher (Ex-Officio)	AGA
Sarah Wilkinson	Staff Governor	SW
Marina North	Co-Opted Governor/Vice Chair/Careers Link	MN
Apologies:		
Cathy Hooper		
In Attendance:		
Jason Moore	Premises Manager, Newton Abbot College	JM
Sara Chapman	SENDCo, Newton Abbot College	SC
Rachel Hill	Local Governance Officer	LGO
Absent:		
None		

Key to acronyms

ESFA	Educations and Skills Funding Agency	IET	Ivy Education Trust
DCC	Devon County Council	LA	Local authority
SEMH	Social, Emotional and Mental Health	EHCP	Education, Health and Care Plans
CFO	Chief Financial Officer	CIP	College Improvement Plan
SEND	Special Education Needs and/or Disabilities	ASC	Autism Spectrum Conditions
SENDCo	Special Education Needs and/or Disabilities Coordinator	RR	Risk Register
HT	Head Teacher	DT	Design and Technology
RAG	Red, amber, green rating	NAC	Newton Abbot College
EP	Educational Psychologist	PEX	Permanent exclusion
SLT	Senior Leadership Team	HPA	High Prior Attaining

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

Item	Content	Action
23/3/0.1	<p>Presentation by Jason Moore, Premises Manager of Newton Abbot College on key issues within the College Health & Safety Audit Feedback 2022</p> <p>Prior to the meeting the Health & Safety Review Reports dated 15/02/22 had been circulated to all governors.</p> <p>JM reported that a Devon County Council HR1 Health & Safety Audit had taken place across the two sites of Newton Abbot College in June 2021. Scores across the sites were 61% and 62% at the time. Following this a facilities management health and safety review had taken place in February 2022. Scores across the sites had risen to 96% and 99%. HR1 had been impressed with the progression.</p> <p>Q: Will another review take place? Yes, in the science department and DT.</p> <p>Q: What was the review for? Premises and facilities management.</p> <p>It was queried whether actions relating to risk assessment of outdoor play supervision and equipment were in JM's remit as it was deemed to be more primary than secondary.</p> <p>Q: Do children have access to the astro? Yes. Due to this fact it was agreed that the school required a risk assessment in this area.</p> <p>Q: Is there a regime for fire safety checks? Yes, but it has not been recorded in the past. Records for checks/inspections/tours have now been templated out and a Fire Safety logbook devised.</p> <p>Q: Is there space to record fire drills within the template. Yes</p>	

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	<p>Q: How many times does the College do this? We had two unplanned drills last term that highlighted actions to be undertaken and we will have planned drills this term. AGA added that at the staff inset day on 20th March the revised system will be shared with staff.</p> <p>Q: If fire alarm goes off is it linked with both sites? Yes, but not all alarms go off at once. It is all to do with how close the buildings are together. It is a logistical challenge.</p> <p>Q: Is there a water hygiene management plan? Yes. The College has had a change of contract from Rock to Wemco as they offered a better price. They are in the process of reviewing our risk assessment.</p> <p>Q: Have staff been trained in water hygiene? Yes. Weekly flushing takes place and a training matrix is now in place. Maintenance personnel have undertaken training for Legionella awareness. JM is level 3 qualified.</p> <p>Q: Should the cleaning teams have Legionella training? This is difficult as they don't have IT access.</p> <p>Q: Can we get a qualified tree surgeon to inspect the trees? Yes, but it is beneficial for the appropriate staff to have knowledge when checking the premises.</p> <p>Q: Has a risk assessment been undertaken for lightning strike? Yes. It was RAG rated as blue. The new building should be added.</p> <p>JM drew governors' attention to the red RAG rating for vehicle/pedestrian conflict and action for assessment. JM continued that the Highways Authority had visited the site un-announced and later advised that there was no risk which had been a frustrating response.</p> <p>Q: Does the College have a template for premises risk assessment? Yes, but I am conscious that I want it to be a working document and not a tick box exercise.</p> <p>Q: Do we have a fire risk assessment? Yes, this is held in reception.</p> <p>Q: Do we have it electronically? Action JM to enquire.</p> <p>Q: If contractors come into school how do we make them aware of our asbestos management? We make them aware of location through an available plan.</p> <p>There were no further questions. JM was thanked for his time and support. JM left the meeting.</p>	JM
23/3/0.2	<p>Sara Chapman SENDCo, Newton Abbot College</p> <p>SC gave a verbal SEND update to those present.</p> <p>Since starting in September 2022 the biggest achievement has been the provision map purchased by the College. Staff have been appointed and it is proving to be a good SEND tool as it can map all interventions as well as provisions for SEND. It can also map by student. As of today the link between the provision map and class charts has been activated and information can be shared with all staff through an SEN tab. AGA added that it was hoped to use the provision map to store other interventions and student support and this could start from September. SC continued it is was a good way of auditing all interventions that the college has and can offer. As part of the graduated response the College will require exit data so progress can be tracked and evidence logged. AGA continued that the College has a high number of SEND children. Provision map can show how funding is spent and what the gap is between the number of SEND pupils and the available funding. It can provide a costed provision map if required.</p> <p>The college now has a sensory room. This is a newer, equipped space next to the library. Unfortunately, the roof leaks. Children are using the space but there is a capacity issue with the room. There are over 90 students with one room and one member of staff which sometimes does not lend itself to being the calm space required.</p> <p>Q: When do students access this space? Some students have a sensory pass. It is individual. Interventions are taking place. The college has many children with autism.</p> <p>Q: If a child has a pass out do they take themselves off to the room? Yes</p> <p>Q: Do they go back to the class when they've had their five minutes? Yes, I expect you can anticipate the flaws in this system. Out of 44 visits only 4 teachers hit the button indicating that the child had left the classroom. We need and have to be able to offer the sensory room, the question is how to achieve this in a mainstream setting.</p> <p>Q: How does it affect the students in the classroom when a pupil leaves and returns? A big deal isn't made of it. Students get used to it. We try to support pupils to stay in lessons for as long as possible. ASC communication and interaction is one of our biggest areas of need within the College. There is much work to be done around it. The College currently has 63 students with EHCP, this is 4.8% - the national average is 2.2% EHCP students within schools. Some students are on various packages, but all students have an annual review. They have to have safeguarding input from staff within school. Some pupils might not come into college but</p>	

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	<p>because they are on roll we have responsibility to ensure they receive 25 hours of education a week.</p> <p>Q: Do you do home visits? We meet with parents and try to make referrals to alternatives. We try to do the best we can. Sometimes pupils receive tuition in their home. There is negotiation between what the school should do and what the LA should do. Requests for new EHCP are high. We currently have 9 submitted, 13 in process and 17 on a list. Pupils are either identified at school, by parents or come with SEND needs from primary school. Most are in need of a plan. The school has a good, graduated response in place and a good range of screeners. The level of request on teachers makes a lot of work for them. Once information is returned it needs to be analysed. Capacity to meet all the need is stretched. We have 28 students on the EP list. The College wouldn't be far off 10% EP students. There are three pupils currently in school with identified ECHP that we cannot meet the need of. AGA added that the school is currently paying for two students beyond what their funding provides for.</p> <p>The College doesn't have access to an educational psychologist. We can identify the need but not provide the educational psychologists. Our staff are not qualified to that level.</p> <p>The reason why we have so many EHCP students is that in many ways we are a victim of our own success. It is about parental choice. There is an interesting article about magnet schools for SEND. We have had staff discussions about it. We are at capacity. The majority of SEND need is met by the teacher in the classroom. We don't have a learning coach for a class with 6 or 7 pupils on a plan. There are no places available in specialist schools. We need to consider whether we expand our offer but decisions like this are all tied up in the budget.</p> <p>CC advised that at the recent Chairs' meeting DCC and SEND provision had been discussed. The Trust is looking at it as a piece of work. A question to consider is whether the Trust can provide a central place where SEND students can go to learn. AGA added that DMAT has the Promise School. One of the issues to consider would be that if the Trust opened an enhanced resource space and it is funded through county then it would be directed by county and as such IET might lose the opportunity for children within their schools.</p> <p>SC continued that within College staff are working out what the SEMH provisions are and who directs which area in order to use resources more efficiently. There is a huge need for speech and language and long waiting times through the NHS.</p> <p>The College has recently placed an advertisement for an assistant SENDCo with some positive responses. There are three unfilled posts lower down the scale. An in-house speech and language provider and learning coaches in the classroom are required. SEND can't be replicated by a computer programme and needs people on the ground.</p> <p>SC was thanked for attending the meeting and for all her hard work. SC replied it is a team approach and a teaching approach. SC left the meeting.</p>	
23/3/1.1	Apologies: Cathy Hooper	
23/3/1.2	Declarations of Interest: None declared.	
23/3/1.3	Governance Improvement Plan: It was agreed that governors should draw up a governance action plan and set up an additional meeting before Easter to do this. Action: LGO to send template to the Chair.	LGO
23/3/1.4	New Governors: The Chair advised that three applications had been received from prospective new governors. Agreed: LGO to invite the applicants to attend school for an informal chat with CC on Thursday 2 March. LC could join during the day (excluding lunchtime) MN can attend from 5pm.	LGO
23/3/1.5	National Governors Awareness Day 28/02/23: AGA suggested that this could provide an opportunity for staff to meet governors. Agreed: Governors to come into College on Wednesday 15 March from 1.30. to have a cup of tea and cake with staff. SW to advertise.	All/SW
23/3/2.1	Matters Arising from meeting held on 06.12.22: Any Matters Arising are included within this agenda.	
23/3/2.2	Agree minutes dated 06.12.22 AGREED that these minutes are a true and accurate record of the last meeting.	

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23/3/3	<p>Strategic Items:</p> <p>Chair's Update: CC advised that she had attended the IET Chairs' meeting. The following issues had been included in discussion.</p> <ul style="list-style-type: none"> • There is a focus on attendance across the Trust. The secondaries are on the national average scale, with the primaries slightly above the national average. There is a piece of work to be done with parents around this matter. Secondary heads had attended the national attendance network. This was about sharing practice and experience. There is a move to reach consistency across the Trust in terms of attendance policy. • On 23 May from 5-7pm there will be a Trust governance event at the Passage House for Trust governors. • Finance. There has been additional spend to cover unplanned pay awards and energy costs. The Trust is looking at how to reduce energy costs. • ESFA figures are due within the next two weeks. The CFO is working on budgets with HTs. • Tony Bloxham, an ex-HT and government adviser will be coming on 10 March to undertake a College review. Mr Bloxham is not an Ofsted inspector. He will be looking at the school's capacity to improve and how this can be realised. This will be a positive experience and not for staff to be anxious about. Core themes will be around absence, permanent exclusions, reading (primaries), behaviour and fluency. • A staff survey has been undertaken and general results sent to governors and HTs. Action: AGA to feedback to Scott Deeming. • A safeguarding audit will be undertaken in April for NAC. The same adviser will be used for all schools within the Trust. • IET will undertake a GDPR audit. • SEND and Inclusion centres were discussed. The Trust will continue with this piece of work. <p>Q: How many of our PEXes are SEND pupils? AGA replied that it was very rare to PEX a child with EHCP.</p>	AGA
23/3/4	<p>CIP: The Newton Abbot College CIP updated January 2023 had been circulated via Governor Hub prior to the meeting. AGA asked for any questions.</p> <p>Q: Who will be taking on Jen Carr's responsibilities? This information will be shared at a staff briefing in the near future. JC has moved to Dawlish College as the Assistant HT. Part of her role will be a trust wide attendance role. Ali Philips is currently leading on attendance at NAC.</p> <p>Q: Item 2.3. the homework system. Why is this paused? A new system was introduced last year. Since then staff have left and it is no longer fit for purpose. The College is now auditing the situation.</p> <p>Q: Have we a sufficient system in place? Yes, students are set homework. There are central detention systems for those that don't do it. There is a lack of consistency across the whole College and the system needs starting again. This is not a priority at the moment.</p> <p>Q: What proportions of our detentions are due to homework? This varies each week. There are issues in terms of the roll out of detention protocol. Good habits need to be embedded across subjects. Firstly, we will undertake the audit, then talk to staff. Following this we will put a proposal together.</p> <p>Q: Is the homework relevant? The more relevant the better the uptake of homework.</p> <p>Q: Have we had parental questioning on this? No.</p> <p>Q: Are Y11's doing homework? Yes. Their revision programme has just started. Ultimately this is an area for focus. But it is not a priority.</p> <p>Q: Is there a link with behaviour and homework? Yes. Behaviour for learning begins in the classroom</p> <p>Q: Do we still offer homework club? Yes. Do they use it? Yes. It is staffed by free learning coaches.</p> <p>Q: Are they using it in the right capacity? Yes. This year it is sign up and being used to do homework.</p> <p>Q: Item 5.1. increase in students on KS5 roll. What is recruitment like in Y11 and external. I am not sure about external. We have interviewed 161 students. 74 have named NAC as their first choice. There are 34 'maybes' and 19 yet to meet. Numbers are looking hopeful.</p>	

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	<p>Q: Are you confident with the breadth of subjects? Yes. Some won't run. Sciences will run. Psychology will run. French will not. Spanish is a possibility.</p> <p>Q: Can you explain more fully about the data drop? Our progress rating is -0.15. We do have plans for improvement. The data is robust. We are about to do another round of mocks which will give us further data.</p> <p>Q: How are the higher attainers progressing? This is becoming an increasingly smaller group but should improve with overall progress. HPA this year is -0.79. The College has appointed a member of staff to lead on this. We have an HPA co-ordinator in every department and we are putting changes in place to maximise impact.</p> <p>Q: Have we practitioners who can teach 2-9? Core subjects deliver 50% of outcomes and hours. English has a task ahead. Maths will improve through interventions. Science is level.</p> <p>Q: I am concerned about Ofsted's reaction to the data. Results need to improve for the school to remain with a Good Ofsted rating.</p> <p>Q: Do you have strategies in place? Yes, but we do need to improve and we are working on these areas. It includes behaviour, attendance and curriculum. We need time for the interventions to have impact. The current financial situation is unhelpful. Additionally, our cohort is different from the past.</p>	
23/3/5	<p>Changes to the School Day: AGA reported briefly on changes to the school day. At present the school day is 10 minutes short. A proposal document to remedy this has been sent to the SLT. Essentially, the extra time will be added on to tutor time. The reason is that there is a need to finish school at a different time from Coombeshead Academy. Once the proposal document is ready to share with staff it will be shared with governors. The changes need to be actioned from September 2023.</p>	
Quality of Education		
23/3/6	<p>Curriculum Model 2023-24: The curriculum model for 2023-24 had been circulated to governors prior to the meeting. AGA asked for any questions.</p> <p>Q: Are you no longer offering construction? This has been removed as a Level 1 qualification option. We are unable to QA it. Also, it does not count in headline figures. It has been replaced with Public Services which you can QA and offers a clear path to careers and potentially a Level 3 qualification. Outdoor learning will increase for Years 8 and 9 students. Options should be in by the end of the week.</p>	
23/3/7	<p>SEND: This is covered in agenda item 0.2 above.</p>	
Finance & Resources:		
23/3/8	<p>Risk Register Review: The updated Risk Register dated February 2023 had been circulated to governors prior to the meeting. AGA explained changes and asked for any questions. There were none.</p>	
Policies & Procedures		
23/3/9.1	<p>Admissions: The 2024 NAC Sixth Form Admissions Policy and the 2024 NAC Yrs 7-11 Admissions Policy had been electronically approved by governors prior to this meeting via GovernorHub. The policies were recommended to the Trust Board for final ratification at their Full Board meeting on 21.02.23.</p>	
23/3/9.2	<p>Business Continuity Management Plan: The Business Continuity Management Plan was duly ADOPTED.</p>	
23/3/9.3	<p>Medical Policy: The Medical Policy was duly ADOPTED.</p>	
23/3/9.4	<p>Policies for April Meeting: None</p>	
23/3/10	<p>Governor Visits and Training: The next Governors visit will be on 15 March 2023. See agenda item 1.5 above. MN, CH, LC and CC attended Part 1 PEX training with Browne Jacobson on 7 February 2023. Part 2 of the training will be held shortly.</p>	
	Date of Next Meeting: 02/05/23	
	AOB: Action: LGO to confirm with the TGO the protocol for the reporting of PEXes to governors.	LGO
	The meeting closed at 20.10	